

2<sup>e</sup>  
édition

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# THE ENGLISH TEXTBOOK

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PRÉPAS SCIENTIFIQUES

Sous la coordination de  
Gérard HOCMARD



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Prépas scientifiques

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édition

**Sous la coordination de Gérard Hocnard**  
Professeur honoraire de Chaire supérieure

Édition révisée par  
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# Les auteurs

**Gérard Hocnard** a récemment terminé sa carrière en khâgne au lycée Pothier à Orléans après avoir enseigné et collé 25 ans en CPGE scientifiques à Orléans, Paris et Tours et assuré des enseignements de préparation à l'agrégation interne d'anglais à l'université de Tours. Membre successivement de nombreux jurys (TPE, Vêto, Mines-Pont, agrégation de Lettres modernes, CAPES spécifique) il a coordonné pendant 13 ans les épreuves de langues des différents concours de l'Agro. Il a participé à la création de manuels scolaires pour le compte d'Armand Colin et Longman. Chez Ellipses, il a notamment assuré la direction du *What's what, dictionnaire culturel du monde anglophone*. Auteur entre autres de la première traduction intégrale du *Serpent à plumes* de D.H. Lawrence aux Éditions du Rocher. Il vient de produire, dans la collection « Clio » des PUF, le guide historique et culturel *Grande-Bretagne*.

**Gilbert Bohn**, professeur certifié, était jusque récemment enseignant (PRCE) à la faculté de droit de Paris XII, colleur en CPGE et jusqu'à l'an dernier correcteur et interrogateur pour les épreuves de la Banque IENA. Il a contribué à trois *Classi-Files*, collaboré au *Guide de la littérature américaine des origines à nos jours* publié aux éditions Ellipses sous la direction de Jean Pouvelle, et précédemment au *What's what?* et ouvrages associés.

**Joël Cascade**, agrégé d'anglais, option linguistique (1998), est professeur en classe préparatoire commerciale au lycée de Bellepierre à Saint-Denis-de-la-Réunion depuis l'an 2000. Il a aussi enseigné l'anglais de la presse aux historiens à l'université de Paris X, l'anglais maritime au CIN de

Saint-Mandrier-sur-Mer, la traduction aux étudiants Erasmus à l'université de La Réunion, la littérature en hypokhâgne et en khâgne au lycée Leconte-de-Lisle, ainsi que l'anglais des affaires en DCG. Titulaire d'un Master en linguistique anglaise sur les modalités épistémiques et radicales de l'anglais en grammaire générative et transformationnelle (université de Paris X), il s'intéresse plus particulièrement aux faits de langue en grammaire anglaise et à la traductologie, et poursuit des recherches sur l'auxiliaire et la grammaticalisation à la Sorbonne. Il a publié plusieurs articles dans des ouvrages collectifs pour les Prépas (*Classi-Files*). Il est aussi co-auteur et directeur d'ouvrage d'un manuel de littérature de langue anglaise, *Enjoy Literature*, publié aux éditions Ellipses. Co-auteur et directeur d'ouvrage de *The English Textbook*, Prépas commerciales, il prépare actuellement un ouvrage de grammaire, *Prêt-à-Réviser/ La Grammaire Synthétique de l'Anglais*, ainsi qu'un ouvrage collectif sur la presse anglo-saxonne. A participé au jury d'Ericome. Membre du jury de l'Agrégation externe d'anglais depuis 2013.

**Pierre Fauve** est agrégé d'anglais et titulaire d'un DEA de linguistique systémique (intitulé du mémoire : « Thématisation et rhématisation dans la presse anglo-saxonne »). Il est également diplômé de la Chambre de commerce britannique. Il est enseignant en classes préparatoires scientifiques au lycée La-Croix-Rouge à Brest et à l'ISEN (École d'ingénieurs).

**Astrid d'Halluin** est agrégée d'anglais. Après un DEA de littérature anglaise, elle a enseigné en lycée et à l'université François Rabelais de Tours. Elle est aujourd'hui professeur en CPGE ECE au lycée Saint-Louis-de-Gonzague (Paris 16<sup>e</sup>) et en CPGE scientifiques (PSCI, MP\* et PSI\*) au lycée Fénelon-Sainte-Marie (Paris 8<sup>e</sup>). Elle a publié des articles de recherche littéraire dans les revues du GRAAT et du CERHAC (groupes de recherche de doctorants des universités de Tours et de Clermont-Ferrand), ainsi que des articles sur l'environnement dans la revue *Référence* à destination des étudiants en CPGE. Elle participe au jury de correction de l'Essec-HEC et aux jurys d'oraux de l'ESC Rennes et d'Audencia. Elle est membre du jury de CAPES externe d'anglais.

**Frédérique Legraverend** est diplômée de l'Institut de Sciences politiques de Paris (Section Économique et Financière), agrégée d'anglais et titulaire d'un DEA en didactique de l'anglais. Elle a été professeur en classes de mathématiques spéciales et supérieures au lycée Jacques-Decour, à Paris. Après avoir participé au jury du CAPES d'anglais, et rejoint en 2000 celui des concours vétérinaires et agronomiques, au sein duquel elle a été responsable des langues vivantes,

elle a collaboré à une vingtaine de manuels scolaires aux Éditions Foucher pour BEP, bac pro, bacs technologiques et BTS tertiaires.

**Gérard Lorgos**, titulaire d'une licence et d'une maîtrise d'anglais (Lyon III) ainsi que d'une licence de Lettres modernes (Brest), est agrégé de l'Université et enseigne en classes préparatoires scientifiques au lycée Raspail à Paris. Il est membre du jury du concours Mines-Ponts depuis 2008.

**Carole Mulliez** est agrégée d'anglais et docteur en études anglophones de l'université Paris IV. Études de langue, littérature et civilisation de langue anglaise à Paris IV. Enseignant en CPGE depuis 2007, elle est actuellement en poste au lycée Saint-Louis, à Paris. Avant de participer comme actuellement au jury du concours de Centrale, elle a été membre des jurys de l'Agro, du DSG et du DSCG (oral, 2009). Outre ses traductions, elle a publié en collaboration aux Éditions Hachette un manuel pour le diplôme de Comptabilité Gestion (*Anglais appliqué aux affaires*), ainsi qu'un article pour le site « La Clé des langues » sur la traduction des livres pour la jeunesse. Son dernier ouvrage : *L'Essentiel pour réussir l'épreuve de synthèse en anglais aux concours des écoles d'ingénieurs*. est paru dans la collection Optimum aux éditions Ellipses.

# Avant-propos

L'objectif de ce livre est double.

Il est avant tout de donner aux étudiants qui entrent en classe préparatoire scientifique les moyens – quel que soit le niveau d'anglais auquel ils sont parvenus – d'affronter des épreuves de concours avec lesquelles ils ne sont pas familiarisés. C'est pourquoi il est d'emblée fait de ces épreuves une présentation sous forme d'un tableau récapitulatif et des annales de 2016, avant que soit proposée une méthodologie afin d'aborder chacune d'entre elles selon ses exigences.

L'autre objectif est de regrouper en un seul volume les différents outils, habituellement dispersés en plusieurs ouvrages, dont un étudiant a besoin pour une préparation sérieuse : les clés du vocabulaire, qui ouvrent les portes de la compréhension et de l'expression ; la maîtrise de la grammaire sans laquelle il n'est point de salut ; le minimum vital d'histoire et de civilisation qui permet d'interpréter les textes et documents fournis. Il entend offrir à tous la possibilité de s'entraîner aux différents exercices imposés aux concours, essentiellement compréhension, rédaction – sous forme d'essais ou d'exercices de synthèse – et traductions.

L'oral n'est pas oublié puisque des fiches méthodologiques précisent l'objectif et la démarche des colles, ainsi que les attentes des examinateurs d'oral. Un rappel de règles phonétiques n'a pas été jugé superflu, même si, dans ce domaine, le meilleur moyen d'améliorer sa diction et, par conséquent, sa compréhension – les deux sont liées quoi qu'on en dise – est encore d'ouvrir grandes ses oreilles et de chercher à imiter ce qu'on entend dans la bouche d'un anglophone ou du professeur, en respectant notamment l'accent tonique, plutôt que de prononcer les mots tels que les lirait un Français en égrenant les syllabes.

Ce volume pourra servir de base aux collègues chargés de la préparation puisqu'ils y trouveront des exercices qu'ils auront la possibilité d'utiliser en classe ou pour proposer des sujets de devoirs.

Nous lui souhaitons de remplir pleinement la mission que nous lui avons assignée.

Les auteurs



# **Chapitre 1**

**Présentation des épreuves  
et annales sujets 2017 et 2016**





# Tableau récapitulatif des épreuves de langues aux concours des écoles d'ingénieurs

|  | Écrit   | Oral   |
|--|---|--|
| <p><b>Concours Agro-Véto BCPST</b><br/>ainsi que</p> <p><b>Concours Agro-Véto TB</b> (anglais seulement)</p> <p>2 heures</p> | <p>LVA : allemand, anglais, espagnol</p> <p><b>1. Thème</b> (presse ou fiction)<br/>(6 points)</p> <p><b>2. Compréhension de l'écrit</b><br/>(6 points)</p> <p><b>3. Expression écrite</b><br/>(8 points)</p>   | <p>LVA : allemand, anglais, espagnol</p> <p>LVB : anglais, arabe, espagnol, italien, portugais, russe (seuls points &gt; 10 retenus)</p> <p><b>Épreuve 30'</b> (préparation 30')</p> <p><b>1.</b> Article de presse : compte-rendu et commentaire (20')</p> <p><b>2.</b> Visionnage extrait vidéo JT (2') et restitution</p> |
| <p><b>Concours ATS</b></p> <p>2 heures</p>   | <p>Anglais seulement</p> <p>2 heures</p> <p><b>QCM</b></p> <p>1<sup>re</sup> partie : grammaire et vocabulaire.</p> <p>2<sup>e</sup> partie : texte à trous.</p>  | <p>Allemand, anglais, espagnol</p> <p><b>Épreuve 20'</b> (préparation 20') : article de presse. Compte-rendu et commentaire.</p>   |
| <p><b>Concours Communs Polytechniques (CCP)</b></p> <p>3 heures</p> <p>-----</p> <p>1 heure</p>                              | <p>Allemand, anglais, arabe, espagnol, italien, portugais, russe</p> <p><b>LVA : Synthèse (400 mots) de 3 ou 4 documents</b> (en 3 pages A4)</p> <p>-----</p> <p><b>LVB</b> : facultative, sauf EEIGM Nancy.</p> <p><i>Seuls points &gt; 10 retenus</i></p> <p><b>QCM en trois parties :</b></p> <p><b>1.</b> Compréhension (10 points)</p> <p><b>2.</b> Lexique (5 points)</p> <p><b>3.</b> Compétence grammaticale (5 points)</p> | <p><b>LVA uniquement</b></p> <p>Allemand, anglais, arabe, espagnol, italien, portugais, russe</p> <p><b>Épreuve : 20'</b> (préparation 30') :</p> <p>Trois écoutes d'un article de presse enregistré par un anglophone ; compte-rendu et commentaire</p>   |

|  |  |  |
|--|--|--|
| <p><b>Centrale – Supélec</b><br/><b>MP-PC-PSI</b><br/><b>ou</b><br/><b>Centrale – Supélec</b><br/><b>TSI</b><br/><i>4 heures</i></p> | <p><b>LVA</b> : allemand, anglais, chinois, espagnol, italien, russe<br/><b>Synthèse de 3 ou 4 documents</b> (+/-3 000 mots) en 500 mots</p>   | <p><b>LVA</b> : allemand, anglais, chinois, espagnol, italien, portugais, russe<br/><b>LVB facultative</b> : seuls points &gt; 10 retenus : allemand, anglais, arabe, chinois, danois, espagnol, finnois, grec, hébreu, hongrois, italien, japonais, néerlandais, norvégien, polonais, portugais, roumain, russe, suédois, tchèque, turc, vietnamien<br/><b>Préparation (20')</b> : choix d'un article de presse parmi 3 ou 4<br/><b>Épreuve (20')</b> pour LVA et LVB : Justification du choix, compte-rendu, puis commentaire.</p> |
| <p><b>E3a (Arts et Métiers, ESTP, etc.)</b><br/>Pour MP -PC – PSI<br/><i>3 heures</i><br/>-----<br/><i>1 heure</i></p>               | <p><b>LVA 1<sup>re</sup> épreuve (obligatoire)</b> : Allemand, anglais, arabe, espagnol, italien, portugais<br/><b>Synthèse de 3 ou 4 documents</b> (+/- 2 000 mots) en +/- 400 mots<br/>-----<br/><b>LVA 2<sup>e</sup> épreuve (obligatoire)</b> : Anglais uniquement<br/><b>QCM en trois parties</b> :<br/>1. Compréhension (10 points)<br/>2. Lexique (5 points)<br/>3. Compétence grammaticale (5 points)<br/>(même format que pour CCP LVB)</p> | <p><b>LVA obligatoire</b> : Allemand, anglais, arabe, espagnol, italien, portugais<br/><b>Préparation (20')</b> : Ecoute d'un article de presse enregistré de +/- 450 mots. Le candidat gère l'écoute.<br/><b>Épreuve (20')</b> : Compte-rendu et commentaire, puis entretien<br/><b>LVB facultative</b> : (seuls points &gt; 10 retenus)<br/>Préparation 15' ; passage : 15'<br/>Article de presse à résumer et commenter.</p>  |
| <p><b>Aviation civile</b><br/><b>ENAC EPL (pilote)</b><br/>Ainsi que<br/><b>ICNA (contrôleur)</b><br/><i>2 heures</i></p>            | <p><b>Anglais uniquement</b><br/><b>QCM</b> de compréhension lexique et grammaire : 80 items<br/>EPL : Note &lt; 8 éliminatoire<br/>ICNA : Note &lt; 10 éliminatoire</p>   | <p><b>Anglais uniquement</b><br/><b>Préparation (20')</b> : écoute libre de 4 documents audio (rubriques de journal parlé)<br/><b>Épreuve (15' = 2 fois 7,30')</b> : compte-rendu de 2 des rubriques, questions sur le lexique, commentaire et discussion<br/>Note &lt; 12 éliminatoire</p>  |

|   |   |  |
|---|---|--|
| <p><b>Concours des ENS</b><br/><b>Filière BCPST</b><br/><i>2 heures</i></p> | <p><b>LV</b> : Allemand, anglais, espagnol<br/><b>Épreuve :</b><br/><b>1. Version de presse</b> (300 mots)<br/><i>12 points</i><br/><b>2. Deux questions en relation avec le texte</b> (300 mots chacune) <i>8 points</i></p>   | <p><b>LV</b> : Allemand, anglais, espagnol<br/><b>Préparation</b> (20') : article de presse<br/><b>Épreuve</b> (20') : compte-rendu et commentaire</p>   |
| <p><b>Concours X - ENS - ESPCI</b><br/><i>4 heures</i></p>                  | <p>Allemand, anglais, espagnol<br/><b>Épreuve :</b><br/><b>1. Synthèse de 3 articles + un document iconographique</b> en 600-675 mots<br/><b>2. Rédaction d'un texte d'opinion</b> en 500-600 mots</p>  | <p>Allemand, anglais, espagnol<br/><b>Préparation</b> (30') : Visionnage d'un extrait vidéo de 5'<br/><b>Épreuve</b> (20') : résumé et commentaire + entretien. <b>Deux</b> examinateurs.</p>  |
| <p><b>Mines-Ponts</b><br/><i>1 heure 30</i></p>                             | <p><b>LVA</b> : anglais obligatoire<br/><b>Épreuve :</b><br/><b>1. Thème</b> (presse ou fiction) : 160 mots. 8 points<br/><b>2. Deux questions sur un texte :</b><br/>- Compte-rendu (70-120 mots).<br/><i>5 points</i><br/>- Discussion (110-200 mots)<br/><i>7 points</i></p>   | <p><b>LVA</b> : anglais obligatoire<br/><b>LVB</b> : allemand, arabe, esp., italien, russe. Seuls points &gt; 10 retenus (Épreuve identique pour LVA et LVB)<br/><b>Préparation</b> (20') : article de presse<br/><b>Épreuve</b> (20') : compte-rendu et commentaire.<br/>NB : Oral différent pour Ecoles des Mines (ex- « petites Mines ») :<br/>- <b>Anglais obligatoire</b> -<br/>Préparation 15', Passage 15'<br/>Épreuve en 3 parties : Dialogue-Analyse de doc. Iconographique - Role-Play</p> |
| <p><b>Banque PT</b><br/><b>2 épreuves de</b><br/><i>3 heures</i></p>        | <p>Allemand, anglais, arabe, espagnol, italien<br/><b>Épreuve « A »:</b> <b>Synthèse</b> (450-500 mots) à <b>partir d'un dossier thématique</b> (4 ou 5 documents) avec question pour orienter la réflexion.<br/><b>Épreuve « B » :</b><br/><b>1. Contraction croisée</b> en 130 mots et en anglais d'un article de presse en français (+/- 750 mots)<br/><b>2. Essai</b> en 200-220 mots</p> | <p>Allemand, anglais, arabe, espagnol, italien<br/><b>LVA obligatoire</b><br/><b>Préparation (20')</b> : écoute d'un article de presse enregistré avec prise de notes libre. <b>Le candidat gère l'écoute.</b><br/><b>Épreuve (20')</b> : compte-rendu et commentaire, avec possibilité de questions ponctuelles.<br/><b>LVB facultative</b> : (seuls points &gt; 10 retenus)<br/>Préparation : 15' ; passage : 15'<br/>Article de presse à résumer et commenter.</p>                                |

# I. Annales des concours 2017

## Banque « Agro-Véto » 2017

Banque "Agro-Véto"  
A - 0917

LANGUE VIVANTE OBLIGATOIRE : ANGLAIS

Durée : 2 heures

**Avertissement:**

- L'usage de tout système électronique ou informatique est interdit pour cette épreuve.

**L'épreuve comprend trois parties :**

**I – Thème :** 6 points sur 20

**II – Compréhension de l'écrit :** 6 points sur 20

**III – Expression écrite :** 8 points sur 20

Vous indiquerez avec précision à la fin de la question de compréhension et à la fin de l'essai, le nombre de mots qu'ils comportent. Un écart de 10% en plus ou en moins sera accepté. Des points de pénalité seront soustraits en cas de non-respect de ces consignes.

**I – Traduisez le texte ci-dessous en anglais.**

L'évasion du gorille du zoo de Londres, le 13 octobre dernier, avait fait grand bruit. On vient d'apprendre que lors de son escapade il s'est offert un petit plaisir gourmand.

Le quotidien britannique *The Guardian* rapporte ce jeudi les détails de cette évasion. Kumbuka, un gorille au dos argenté, a ainsi profité de ses brefs instants de liberté pour engloutir cinq litres de sirop de cassis non dilué. Une quantité à relativiser lorsqu'on sait que Kumbuka pèse 184 kilos.

*The Guardian* détaille également la manière dont le gorille s'est échappé. Il n'a eu besoin de casser aucune fenêtre ni cadenas, mais a profité d'une porte déverrouillée temporairement par un employé du zoo, alors qu'une seconde n'avait pas encore été sécurisée. Ce dernier s'est alors retrouvé face-à-face avec l'animal. « Grâce à la relation étroite que partagent l'employé et le gorille, l'employé a pu rassurer Kumbuka, lui parlant calmement, afin de pouvoir quitter les lieux tranquillement », a expliqué le professeur David Field, zoologiste en chef du zoo.

*Direct Matin*, jeudi 20 octobre 2016

**II – Lisez le texte ci-dessous et répondez en anglais à la question qui suit.**

*Science and maths aren't as important as you think – History of Art taught me more about life than biology*

Rosie Millard, *The Independent*, 14 October 2016

Imagine being told you will never be given the chance to study the works of Charles Dickens at school, because learning about Victorian literature is "soft", overtly "specialist" and not relevant. Actually, not just Victorian literature. Any literature – or music. Or actually, any creativity from the past. It's all just a bit posh and a bit silly. Furthermore Dickens, Mozart and Shakespeare have nothing to do with STEM, which as we all know is the key to a good career.

This is basically how the thinking goes on the study of History of Art, which has just been abandoned as a subject in English schools both at A Level and AS Level. Why? Because it is “specialist”. Because it necessitates the visiting of galleries. Because it is “soft”.

I did History of Art A-Level in the science lab. We sat on stools and looked at slides of the world’s masterpieces while our teacher Mrs Todd told us about the frescoes by Masaccio. *The Arnolfini Wedding* by van Eyck. Botticelli’s *Mystic Nativity*. In looking at these images, we learned about humanity, about history, about murder, theft, power, propaganda, and love. About philosophy, politics and radical thought. I don’t call that specialist – I call that life.

Because History of Art is not about looking at pretty pictures, or Christmas card-type visions of Madonnas and their bambinos. It really isn’t. Go to the National Portrait Gallery, and look at the pictures of the hatchet-faced Tudors. Go to the National Gallery, and look at the sheer erotica of *The Rokeby Venus*. Marvel at the working ethos evinced in Seurat’s bathers. I could go on. There are a lot of cultural issues to unpack from these canvasses.

About ten years ago I enrolled on the part-time “Survey” course, unofficially dubbed “from Plato to Nato” at the Courtauld Institute in London. We did everything: Greek sculpture, Gothic architecture to Damien Hirst. This is when I really grasped how vital History of Art is. It is essentially the history of a culture in a specific place; it is what society in Rome, Nairobi, Paris or Beijing at that time thought was important.

Radical politics, as evinced by the groupings of the Magi around a Nativity scene. Sexual politics, as seen in a woman on a swing. Paeans to industry, to patriotism, to religion, devotion, savagery, wealth, and escapism – the world’s galleries reveal the very heart and soul of human life, thought and emotion, poured out over thousands of years across the world on canvas, on wood, and in marble, bronze, terracotta and straw. And studying History of Art shines a light on it, just as studying biology helps you understand plants.

“Oh well” say the examining boards. “People can always pick up History of Art at university.” Really? Without an early grounding, why on earth would you ever choose History of Art? And without the confidence of seeing the subject provided at A Level, how could any student take the subject seriously?

Yes, you can pick up much from audio-guides. But closing the educative door for young people in the visual arts is criminal. All but the most determined autodidact will wander through the rooms at Glasgow’s Burrell Collection, the Walker in Liverpool, or the National in London, not knowing, because they will have no context. You will see solemn Madonnas clutching tiny babies. You will see a horse with no saddle, rearing. You will see a bunch of sunflowers. You will see wallpaper.

**What does Rosie Millard think of the fact that History of Art has been abandoned as a subject in English schools? Answer in your own words (±10%).**

**III – Rédigez en anglais un essai en 200 mots (± 10%).**

**Is STEM (Science, Technology, Engineering and Mathematics) really more important than History of Art? Justify your answer with examples.**

**FIN DU SUJET**



## Corrigé proposé

### I. Thème

The escape of the London zoo gorilla on October 13th last year caused a big stir. It has just been revealed that during his getaway he indulged in a tasty little treat.

Thursday's edition of the British daily *The Guardian* provides more details of the escape. Kumbuka, a silverback gorilla, made the most of his few moments of freedom and gulped down five litres of undiluted blackcurrant syrup, a quantity that should be put in perspective when you consider that Kumbuka weighs 184 kilos.

*The Guardian* also details the way in which the gorilla escaped. He didn't need to break a window or a padlock, but took advantage of a door that had been momentarily unlocked by a zoo worker, while a second one had not been closed yet. The keeper then found himself face to face with the animal. "Thanks to the close relationship that the zoo worker and the gorilla share, the worker managed to reassure Kumbuka by talking to him soothingly so as to be able to get out quietly," Professor David Field, the zoo's chief zoologist, explained.

### II. Compréhension de l'écrit (100 mots +/- 10 %)

Rosie Millard is angry at the fact that History of Art has been abandoned as a subject in English secondary schools because for her this shuts the door to any future possibility of understanding and appreciating Art for those who will not have had a grounding while at school. Art for her is the school of life, a window on "the heart and soul of human life", as she puts it. Dropping Art from the syllabus of secondary schools is a sort of treason, the result of a reductive understanding of what education is all about, the end of liberal education for the benefit of a purely utilitarian vision.

109 words

### III. Essay (200 words +/- 10%)

Is STEM more important than History of Art? Posed this way, the question does not make sense. How can a given discipline be "more important" than another? It all depends on the perspective in which it is studied. STEM obviously has more importance for scientific careers, but even then, sectors such as medicine (but not only) require a dose of humanity, an opening to others that can only benefit from a grounding in humanities in general, among which History of Art.

The insistence on the predominant importance of STEM over all other disciplines comes from a change of perspective in education. Where the aim once was – etymologically – to free people mired in ignorance and give them a grounding of general culture, it is now purely utilitarian with the objective to develop their supposed "employability". The result too often is people confined to a sector without the capacity to reach out for something else. How many geeks are articulate enough to be employable in other sectors that data processing? Why do the top students in business schools happen to be those with the widest bases in humanities? Saying that STEM is more important than History of Art is pure prejudice.

203 words

Banque "Agro-Véto"  
AT- 0417

**LANGUE VIVANTE OBLIGATOIRE : ANGLAIS**

Durée : 2 heures

**Avertissement :**

- *L'usage de tout système électronique ou informatique est interdit pour cette épreuve.*

**L'épreuve comprend trois parties :**

**I – Thème :** 6 points sur 20

**II – Compréhension de l'écrit :** 6 points sur 20

**III – Expression écrite :** 8 points sur 20

Vous indiquerez avec précision à la fin de la question de compréhension et à la fin de l'essai, le nombre de mots qu'ils comportent. Un écart de 10% en plus ou en moins sera accepté. Des points de pénalité seront soustraits en cas de non-respect de ces consignes.

**I – Traduisez le texte ci-dessous et son titre en anglais.**

**La défaite de Clinton laisse de nombreuses femmes désemparées**

Au soir de l'élection, Hillary Clinton avait prévu de fêter sa victoire dans une salle à l'immense plafond de verre, mais sa défaite face à Donald Trump l'a empêchée de briser cette barrière symbolique et a désemparé de nombreuses Américaines qui redoutent de voir leurs droits s'amoinrir.

Supprimer les obstacles qui entravent la carrière des femmes était l'une des raisons pour lesquelles Natasha Dodge avait placé ses espoirs en la candidate démocrate.

"Il n'y a plus de place pour nous", s'est désolée la jeune étudiante de 19 ans en apprenant le résultat de l'élection. Estimant qu'elle avait élevé Mme Clinton au rang de "figure maternelle", Natasha redoute désormais que le discours du président élu "normalise la haine envers les femmes".

Pour Julie Potyraj, 29 ans, la défaite de Mme Clinton est quelque chose de "très personnel" qui montre que "les femmes devront toujours en faire plus, sans que ça ne soit jamais suffisant".

la-croix.com, 15 novembre 2016 (extrait)

**II – Lisez le texte ci-dessous et répondez en anglais à la question qui suit.**

In a competition to find the world's least-loved animal, the mosquito would be hard to beat. Only a few species of the insect carry the parasites that cause human diseases such as West Nile virus, dengue and yellow fever, but the harm they cause is enormous. Malaria kills more than 400,000 people, mostly children, every year. Zika has spread to dozens of countries. If species such as *Anopheles gambiae* and *Aedes aegypti* could be eradicated, the world would surely be a better place.

Genetic engineers have already taken some steps in that direction: male *A. aegypti* mosquitoes that have been modified to become sterile have been released in Brazil, for example. Such approaches, controversial though they are among some Greens, are limited in their impact and geographical range.



A nascent technique called a “gene drive”, which could make it far easier to wipe out species, raises harder questions.

The term refers to the engineering of genes so that they are almost guaranteed to be inherited by offspring (the conventional laws of inheritance predict that offspring have only a 50% chance of inheriting a specific gene). You might, say, be able to engineer *A. gambiae* to produce only male offspring, release the modified bug into the wild and extirpate the entire species.

The use of gene drives in the wild is not imminent. But the research is proceeding rapidly, thanks to new gene-editing technology and to some lavish funding: this month the Bill and Melinda Gates Foundation said it would increase its investment in gene drives to \$75m. Mosquito species are the main targets, but need not be the only ones. Some wonder if gene drives could be used on the ticks that carry Lyme disease, or to change the genetic makeup of bats, a reservoir of infectious diseases. As interest grows, however, so do the concerns.

Some take an absolutist stance: it is morally wrong to take a deliberate decision to eliminate any species, however unpleasant. (...)

There are other, more powerful causes for concern. One is that the impact of getting rid of a species is hard to predict. The mosquito that just fed on a person’s arm may go on to feed a swallow. The absence of one bug might lead another to thrive. However carefully scientists model the impact of gene drives, the risk of unintended consequences looms large in complex ecological systems. Another worry is that gene drives could be used for evil: a mosquito could just as well be engineered to be more suited to carrying deadly diseases, for example.

That argues for two guiding principles in the use of the technology: reversibility and consent. Reversibility means that no species should be driven extinct in the wild without the means to reconstitute it. Colonies of unaltered organisms must always be retained, so that they can be reintroduced.

The second principle concerns consent. The presumption behind the regulation of genetically modified organisms is that their spread can be contained. The Cartagena Protocol on Biosafety allows a country to refuse entry to a GM crop, for example. Such rules will not contain gene drives, which will spread across borders without permits. A decision by one nation, or one group, to release them might eventually affect every country where the species exists. Governance arrangements must be international from the start. (...)

“The promise and peril of gene drives”, economist.com, 17 September 2016

**Répondez à la question en utilisant vos propres mots. (100 words ±10%)**

**What arguments does the article put forward to demonstrate that the new technique called “a gene drive” is both promising and worrying?**

**III – Rédigez en anglais un essai en 200 mots (±10%).**

**Does scientific progress raise more issues than it ever has? Illustrate your answer with examples.**



## Corrigé proposé

### I. Traduisez le texte ci-dessous et son titre en anglais

#### Clinton's defeat leaves many women helpless

Hillary Clinton had planned to celebrate her victory in an immense hall with a glass ceiling on the evening of her victory, but her defeat face to Donald Trump prevented her from breaking that symbolical barrier and has left many American women, who fear to see their rights diminished, totally helpless.

Suppressing the obstacles across women's careers was one of the reasons why Natasha Lodge had placed her hopes in the Democrat candidate.

"There's no place for us!" the young 19-year-old student lamented on learning the results of the election. Deeming that she had elevated Mrs. Clinton to the rank of a "mother figure", Natasha now fears that the elected President's speech might "normalise the hate against women".

For Julie Potyraj, 29, Mrs Clinton's defeat is something "very personal", which shows that "women will always have to do more, without that ever being sufficient."

### II. Répondez à la question en utilisant vos propres mots (100 words +/- 10 %)

#### What arguments does the article put forward to demonstrate that the new technique called « a gene drive » is both promising and worrying?

The article puts forward powerful arguments to underline both the promise that "gene drive" represents in order to erase dangerous diseases and the concerns the technique gives rise to. "Gene drive" is presented as a radical means to erase diseases such as malaria, Nile fever, yellow fever and many others that are spread by mosquitoes, ticks or bats. The snag is that by leading just one species to extinction we may drastically unbalance the food chain and produce unforeseen catastrophes. Moreover, the implementation of techniques of genetic manipulation approved of by one country or group may have universal consequences since there is no way to contain the effects.

108 words

### III. Rédigez en anglais un essai en 200 mots (+/- 10 %)

#### Does scientific progress raise more issues than it ever has? Illustrate your answers with examples.

Scientific progress has always raised issues by forcing people to adjust their beliefs and adapt their attitudes. Galileo's demonstration that the Earth was not central to the universe or Darwin's theory of evolution were famous instances. But the problems raised were more of an intellectual than an ethical order. One had a right not to adhere but the new discoveries only affected the comprehension of the world and had no effect outside the sphere of reason. Contrary to that, new discoveries offering the capacity to modify animal or vegetable species or even mankind raise ethical issues because they can both pave the way to fantastic improvements and open the door to abysmal catastrophes.

The discovery of antibiotics, for instance, has led to overpopulation in some parts, which in turn has produced pollution and problems of water supply. Genetic manipulation of plants and animals with a view to feeding an ever-growing population and erasing diseases has so far proved successful. But it might produce imbalances in the food chain that might lead mankind to extinction. An implementation of those techniques on man himself might lead to eugenics and various imbalances such as the one observed in China between the male and female population. We should be wary of opening Pandora's box!

211 words

## Le Concours ATS

Le Concours ATS (Adaptation Technicien Supérieur) est un des concours scientifiques pour l'entrée dans certaines écoles d'ingénieurs françaises publiques ou privées. Organisé pour la première fois en 1998 par l'ENSEA, il est passé chaque année par environ 400 étudiants, majoritairement titulaires de BTS et de DUT et inscrits en classe préparatoire ATS.

Conformément aux modifications apportées en 2013, cette épreuve d'anglais est **une épreuve unique de 2 heures** (coefficient 2) **obligatoire** pour tous les candidats. Le barème est celui que l'on trouve dans ce genre d'épreuves, notamment le QCM obligatoire du concours E3A, et l'épreuve de CCP LV2 : réponse juste = +3 ; réponse fausse = -1.

### Deux changements notables ont été apportés à cette édition 2017 :

1. Après les 160 questions proposées en 2013, et les 140 questions des épreuves de 2015 et 2016, le nombre de questions a été à nouveau réduit, à 110 items, indubitablement dans un souci d'efficacité, car les doublons sont inévitables si les questions sont trop nombreuses.
2. Saluons le retour d'un exercice remarquablement formateur qui avait été supprimé en 2013 : l'identification des erreurs (*error recognition*). Toutefois, le nombre très limité de possibilités (trois, parfois seulement deux, rarement quatre) laisse penser que l'exercice a été simplifié car jugé trop difficile : décidément, la grammaire est le mal absolu !

Nous recommandons aux candidats de s'entraîner sur ces QCM ATS bien pensés et équilibrés, permettant de tester leur niveau en grammaire et dans le maniement de structures idiomatiques. Le barème leur réservera, en tout cas, moins de surprises que les épreuves de synthèse...

## **I Grammar and vocabulary: choose the right answer**

- 1) The last time I.....her was the day she married my ex-husband.  
a) have seen      b) saw      c) am seeing      d) used to see
- 2) They.....for two hours when I arrived.  
a) had talking      b) had been talking      c) were talking      d) talked
- 3) Are you sure those clothes .....in France and not abroad?  
a) have been made      b) are make      c) have been making      d) have made
- 4) "Where is Joe ?" "He .....!"  
a) has just left      b) is just left      c) is just leaving      d) was just leaving
- 5) I wanted to tell him what I thought of him but he.....even.....to me!  
a) did.....listen      b) wasn't....listening      c) has.....listened      d) hadn't been....listening
- 6) The day we went to London, Westminster Abbey .....and we couldn't visit it.  
a) was being cleaned      b) was cleaning      c) had been cleaned      d) had been cleaning
- 7) Why not.....us tonight?  
a) joining      b) join      c) having joined      d) to join
- 8) It's high time you.....if you do not want to be late.  
a) leave      b) left      c) are leaving      d) should leave
- 9) This country is all the .....interesting to visit as it has such unusual customs.  
a) more      b) least.....      c) most      d) mostly
- 10) Sincere and crazy in love as he.....be, she will never ever marry him.  
a) may      b) will      c) should      d) would
- 11) As soon as she.....eighteen, her parents will buy her a Mini Cooper.  
a) will turn      b) turns      c) will be turning      d) is turning
- 12) .....he says, he sounds like an idiot!  
a) What      b) Whenever      c) Which      d) Whatever

13) "I want to become a veterinarian," he told his best friend. "Dream ....., you're useless at maths!" his friend answered.

- a) on            b) about            c) off            d) away

14) With this beautiful blue sky, it is very .....to rain, isn't it?

- a) probable            b) likely            c) unlikely            d) improbable

15) Children.....to respect their grandparents!

- a) must            b) should            c) ought            d) had better

16) What about.....to New York next summer?

- a) going            b) to go            c) to going            d) we 'd go

17) He has a lousy job and a very bad salary, so he cannot make .....meet.

- a) wages            b) ends            c) money            d) profits

18) No news.....good news!

- a) are            b) is            c) means            d) and

19) The.....he eats, the .....he gets.

- a) more...greedier    b) more...more greedy    c) less...more greedy    d) least...greedier

20) If you want to have a good job and an international career, you.....become an engineer.

- a) had better            b) should better            c) want            d) ought

21) If only he could give me.....with my car which has broken down!

- a) a help            b) a hand            c) an advice            d) a tip

22) He never .....me the truth about his birth.

- a) told            b) said            c) mentioned            d) revealed

23) If I had known you were coming to Paris, then, I.....a lift.

- a) would give you    b) would be given you    c) would have given you    d) would given you

24) I never found.....why he never turned.....

- a) out....down            b) out....up            c) into....out            d) into....off

25) What a shame we have to go but we have very.....time left before the bus comes

- a) few            b) a few            c) little            d) less

- 26) They have .....a house that we got lost among the various rooms.  
a) so big                      b) such big                      c) also                      d) so
- 27) The managers.....the good news about everyone getting a pay raise.  
a) spread                      b) spent                      c) spared                      d) spiced
- 28) He has just lost his contact lens but it is.....to be found. How very strange!  
a) somewhere                      b) anywhere                      c) nothing                      d) nowhere
- 29) Due to the terrorist attacks, the customs agents go.....people's bags very meticulously.  
a) over                      b) under                      c) into                      d) through
- 30) I'm sorry, the vending machine does not take bills. You have to have the exact.....  
a) money                      b) currency                      c) charge                      d) change
- 31) When she married.....him, she was still very young and immature.  
a) to                      b) with                      c) .....                      d) at
- 32) The lift was.....so we ran up the 5 flights of stairs.  
a) in order                      b) off order                      c) on order                      d) out of order
- 33) Steven is a really good skier, but he skis.....when the snow is packed.  
a) good                      b) best                      c) the best                      d) worst
- 34) He has been unemployed for a long time, but is still actively seeking.....a new job.  
a) in                      b) no preposition                      c) for                      d) into
- 35) The first step to.....slim is to exercise regularly.  
a) being                      b) been                      c) be                      d) have been
- 36) "Is Berlin worth..... ?" "It sure is ! It is a fascinating city!"  
a) visit                      b) visited                      c) visiting                      d) visits
- 37) It's only ten minutes.....from here.  
a) no preposition                      b) far away                      c) distant                      d) long
- 38) Who said we were..... ?  
a) whole like                      b) all like                      c) all alike                      d) whole alike

- 39) I said I'll come and .....I will.  
 a) this                      b) such                      c) like                      d) so
- 40) You must avoid.....with this incident.  
 a) being linked      b) to be linked              c) linking                      d) to link
- 41) These products are all dangerous, some.....others.  
 a) as many as              b) so much as              c) many more than      d) much more than
- 42) I wish you.....talk to me as if I were a baby !  
 a) wouldn't              b) mightn't              c) shouldn't              d) weren't to
- 43) This country is no longer .....we knew and loved.  
 a) France                      b) France as              c) the France              d) such a France
- 44) I felt.....I'd gone into the wrong room by mistake.  
 a) even as                      b) such as                      c) as                      d) as if
- 45) Try to get the students.....the complete sentence.  
 a) to repeat                      b) repeat                      c) repeating                      d) to repeating
- 46) You will be told where.....the bus.  
 a) you will get off      b) to get off                      c) getting off                      d) you to get off
- 47) They can't help .....that they made the wrong decision.  
 a) think                      b) thinking                      c) to think                      d) to thinking
- 48) Tom's mum asked him.....flavour he liked best.  
 a) whatever                      b) whose                      c) which                      d) why
- 49) " .....have they met ? " "Just once or twice, I guess."  
 a) how many times      b) how much time              c) how long                      d) how frequent
- 50) Have you had your house.....recently? It looks as good as new!  
 a) paint                      b) painted                      c) to paint                      d) painting

**II Error Recognition : find one mistake per sentence in A/B or C.**

51) If I had the time, I would have called him so much earlier.

A B C

52) Before submitting your demission to the manager, have you thought it through?

A B C

53) Unlike to him, I was always tempted by an internship in a foreign country.

A B

54) Last year, she moved closer of her workplace as she was sick and tired of commuting

A B

for so long everyday.

C

55) When you will be eighteen, what are you thinking of doing ? I would reverse the order

A B

56) How long has she been travelled for ? Just over a year, I believe.

A B

57) He very politely asked me if I must to open the window for a bit of fresh air.

A B C

58) He had began his career as a shop assistant and then became a manager.

A B

59) He decided to do engineering study, as he had always been excellent in maths.

A B

60) He has been talking to her since ages; it looks like he fancies her!

A B

61) Let's wait for her; she texted me that she would be here in any time.

A B C D



62) He has moved into a new house and needs to buy lots of furnitures.

A

B

63) "Who are you going at the cinema with tonight?" "Both my brother and sister."

A

B

64) Look at Anna's baby. It is the cutest baby I have never seen!

A

B

65) "Do you enjoy walk in the forest?" "Yes I do; but I much prefer walking on a sandy beach."

A

B

C

66) How about meeting out at 7 o'clock to go to the movie?

A

B

C

67) There used to having many red phone boxes in Britain but there are fewer and fewer now.

A

B

C

68) These days life is most and most expensive.

A

B

69) "Have you ever seen a ghost?" "Of course I didn't! Do you think I'm crazy or

A

B

C

something?"

70) We couldn't stand live in such miserable, wet and cold weather, so we left Ireland!

A

B

C

### III. Reading Comprehension

Read the following text carefully and choose the answer that best corresponds to the text.

Text 1

**Why should physicists study history ?** By Matthew Stanley in Physics Today

Just as physics is not a list of facts about the world, history is not a list of names and dates. It is a way of thinking that can be powerful and \_71\_

Some things about physics aren't well \_72\_ in a physics education. Those are the messy, rough edges that make everything difficult : dealing with people, \_73\_ or in groups, misunderstandings, rivals and even allies who don't fall in line. \_74\_ often do not see such issues as contributing to science itself. But social interactions really do influence what scientists produce. Often physicists learn that lesson the hard way. Instead, they could equip themselves for the actual collaborative world, not the idealized solitary one that has never existed.

History can help. An entire academic discipline- history of science -studies the rough edges. We historians of science see ourselves as illustrating the power of stories. How a community tells its history changes the way it thinks about itself. A historical \_75\_ on science can help physicists understand what is going on when they practice their craft, and it provides numerous tools that are useful for physicists themselves.

Research is \_76\_ people. And people have likes and dislikes, egos and prejudices. Physicists like \_77\_ get attached to their favourite ideas and \_78\_ them perhaps long after they should let them go. A \_79\_ case is the electro magnetic ether, an immensely fruitful concept that dominated physics for most of the 19th century. Even as it became clear that ether theory was causing more problems than it \_80\_, physicists continued to use it as a central explanatory tool-even for many years after Einstein's 1905 theory of special relativity declared it \_81\_. The \_82\_ of physics is littered with beautiful theories that commanded great loyalty.

People come from places too, and physicists want to protect their homes as much as anyone else. It is easy to forget that 100 years ago during World War I, British scientists refused to talk to their German \_83\_ on the other sides of the \_84\_ \_85\_ the end of the fighting, Germans and their wartime allies were officially forbidden from joining international scientific organizations. During World War II, the specter of an atomic bomb in the hands of Adolf Hitler \_86\_ allied physicists \_87\_ opening the Pandora's box of nuclear weapons. Many of the scientists \_88\_ bemoaned their actions afterward, but war and nationalism made for a potent impetus.

Those incidents are \_89\_ exceptions. Physicists are not disinterested figures without political views, philosophical preferences, and personal feelings. A more human physics is a good thing. For \_90\_, it makes physics more accessible, particularly for students. Many promising students \_91\_ of the sciences because the material seems disembodied and disconnected \_92\_ their lives.

71) a) critical b) illuminated c) illuminating d) excited

72) a) discovered b) covered c) disclosed d) enclosed

- 73) a) singly      b) together      c) individual      d) by himself
- 74) a) Physicians      b) Physicists      c) Scientifics      d) Sciences
- 75) a) study      b) analysis      c) look      d) perspective
- 76) a) made by      b) carried by      c) lead by      d) done by
- 77) a) everybody      b) all people      c) everyone else      d) all the people
- 78) a) conserve      b) hang on to      c) stick onto      d) keep on
- 79) a) classical      b) classified      c) classifying      d) classic
- 80) a) created      b) triggered      c) solved      d) contributed
- 81) a) awfully stupid      b) supercilious      c) insane      d) superfluous
- 82) a) background      b) books      c) story      d) history
- 83) a) allies      b) companions      c) colleagues      d) comrades
- 84) a) trenches      b) country      c) Berlin wall      d) border
- 85) a) Later on      b) And yet      c) Even after      d) Meanwhile
- 86) a) influenced      b) urged      c) terrified      d) lead
- 87) a) into      b) onto      c) to      d) instead of
- 88) a) implicated      b) implied      c) involved      d) committed
- 89) a) none      b) neither      c) nor      d) not
- 90) a) start      b) beginning      c) starters      d) beginners
- 91) a) give up      b) quit      c) drop out      d) abandon
- 92) a) from      b) of      c) off      d) with

Text 2 :

**Dead Turtles Equipped with GPS Trackers to Solve the Mystery of Their Own Murders**

By Amy Nordrum in Spectrum, 20 June 2016.

Hundreds of dead sea turtles wash up on the shores of Chesapeake Bay each year. Strangely, these events known as strandings seem to occur more often along certain stretches of shoreline. But even while so many turtles wind up in these spots, no one knows exactly where they're coming from or how most of them died.

To try to figure it out, a master's student is setting a handful of GPS-equipped turtle carcasses afloat in Chesapeake Bay this summer. Bianca Santos, a graduate student at William and Mary's School of Marine Science at the Virginia Institute of Marine Science, released two so-called « drifters » from a boat last week and hopes to launch up to 10 this season.

She hopes that by tracking how the carcasses are pushed along by wind and ocean currents, she can figure out where those hundreds of beached turtles floated in from, and whether some spots in the ocean might prove more deadly to turtles than others.

In Chesapeake Bay, between 250 and 350 turtles are stranded each year. That count is likely an underestimate because many deceased turtles never make it to shore. All five of the turtle species found in Chesapeake Bay are either endangered or threatened.

« There's plenty of turtles that we just can't tell what killed them, so having location information would be helpful », says David Kaplan, a fisheries scientist at VIMS and Santos' advisor.

Admittedly, no one knows if the experiment will work ; Santos and Kaplan are only running a small batch of tests, since turtle carcasses are difficult to obtain. Even if they successfully retrace the paths of stranded turtles, that exercise may not lead them to obvious causes of death (...)

Already the scientists have had trouble recovering one of the two GPS units from each drift as they wash ashore and attach those units to a new carcass or drifter for another run. To rescue the other one, Santos had to drive for more than an hour and knock on the door of someone whose private stretch of beach their carcass had landed upon. Last week the team launched a GOFUNDME campaign partly to raise funds to help replace equipment lost on each drifter that escapes.

By summer's end, Santos wants to use their data to identify where most stranded turtles that wind up on the beach are originating. To do that, they'll pair an open source Java tool originally developed to predict the movement of plankton in oceans, which can be used to simulate winds, waves, and currents.

93) *The article focuses on:*

- a) the poaching of sea turtles
- b) the disease that kills a vast number of sea turtles worldwide
- c) the new method that enables the tracking of sea turtles and the potential solving of their mysterious deaths
- d) the filming by GPS trackers of the mysterious death of sea turtles in the Chesapeake Bay

94) *The sea turtles are found in Chesapeake bay:*

- a) laying eggs
- b) dying giving birth
- c) fighting to the death
- d) washed ashore dead

95) *The person who took an interest in understanding the problem and finding out the reason for this phenomenon is:*

- a) David Kaplan
- b) a famous American scientist
- c) a master's student
- d) a former student from William and Mary's School of Marine Science

96) *Bianca Santos and David Kaplan are:*

- a) dating each other
- b) friends
- c) colleagues
- d) husband and wife

97) *Between 250 and 350 turtles are said to be stranded on shore is:*

- a) probably an exaggeration
- b) as precise an account as can be
- c) probably not accurate as many dead turtles do not get stranded on shore and are not accounted for
- d) nonsense

98) *Out of the five different species of sea turtles:*

- a) only one species is endangered
- b) two species are threatened
- c) three species are at risk of meeting their death in this region
- d) all five species are endangered or threatened

99) *The experiment may work but the main problem is that:*

- a) few scientists are interested in this issue
- b) the sea turtles are dangerous animal to work with
- c) the turtle carcasses are not easy to find
- d) the GPS trackers system needs improving

100) *The scientists put the GPS trackers on :*

- a) live turtles
- b) rocks that are located deep in the sea
- c) turtle carcasses which were devoid of the animal's internal organs
- d) turtle-like drifters made of pine wood

101) *How did Maria Santos manage to find one of the lost GPS trackers ?*

- a) someone got in touch with her at the Institute and handed it back to her
- b) it was lost, could not be found and so she had to replace it
- c) she had to drive a long way and ask for it back from someone whose private beach the GPS tracker had landed upon
- d) David Kaplan found it and gave it back to her

102) *How do they manage to have enough money to keep the project afloat?*

- a) they can't, so they are giving up on the project
- b) they asked the government to help them fund the project
- c) they have launched a campaign to raise funds and keep the project afloat
- d) David and Maria will be using their own money to keep it alive

103) *To help them know where the stranded turtles are originating from, Santos:*

- a) has devised a new system using a Java tool that is very efficient
- b) will soon use a Java tool that has previously been used in a different context
- c) will soon welcome a team of Russian scientists specialised in Java tools
- d) will be helped by diving experts specialised in deep sea waters

TEXT 3:

### **Indian companies Are Adding a Western Flavour**

By Saritha Rai, New York Times, August 19, 2016

Arun Kumar had never shaken hands with a foreigner nor needed to wear a necktie. He vaguely thought that raising a toast had something to do with eating bread. But Mr Kumar, 27, and six other engineers were recently recruited by the Hyderabad offices of Sierra Atlantic, a software company based in Fremont, Calif. And before they came face-to-face with American customers, the new employees went through a challenging four-week training session aimed at providing them with global-employee skills like learning how to speak on a conference call and how to address colleagues. As more and more service jobs migrate to India, such training programs are increasingly common. Sierra Atlantic says that one-fourth of its 400 employees working out of Hyderabad offices are constantly interacting with foreigners.

104) *At work, Arun Kumar:*

- a) always wore a suit and a necktie
- b) rarely shook hands with his colleagues
- c) was never used to shaking hands or wearing business clothes

105) *To raise a toast means :*

- a) to eat toasted bread
- b) to throw a slice of bread at someone you dislike
- c) to wish someone happiness or success by drinking a glass of alcohol

106) *How many Indian engineers were recruited by Sierra Atlantic?*

- a) 7
- b) 6
- c) none

107) Before getting started, these employees went on:

- a) an intensive language course
- b) a training program to teach them how to deal with conference calls and new colleagues
- c) a training program to teach them managerial skills

108) They were offered such a course because :

- a) they are uneducated Indians from rural areas
- b) they are not used to Western ways
- c) the company's boss was afraid of their being rude to the customers

109) Such training programs are:

- a) more and more common as more and more companies migrate to India
- b) not so common as they are very costly for the company
- c) essential for the company's image

110) At Sierra Atlantic's Hyderabad's offices, the number of employees constantly interacting with foreigners

- a) is very low
- b) is very high
- c) is quite high

## Proposition de correction QCM ATS 2017

### Grammar and vocabulary

|    |   |    |   |    |   |    |   |
|----|---|----|---|----|---|----|---|
| 1  | B | 14 | C | 26 | A | 39 | D |
| 2  | B | 15 | C | 27 | A | 40 | A |
| 3  | A | 16 | A | 28 | D | 41 | D |
| 4  | A | 17 | B | 29 | D | 42 | A |
| 5  | B | 18 | B | 30 | D | 43 | C |
| 6  | A | 19 | A | 31 | C | 44 | D |
| 7  | B | 20 | A | 32 | D | 45 | A |
| 8  | B | 21 | B | 33 | B | 46 | B |
| 9  | A | 22 | A | 34 | B | 47 | B |
| 10 | A | 23 | C | 35 | A | 48 | C |
| 11 | B | 24 | B | 36 | C | 49 | A |
| 12 | D | 25 | C | 37 | A | 50 | B |
| 13 | A |    |   | 38 | C |    |   |

## Remarques

1. « The last time », moment révolu et précis du passé, exige le prétérit, ou *simple past*.
2. Avec *FOR* au sens de « depuis » il est nécessaire de recourir à un temps composé pour exprimer la durée ; (sans le groupe temporel introduit par « for » le prétérit en ING serait acceptable). En outre la présence de la proposition « *when I arrived* » nous indique que le point de référence est le passé (temps de la narration, ou temps t-1) ; l'action décrite dans sa durée est antérieure à ce moment de référence: la réponse correcte est donc celle contenant un verbe au *past perfect* : t-2.
3. Une forme passive est nécessaire. Il n'y a pas de référence temporelle précise, donc *present perfect*.
4. Le passé récent (« venir de » + Vb) s'exprime à l'aide du *present perfect + just* ; (*just* est placé après l'auxiliaire).
5. On insiste sur une action qui a duré dans le passé (prétérit Be+V -ing, par contraste avec une action brève.
6. Même logique qu'en 5, mais l'action est *subie* : le verbe est mis à la forme passive.
7. La structure est « Why (not) + **Base verbale** ». La confusion est souvent faite avec la structure « What about + ING » ! [Voir question 16 ci-dessous].
8. « *It's (high) time* » fait partie du groupe d'expressions *I wish she were...* ; *If only I were...* ; *I'd rather you told her...* qui sont suivies du prétérit modal.
9. La structure « d'autant plus + adjectif + que... » est rendue en anglais par « *all the more + adjectif + as / since / because* » (jamais *than*).
10. Forme concessive : « Aussi + intelligent + soit-il... » : *Clever as he may be...* On trouve aussi : **However clever he may be**,... [Voir la question n° 36 du QCM E3A 2016.]
11. On n'utilise pas *will* dans la subordonnée temporelle, mais le présent : « Lorsqu'elle aura 18 ans » = *As soon as she turns 18*. Le futur en *will* ou *shall* est employé dans la proposition principale.
12. *Whatever...* : Quel que ce soit ce qu'il dise ; quoi qu'il dise.
13. Forme ironique : « Tu peux toujours rêver ! » = *Dream on!*
14. La structure « *to be likely / unlikely to +Vb* » exprime la probabilité ou l'improbabilité.
15. Les termes se rapportent tous à la même modalité, le conseil, mais seul *ought* requiert la préposition *to* devant le verbe qui suit.
16. *What about* et *How about* est suivis d'un gérondif exprimant une suggestion.
17. *To make ends meet* : expression idiomatique signifiant « joindre les deux bouts ».
18. Bien que terminé par un « s », *news* est un nom **indénombrable** toujours au singulier : On dit « a piece of news » et non \*a **news**. Et : *That's great news!*
19. Double comparatif exprimant une progression parallèle :
  - Le déterminant « the » est obligatoire dans les deux propositions de la phrase ;
  - On utilise le comparatif et non le superlatif ; donc *least* n'est pas acceptable. Et *greedier* est préféré à \**more greedy*.
  - Le marqueur du comparatif (*more*, ou *less*) est **inséparable** du nom ou de l'adjectif concerné. Lorsque le verbe *Be* est présent dans les deux propositions il peut être sous-entendu : *The more the merrier* : Plus on est de fous plus on rit.
20. Comme dans la question 15 ci-dessus, il s'agit d'exprimer le conseil. *Ought* et *want* sont toujours suivis d'une forme infinitive, et \**should better* est un barbarisme. Le « quasi-modal » *had better* indique ce qu'il serait préférable de faire, avec parfois une idée de risque ou de menace.
21. Expression idiomatique : *to give sby a hand* = donner un coup de main à qqun.
22. Ne pas confondre *to say* et *to tell* : *to tell sby sthg* ; *to tell lies* ; *to tell the truth...* **Mais** : *to say sthg to sby*.
23. Il s'agit ici du 3<sup>e</sup> « couple » du conditionnel : *past perfect* pour le verbe de la subordonnée et conditionnel passé (*would + have +EN*) dans la principale. Ex. *If I had known*, I wouldn't have come : Si j'avais su,...



24. Les deux actions se situent dans le même passé révolu, d'où le prétérit de narration. Il faut connaître les verbes à particule (*phrasal verbs*) : *to find out* : découvrir ; *to turn up* : arriver. (fam.)
25. Pour un nom indéénombrable (*time, money*) le quantifieur exprimant une petite quantité est (**a**) **little**. La notion d'insuffisance est marquée par l'absence d'article : *little / too little / very little / far too little time*.
26. Dans le cas de l'intensification d'un adjectif associée à un rapport de cause/conséquence, deux formes sont possibles : **such a big house that...** et (plus littéraire) **so big a house that...** Attention à l'ordre des mots dans chacun de ces groupes nominaux.
27. *To spread* : ici, répandre une nouvelle, ou une rumeur.
28. Forme passive idiomatique : *The lens is nowhere to be found* = la lentille est introuvable
29. Fouiller: *to go / rummage through sby's luggage. To search / frisk sby.*
30. La monnaie (pièces) : (*small*) *change*. *Currency* désigne la devise d'un pays.
31. *To marry* est transitif direct, comme « épouser ».
32. En panne. Le contraire, « en bon état de marche » : *in good working order*.
33. Le superlatif sans article fait fonction d'adverbe : *What I like best* : ce que je préfère.
34. Verbe presque toujours transitif direct. Un chômeur : a *jobseeker*.
35. Le gérondif exprime le fait de faire quelque chose, un état, une activité.
36. Valoir la peine de... : *to be worth visiting / a visit*.
37. *Away* employé seul serait possible.
38. *All alike* : tous semblables. *They look alike* : ils se ressemblent.
39. *So* signifie « ainsi », « de cette façon ». Préférez toujours *He did so* ou *He did that*, à *He did it*, nettement plus ambigu...
40. Le verbe *to avoid* exige d'être suivi d'un **nom** ou d'un **gérondif**.
41. *Much* porte sur *more*, et non sur *products*.
42. Souhait exprimant le potentiel, ainsi qu'une certaine irritation : *I wish you would*, ou *I wish you could...* : le locuteur sait que le changement est possible.
43. Le nom *France* n'est habituellement pas précédé d'un article, mais il s'agit ici d'un aspect particulier du pays, précisé par une proposition relative : la France que nous aimons.
44. Comme si : *as if* ou *as though*, suivi ici du plus-que-parfait (*past perfect*).
45. Forme causative. Pour exprimer le fait d'agir sur qq1 : *to make sby do sthg*, ou (en insistant sur la contrainte) *to get sby to do sthg*.
46. Forme infinitive indiquant le but: *where to go, what to say, when to speak*.
47. Ne pas pouvoir s'empêcher de... *can't help + ING*.
48. L'interrogatif *Which* porte sur un choix limité.
49. On veut exprimer la fréquence: *how many times*, ou *how often*. *Frequent*, adjectif, ne convient pas.
50. Autre forme causative, insistant non sur la personne effectuant l'action mais sur le résultat : *to have sthg + Part passé*. *You should have your computer fixed*.

## Error recognition

|    |   |    |   |    |   |    |   |
|----|---|----|---|----|---|----|---|
| 51 | A | 56 | A | 61 | D | 66 | C |
| 52 | B | 57 | B | 62 | B | 67 | A |
| 53 | A | 58 | A | 63 | A | 68 | B |
| 54 | A | 59 | B | 64 | B | 69 | B |
| 55 | A | 60 | A | 65 | A | 70 | A |

51. D'après le sens général de la phrase il s'agit du 3<sup>e</sup> « couple » du conditionnel. Si la proposition principale est au conditionnel passé (*I would have called him*), la proposition subordonnée conditionnelle doit être au plus-que-parfait (*If I had had the time*) et non au prétérit simple.
52. Réfléchir de manière approfondie avant de prendre une décision se dit *to think through*, ou *to think [sthg] over* ; le mot \**demission*, en revanche, est un barbarisme ; le terme correct étant **resignation**.
53. « Contrairement à... » se rend par *contrary to [what...]*, ou *unlike + nom* (sans **to**).
54. L'adjectif *close* se construit avec la préposition **to** et non **of**. Nous avons eu une légère hésitation avec le segment C, car *everyday* en un seul mot est un adjectif désignant les activités courantes, quotidiennes (*for everyday use*). « Tous les jours » se dit **every day**, en deux mots... mais les anglophones natifs sont nombreux à faire la confusion, tel le songwriter cultivé Stephen Morrissey dans sa chanson célèbre *Everyday is like Sunday*... Nous pouvons en déduire que le concepteur de l'exercice est probablement anglophone, ce que suggère également la collocation *sick and tired* dans la phrase proposée.
55. La question porte sur l'expression de la futurité en anglais, comme dans l'item n° 11 ci-dessus... d'ailleurs l'exemple est identique.
56. *For* n'a rien à faire à la fin d'une question portant sur la durée : *How long* suffit.
57. Comme tous les modaux, *must* est suivi directement d'une base verbale.
58. Verbe irrégulier : *to begin, began, begun*.
59. Bien que le groupe nominal « engineering study » soit rare au singulier, il semble que le segment erroné soit B. en effet *excellent in* sous-entend qu'il s'agit du cours de math et non, comme c'est le cas ici, de la matière : on devrait donc avoir **excellent at**. « Étudier les sciences de l'ingénieur » se dira : *to study* ou *to read engineering*.
60. « Depuis » se traduit par *since* lorsque l'on mentionne le point de départ de la durée (*since her arrival*), et par *for* lorsque l'on désigne la durée dans sa totalité (*for twelve years*). La forme hyperbolique « depuis des siècles » correspond bien à **for ages** ou *for donkey's years*.
61. *In* est inutile ; *she would be here any time (from now)* ou *any time soon*. Notez le respect de la règle de concordance des temps au discours indirect.
62. **Furniture** est un nom indénombrable et invariable.
63. *Going to* et *nonat*...
64. Le segment B est faux, naturellement, mais il est regrettable qu'il n'ait pas été divisé en deux, car si la forme correcte est : *the cutest baby I have ever seen* (« que j'aie –subjonctif – jamais vu » et non \*« que je n'ai... »), il existe une autre source d'erreur possible concernant le pronom *it*. Il faut, en effet, savoir que les Anglais utilisent *it* pour les enfants qui ne parlent pas encore, et non *he* or *she*. Il est amusant de noter que **she** est utilisé pour les avions, bateaux, navires, et les chats en général.
65. Le verbe *to enjoy* est toujours suivi d'un nom ou d'un gérondif.
66. « Aller au cinéma » se dit : *to go to the movies* (U.S.) ou *to the pictures* (GB)
67. Il y avait autrefois : *There used to be*...
68. Il faut utiliser le comparatif, *more and more*... , qui équivaut à *increasingly expensive*.
69. Dans la réponse courte il faut reprendre l'auxiliaire et le temps utilisés dans la question ; à *Have you ever*..., on répond *Yes, I have* ou *No, I haven't* (cours de sixième).
70. Ne pas supporter qch, qq1 ou de faire qch.: *I couldn't stand that/ him/ living there*.

### Reading Comprehension

Pour se préparer à cet exercice il est conseillé de lire fréquemment et régulièrement la presse anglophone et de s'entraîner à deviner le type de mot que l'on s'attend à trouver logiquement à la place du « blanc », sans regarder la liste proposée.

**Text 1**

|    |   |  |    |   |  |    |   |  |    |   |
|----|---|--|----|---|--|----|---|--|----|---|
| 71 | C |  | 77 | C |  | 82 | D |  | 88 | C |
| 72 | B |  | 78 | B |  | 83 | C |  | 89 | D |
| 73 | A |  | 79 | D |  | 84 | A |  | 90 | C |
| 74 | B |  | 80 | C |  | 85 | C |  | 91 | C |
| 75 | D |  | 81 | D |  | 86 | C |  | 92 | A |
| 76 | D |  |    |   |  | 87 | A |  |    |   |

71. On attend un adjectif positif, qui exprime un effet marquant sur autrui : *illuminating, thought-provoking, seminal...*
73. Par opposition à *in group*, on pourrait trouver *individually*.
75. *Perspective* s'accommode bien de la préposition *on*.
76. Il faut apprendre la collocation *to do / conduct research*. *Research* est un nom indéénombrable.
78. *stick to* serait possible.
79. Distinguez *classic* (qui fait date, qui constitue un jalon) de *classical*, qui fait référence à l'époque classique.
83. On s'attendrait aussi à trouver *counterparts* (homologues).
- 86 et 87. Forme résultative : la préposition *into* indique de quel genre d'action il s'agit ; le verbe *terrified* révèle la manière.
90. *Starters* : métaphore gastronomique : les *Starters* sont les hors-d'œuvre.
91. On aurait pu se voir proposer *keep clear*. *To drop out* : quitter l'école sans diplôme, « décrocher ».
92. *From* est évident ici.

**Text 2**

|    |   |  |     |   |
|----|---|--|-----|---|
| 93 | C |  | 99  | C |
| 94 | D |  | 100 | C |
| 95 | C |  | 101 | C |
| 96 | C |  | 102 | C |
| 97 | C |  | 103 | B |
| 98 | D |  |     |   |

**Text 3**

|     |   |  |     |   |
|-----|---|--|-----|---|
| 104 | C |  | 108 | B |
| 105 | C |  | 109 | A |
| 106 | A |  | 110 | C |
| 107 | B |  |     |   |

## ANGLAIS LVA

En vous appuyant *uniquement* sur les documents du dossier thématique qui vous est proposé, vous rédigerez une synthèse répondant à la question suivante :

*To what extent do grammar schools raise difficult questions about the British education system?*

Votre synthèse comportera entre 450 et 500 mots et sera précédée d'un titre. Le nombre de mots rédigés devra être indiqué à la fin de votre copie.

### Liste des documents :

1. "Why grammar schools refuse to disappear", *BBC news*, [bbc.com](http://bbc.com)
2. "It's true, grammar schools are not about equality – that's why we should build more of them", *The Telegraph*
3. "The great grammar debate – are grammar schools truly better than comprehensives?", [teachingtimes.com](http://teachingtimes.com)
4. Cranbrook's school admissions prospectus
5. "Ruling elite: how private schools dominate", [dailymail.co.uk](http://dailymail.co.uk)

## Document 1

### Why grammar schools<sup>1</sup> refuse to disappear

Sean Coughlan, adapted from *BBC news*, [bbc.com](http://bbc.com), November 4<sup>th</sup> 2016

When Norma Jennings talks about grammar schools, she does not talk about statistics or education policy, she talks about her memories of teachers and how her schooldays still make such a strong impression decades later.

The debate about creating new grammar schools in England has heard many attacks on the negative impact of selection, but to understand the durable appeal of grammar schools, there's a need to consider a different type of evidence, the personal experiences of former pupils, who can feel that their memories have been shouted down in all the political exchanges.

Norma Jennings has helped to write the history of her old school - Harold Hill Grammar School - which was built in the mid-1950s to serve new estates built in the county of Essex to accommodate thousands of east London families needing homes after the Second World War. It was a piece of deliberate social planning, designed to take the brightest children and create a new generation of professionals.

Mrs Jennings, who left the school in 1963, says it's easy to forget how radical and "revolutionary" all this seemed. Working-class children were being given the chance to have an education that would never have been within the reach of their parents. For these children, the first generation of the post-War welfare state, this was a system of free milk and opportunity, and Harold Hill was part of a wave of hundreds of new secondary schools built for an expanding, ambitious population.

Mrs Jennings's memories also refer to another touchstone of grammar schools - the strong impression made by teachers. At a recent reunion, she said, there were stories of pupils who had kept in touch with their former teachers all their lives. Mrs Jennings also talks of the "intellectual life of the school", separate from academic achievement, with teachers setting up all kind of clubs and societies, and leaving pupils with a "stamp of curiosity". But what made grammar schools so distinctive was that the pupils were not from wealthy areas, but the newly built Essex estates.

Yet it was a type of education available only to the minority who passed the 11-plus exam. As a child, Mrs Jennings was not aware of such debates, and she says there was no sense of social separation. In terms of whether they were elitist, Labour Prime Minister Clement Attlee, speaking in 1945 said: "I am myself in favour of an educational system which will break down class barriers but I am also entirely opposed to the levelling down of everything to dull uniformity." Reconciling those ambitions still seems to be elusive.

<sup>1</sup> **Grammar schools** are state-funded secondary schools that select their pupils by means of an examination taken by children at age 11, known as the "11-plus". Those who do not pass go to the local "secondary modern school". More common across the UK is the "comprehensive" system, in which pupils of all abilities and aptitudes are taught together. (BBC news 08.09.16)

There are currently 164 grammar schools and by law, no more can be built. However in 2015, Kent County Council started a campaign to open new grammar schools - by calling them 'annexes' to existing schools. On 15 October 2015 the first one was approved. Now Prime Minister Theresa May is calling for a return to the system.

**Document 2****It's true, grammar schools are not about equality - that's why we should build more of them**

Charles Moore, adapted from *The Telegraph*, 16th October 2016

Once a week, I travel home from London to Sussex. The train is fairly empty until we reach Tunbridge Wells. There the platforms are noisy with teenage schoolchildren finishing their day. They pile on, laughing. I listen in on their conversations.

Generally, I am impressed. They are not, for the most part, obsessed with celebrity or possessions. As well as the usual school gossip, they debate Islam, Shakespeare, the environment, and universities.

I get a good chance to hear these conversations develop, for the simple reason that so many pupils are voyaging so far. Why these long journeys? Because Kent has grammar schools and Sussex<sup>2</sup> doesn't. Parents and pupils will go a long way to get to a grammar school. That is why Weald of Kent Grammar School has now been permitted to set up an annexe in Sevenoaks, nine miles away.

In a letter to a newspaper yesterday about the decision, the former Labour education secretary David Blunkett deplored the "annexe". He said it would prevent "equal esteem" across the school system and was "capitulating to those who are nostalgic for a bygone era".

He forgets that esteem must be won and cannot be imposed. I don't think these able and pleasant young people (or their parents) are nostalgic for a bygone era. For them, their long daily commute is a journey to a better future.

The response from the sane opponents of grammar schools is that they are good, but are bought at too high a price for the rest of society. Grammars are "stuffed with middle-class kids", it is said, as if that is as anti-social as being stuffed with drug dealers.

This attitude affects education policy even under the Conservative Party. So far as I know, new grammar schools are the only sort of state educational establishment explicitly banned by law. It's like banning four-bedroom houses because not everyone can live in one, or new bookshops because they make the illiterate feel inferior.

Both sides of the argument speak of the importance of social mobility. But one of the chief causes and symptoms of social mobility is a strong and growing middle class. It is right to worry that children from poor backgrounds find it so hard to get in to good universities, but if half the students at the best universities like Oxford come from the private sector, might that not have something to do with the low standards of too many state schools?

The idea that it is automatically wrong that some people are significantly richer or better educated than others is a defiance of reality, of the power of incentives and of human freedom. Even "equality of opportunity" is somewhat insincere. Most of us who have children value the right to hand on to them what we accumulate and do not worry that it is not redistributed.

<sup>2</sup> Kent and Sussex are counties in England.

### Document 3

#### **The great grammar debate - are grammar schools truly better than comprehensives?**

Alex Jones, adapted from [teachingtimes.com](http://teachingtimes.com), accessed 18th November 2016

At the end of 2014, the Independent published a story which concluded that grammar schools are no more successful than comprehensive schools at getting pupils into elite universities. 'Working-class pupils are just as likely to get a degree after attending a comprehensive school as a grammar school', the article stated. The article was supported by in-depth analysis of the educational histories of more than 7,000 people, carried out by researchers at the Institute of Education and the University of Manchester.

It certainly sounds convincing, but it's not conclusive. Now there is other research, recently undertaken by a group of universities, which concludes that those who attended grammar school earn significantly more than their comprehensive competitors later in life.

The pay of more than 2,500 people born between 1961 and 1983 was analysed, and the wage difference between the top ten per cent and bottom ten per cent of earners in areas that have grammar schools was found to be a shocking £16.41 an hour between 2009 and 2012.

Many grammar schools effectively gain their prestige in the education sector through historical means – that is, if the school has been running since the 1800s, it must be effective and elite. The grammar school selection process itself is elitist, with children either gaining entry by passing an enrolment test (known as the 11-plus exam), being proficient in a musical instrument or practising a certain faith.

Yes, children from all walks of life can get into a grammar school, but only if they meet the school's high standards of intelligence, and their parents can afford the expenses that come with such a prestigious education. This is why grammar schools are considered to be creating such a rich to poor segregation gap, but are they really the only ones?

When it comes to comprehensive schools, the same elitism now applies, but mainly due to the child's social class and where they live. Many parents – if they can afford it – now move into catchment areas<sup>3</sup> for the best schools. This has allowed some comprehensive schools to become more selective with regards to the students they allow to join.

Segregation occurs in both schooling systems, then, and the gap between rich and poor is reflected in each – whether it is parental ability to pay for expenses that come with grammar schooling once their child passes the difficult 11-plus test, or whether they live in a 'well-to-do' area and can send their children to a high ranking comprehensive that only takes on children living in the wealthy catchment areas.

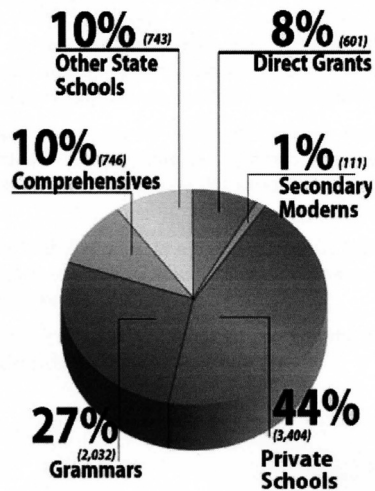
<sup>3</sup> A 'catchment area' is the area served by a particular school. Children in the UK always go to the school in their catchment area.

## Document 4



Cranbrook School's admissions prospectus, 2016 (Cranbrook School is a grammar school in Kent). Above the picture, one can read: "We have great success in helping students make the right choices and securing places at top universities - Cambridge and Oxford are aspirational targets for many students, and we pride ourselves on our high success rate with medical students" (<http://www.cranbrookschool.co.uk/admissions/>)

## Document 5



"Ruling elite: how private schools dominate", adapted from [dailymail.co.uk](http://dailymail.co.uk), 20 November 2012  
The educational background of leading figures in business, politics, media and the arts in the UK, from a sample of 7,637 leading figures



## Tableau de synthèse BANQUE PT, Épreuve A 2017

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Doc 1.:</b> “Why grammar schools refuse to disappear,” Sean Coughlan, <i>BBC News</i>, 4th November 2016</p>  | <p><b>Doc. 2:</b> “It’s true, grammar schools are not about equality – that’s why they should build more of them,” Charles Moore, <i>The Telegraph</i>, 16th October 2016</p>  | <p><b>Doc. 3:</b> “The great grammar debate – are grammar schools truly better than comprehensives?” Alex Jones, <i>teachingtimes.com</i>, 18th November 2016</p>  | <p><b>Doc. 4:</b> Picture and blurb. Cranbrook school admissions prospectus, 2016</p>  | <p><b>Doc. 5:</b> Percentage of university students coming from various types of schools, <i>dailymail.co.uk</i>, 20th November 2012</p>   |
| <p><b>Key idea:</b> Defense of grammar schools</p>  | <p><b>Key idea:</b> “Vive la différence!”. Damn the hoi polloi!</p>  | <p><b>Key idea:</b> Long-range superiority of grammar schools over comprehensives</p>  | <p><b>Key idea:</b> The image of grammar schools: self-assurance and success</p>   | <p><b>Key idea:</b> Resistance of grammar schools as gateways to success</p>   |
| <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Current debate about the creation of new grammar schools</li> <li>- Durable appeal of grammar schools</li> <li>- Originally created to promote poor but talented pupils</li> <li>- Based on selection through entrance exam</li> <li>- Defense of meritocracy by the then <i>Labour</i> Prime Minister</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Journalist impressed by grammar school students met on the train</li> <li>- Opposes idea that grammar schools are tokens of a bygone era and are anti-social</li> <li>- Suggests that relative scarcity of children from poor backgrounds in Oxbridge the reason is the quality of the education received in comprehensives</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Doubts at a “story” in <i>The Independent</i> in connection with a survey of 7,000 people in 2014 showing equality of results between grammar schools and comprehensives</li> <li>- A more recent survey shows higher wages later in life for ex-grammar school pupils</li> <li>- Elitism and selection at work in both grammar and comprehensive schools</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Image of “clean” and self-assured pupils</li> <li>- Oxford and Cambridge: “aspirational targets”</li> <li>- Special success with medical students</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Pie illustrates how private schools dominate, but incidentally shows the superiority of grammar schools over comprehensive or other state schools</li> </ul> |



## Corrigé proposé

### SYNTHÈSE RÉPONDANT À LA QUESTION :

*To what extent do grammar schools raise difficult questions about the British education system?*

#### **Grammar schools are back**

Theresa May's decision to allow the creation of new grammar schools such as the one in Kent whose pupils *The Telegraph* journalist meets on the train, brings back the debate about selection in the British educational system and all five documents explain why each in their own way.

Sean Coughlan on *BBC* news and Alex Jones on *teachingtimes.com* explain that grammar schools originally were part of the Welfare State legislation at the end of WW2. The idea was to promote talented working class children and encourage social mobility. Entrance was through an exam, the 11-plus, fees were paid for by the government and the best grammar schools rivalled with public, i.e. private, schools for excellence. People such as Norma Jennings interviewed by Sean Coughlan on the BBC apparently keep fond memories of their schooldays.

In the early 60s, the difference between grammar and secondary modern schools was considered an obstacle to social mobility. The 11-plus exam was abolished, no new grammar school was allowed to open and comprehensive schools were created, in which students of different abilities and interests were taught together. More than 50 years later, the figures published on *dailymail.co.uk* in 2012 (document 5), the picture and blurb of Cranbrook school's admission prospectus in document 4, show that grammar schools keep their prestige. With 27% of university students coming from their ranks, they are the second best educational offer after public schools as far as university entrances are concerned, while comprehensives and other state schools lag behind at 10% each.

The debate around grammar schools has become more topical since the publication in 2014 of a study of more than 7,000 people's histories by the Institute of Education, which concluded that grammar schools were no more successful than comprehensives at getting pupils into elite universities and the more recent publication of an academic survey of the pay of 2,500 people born between 1961 and 1983, who attended school after the creation of comprehensives. In his article of *teachngtimes.com*, Alex Jones emphasizes its findings, namely that those who attended grammar school earned significantly more than their comprehensive counterparts later in life.

The whole question is that of selection and the reproduction of elites, which verges on the political, especially in a country where vast social differences are perpetuated by the system of public schools and the old-boy network. Putting aside Charles Moore's smug answer to those that complain that grammar schools are "stuffed with middle-class pupils" ("as if that were as anti-social as being stuffed with drug-dealers"), the eagerness of parents who cannot afford a grammar school to move into the catchment zone of a "good" comprehensive school pointed out by Alex Jones is significant. Whatever the country, parents try to give the best to their children, at the cost of important financial sacrifices sometimes. This is what explains the permanent favour of grammar schools with the public as well as Mrs. May's decision, obviously intended to please her Conservative electorate.

496 words

## Epreuve de Langue Vivante B

Durée 3 h

### I. Contracter le texte suivant en 130 mots (+/- 10%), dans la langue vivante choisie :

Les agricultures urbaines qui se développent à l'échelle mondiale sont des « extraits de campagne » qui pénètrent la ville, réactivant l'utopie de la cité fertile. Or si l'on connaît mieux la périurbanisation, il faut désormais s'intéresser à la ruralification. Jamais nommé ainsi, ce phénomène social désigne l'insertion de l'activité agricole dans un espace qui ne lui est pas dédié et peut-être à des modes de pensée empruntés au monde rural.

Avec l'essor des agricultures urbaines lié aux préoccupations sociales pour le développement durable et la nature, aux crises de confiance alimentaire, la ville (re)devient progressivement un territoire « jardiné » incrusté de petits terrains potagers ou de plus vastes ensembles maraichers. De sorte que les formes de production alimentaire ainsi que leur localisation sont remises en question. La ruralification revêt aussi un caractère paysager dans la mesure où elle modifie le décor citadin en créant de nouvelles trouées de verdure qui s'ajoutent aux squares et jardins paysagers qui organisaient la trame verte. Elle témoigne enfin d'une inversion des dynamiques de prédation territoriale jusque là en sens unique de la ville vers la campagne.

C'est en fait une nouvelle alliance entre la ville et la campagne qui se met en place. Elle génère des interpénétrations territoriales méconnues, forme de nouvelles hybridations, brouille des frontières spatiales et invite à la recomposition des catégorisations spatiales établies. Elle établit en outre la diversification des usages du sol en agglomération ; avec le projet agri-urbain, les agricultures urbaines prennent progressivement place dans l'organisation de la planification citadine des métropoles. Elles deviennent un nouvel objet de la gouvernance territoriale. [...]

#### Une réponse à des exigences multiples

Professionnelles ou amatrices, peut-être jouant de l'utopie sociale, les agricultures urbaines s'ancrent souvent sur l'idée d'un possible approvisionnement « ultra local » et sur la réduction des maillons des réseaux de distribution, se présentant alors comme une réponse adaptée aux nouvelles exigences sociales de consommation.

Ce mouvement exprime aussi une nouvelle demande sociale de nature dans l'espace urbain, moins décorative et contemplative, différente de celle jusque là proposée par les paysagistes. C'est une nature « agricole » qui fait du plan de fraisier ou du pied de tomate un nouvel élément de décor et d'environnement. Désormais, la proximité d'un petit verger, d'un jardin partagé, d'installations maraichères ou de ruches est valorisée comme un élément qui contribue à la qualité du paysage.

Les agricultures urbaines sont enfin une intervention sociale forte sur et dans l'espace urbain qui engage les citoyens plus fermement encore dans leur demande et leur besoin de verdure et, au-delà, d'une nature géographiquement plus proche et donc plus accessible sur un court laps de temps.

#### Une agriculture possible en ville ?

Avec les agricultures amatrices, les collectivités ont compris l'importance du bénéfice social à tirer, et donc du partenariat à consolider avec les associations locales. En encourageant l'insertion des agricultures urbaines professionnelles, elles voient l'opportunité de renforcer et d'intensifier autrement la présence de la nature en ville, et par conséquent de satisfaire la demande sociale ainsi que la commande écologique de développement d'une trame verte. Elles y décèlent surtout l'occasion d'organiser en ville une autre filière économique, génératrice d'emplois.

Pour l'instant les fermes urbaines qui parviennent à s'installer au cœur des villes ont profité de l'intervention de la collectivité locale qui préempte et rachète les terrains ou les préserve quand elle est déjà propriétaire. [...] La réussite du projet agri-urbain tient aussi à la garantie de la viabilité économique de l'exploitation. Elle relève en fait d'un modèle de production agricole à inventer qui

réunit tous les acteurs de l'agriculture urbaine pour organiser sa gouvernance, sa mise en œuvre technique et sa cohabitation avec les populations urbaines.

Si l'installation de l'agriculture en ville vient principalement questionner l'organisation spatiale à mettre en œuvre pour lui trouver une place ainsi que le type de modèle agricole à construire, elle interroge également le rôle de cette nouvelle forme de nature dans la ville de demain, et notamment son rôle paysager. Les agricultures urbaines permettent en effet la construction de configurations physiologiques inédites et proposent la mise en place de nouveaux décors qu'il reste à étudier et à qualifier.

Les agricultures urbaines témoignent indiscutablement d'une perméabilisation en cours de la ville à l'agriculture et d'un usage du sol qui s'y diversifie. Le chemin à parcourir paraît long et particulièrement dépendant des dynamiques de terrain et des dialogues à construire, de la médiation à proposer à tous les acteurs concernés. Il reste à organiser de nouvelles méthodes de collaboration entre acteurs et territoires.

Olivier Bories, "L'agriculture en ville", *Mondes Sociaux*, 16/06/2015

## **II. Répondre à la question suivante en 200 à 220 mots, dans la langue choisie :**

### **ANGLAIS**

Would you say that urban farming is merely another passing trend or is it suggestive of a deeper change in urban society? Justify your answer.



## Corrigé proposé

### I. Contraction en 130 mots (+/- 10%) :

The current worldwide development of urban agriculture, a new phenomenon consisting of the ruralification of cities results from the new social preoccupation for nature and sustainable development. Cities thus progressively include small or vast gardens whose production is consumed locally, while the urban landscape undergoes an overall greening.

Unlike decorative parks hitherto designed by landscape gardeners, the new trend reflects a demand for something more authentic and utilitarian.

Local authorities have understood the social benefit to be derived and therefore develop partnerships with local societies willing to exploit shared gardens, orchards or hives by putting preempted or especially purchased land at their disposal, while keeping an eye on the viability of the exploitation.

The result of this agricultural insertion in the urban fabric is a reconfiguration of cities together with the development of new methods of collaboration between its protagonists and the territories.

142 words

### II. Essai en 200 à 220 mots :

Urban farming is here to stay, I think. As the text points out the longing for nature it corresponds to, but it is probably also inspired by the desire of a personal involvement with nature. Just consider the number of people who are proud to show the small herbal garden that they tend on their balcony or the flowers they lovingly take care of on their window sill.

Another important factor in this trend is the lack of confidence in industrial agriculture and in the origin of some produce sold in supermarkets. Its importance can be measured by the increasing success of producers' markets or direct circuits with central city dwellers. No wonder that many of those lucky enough to have a garden, however tiny, in a city take to growing vegetables, planting fruit trees or building hen-coops for a couple of hens.

In the town where I live, bee hives have been installed on the roofs of municipal buildings and the authorities are overwhelmed with applications for plots in shared gardens. Oddly enough, what people grow there is mostly flowers but what they apparently mostly appreciate is the sharing of seeds and tools, the sociability among neighbours. Urban farming is perhaps also the answer to a need for more sociability in a fragmented society.

215 words

# Concours Communs Polytechniques 2017

SESSION 2017

LVAN004



CONCOURS COMMUNS  
POLYTECHNIQUES

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

LANGUE VIVANTE A : ANGLAIS

Mercredi 3 mai : 14 h - 17 h

*N.B. : le candidat attachera la plus grande importance à la clarté, à la précision et à la concision de la rédaction. Si un candidat est amené à repérer ce qui peut lui sembler être une erreur d'énoncé, il le signalera sur sa copie et devra poursuivre sa composition en expliquant les raisons des initiatives qu'il a été amené à prendre.*

**L'usage d'un dictionnaire et de machines (calculatrice, traductrice, etc.) est strictement interdit.**

**Rédigez en anglais et en 400 mots une synthèse des documents proposés, qui devra obligatoirement comporter un titre.**

Indiquez avec précision, à la fin du travail, le nombre de mots utilisés (titre inclus), un écart de 10 % en plus ou en moins sera accepté.

Vous aurez soin d'en faciliter la vérification, soit en précisant le nombre de mots par ligne, soit en mettant un trait vertical tous les vingt mots.

Veillez à bien indiquer, en introduction, la source et la date de chaque document. Vous pourrez ensuite, dans le corps de la synthèse, faire référence à ces documents par "document 1", "document 2", etc.

Ce sujet comporte les 4 documents suivants :

- **document 1** - The effect of today's technology on tomorrow's jobs will be immense – and no country is ready for it (extrait et adapté de *The Economist*, 18/01/2014).
- **document 2** - Don't fear the robots, tech creates jobs, Kalyeena Makortoff (extrait et adapté de *ETC/NBC.com*, 19/08/2015).
- **document 3** - When robots take our jobs, should everyone still get a paycheck? Randy Rieland, (extrait et adapté de *smithsonian.com*, 21/03/2016).
- **document 4** - Image illustrant l'article : Humans are underrated, Geoff Colvin (extrait de *fortune.com*, 23/07/2015).

Les documents ont une égale importance.

**Document 1 - The effect of today's technology on tomorrow's jobs will be immense – and no country is ready for it.**

*The Economist*, 18/01/2014

Innovation, the elixir of progress, has always cost people their jobs. In the Industrial Revolution textile workers were swept aside by machines. Over the past 30 years the digital revolution has displaced many of the mid-skill jobs that underpinned 20th-century middle-class life. Typists, ticket agents, bank tellers and many production-line jobs have been dispensed with, just as the workers were.

For those, including this newspaper, who believe that technological progress has made the world a better place, such churn is a natural part of rising prosperity. Although innovation kills some jobs, it creates new and better ones, as a more productive society becomes richer and its wealthier inhabitants demand more goods and services. A hundred years ago, one in three American workers was employed on a farm. Today less than 2% of them produce far more food. The millions freed from the land were not consigned to joblessness, but found better-paid work as the economy grew more sophisticated. Today the pool of secretaries has shrunk, but there are ever more computer programmers and web designers.

Optimism remains the right starting-point, but for workers the dislocating effects of technology may make themselves evident faster than its benefits. Even if new jobs and wonderful products emerge, in the short term, income gaps will widen, causing huge social dislocation and perhaps even changing politics. Technology's impact will feel like a tornado, hitting the rich world first, but eventually sweeping through poorer countries too. No government is prepared for it. [...]

Unemployment is at alarming levels in much of the rich world. In 2000, 65% of working-age Americans were in work; since then the proportion has fallen, during good years as well as bad, to the current level of 59%.

Worse, it seems likely that this wave of technological disruption to the job market has only just started. From driverless cars to clever household gadgets, innovations that already exist could destroy swathes of jobs that have hitherto been untouched. The public sector is one obvious target: it has proved singularly resistant to tech-driven reinvention. But the step change in what computers can do will have a powerful effect on middle-class jobs in the private sector too.

Until now, the jobs most vulnerable to machines were those that involved routine, repetitive tasks. But thanks to the exponential rise in processing power and the ubiquity of digitised information ("big data"), computers are increasingly able to perform complicated tasks more cheaply and effectively than people. Clever industrial robots can quickly "learn" a set of human actions. Services may be even more vulnerable. Computers can already detect intruders in a closed-circuit camera picture more reliably than a human can. By comparing reams of financial or biometric data, they can often diagnose fraud or illness more accurately than any number of accountants or doctors. One recent study by academics at Oxford University suggests that 47% of today's jobs could be automated in the next two decades.

At the same time, the digital revolution is transforming the process of innovation itself. Thanks to off-the-shelf code from the internet and platforms that host services (such as Amazon's cloud computing), provide distribution (Apple's app store) and offer marketing (Facebook), the number of digital startups has exploded. Just as computer-games designers invented a product that humanity never knew it needed but now cannot do without, so these firms will no doubt dream up new goods and services to employ millions. But for now they are singularly light on workers. When Instagram, a popular photo-sharing site, was sold to Facebook for about \$1 billion in 2012, it had 30m customers and employed 13 people. Kodak, which filed for bankruptcy a few months earlier, employed 145,000 people in its heyday. [...]

If this analysis is halfway correct, the social effects will be huge. Many of the jobs most at risk are lower down the ladder (logistics, haulage), whereas the skills that are least vulnerable to automation (creativity, managerial expertise) tend to be higher up, so median wages are likely to remain stagnant for some time and income gaps are likely to widen.

Anger about rising inequality is bound to grow, but politicians will find it hard to address the problem. Shunning progress would be as futile now as textile workers' protests against mechanization was in the 1810s, because any country that tried to stop would be left behind by competitors eager to embrace new technology. [...]

Innovation has brought great benefits to humanity. Nobody in their right mind would want to return to the world of textile workers. But the benefits of technological progress are unevenly distributed, especially in the early stages of each new wave, and it is up to governments to spread them. In the 19th century it took the threat of revolution to bring about progressive reforms. Today's governments would do well to start making the changes needed before their people get angry.

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### **Document 2 - Don't fear the robots, tech creates jobs**

Kalyeena Makortoff, *ETCNBC.com*, 19/08/2015

Those modern-day textile workers complaining that technology is taking people's jobs may have to eat their hat. Research by economists shows technology has created more jobs than it's destroyed – and they have 140 years of data to prove it.

Data compiled by management consultants Deloitte from the census data for England and Wales stretching back to 1871 suggest that the growth of jobs in the creative, care, tech and business service industries has more than offset the loss of jobs in the agricultural and manufacturing sectors. The report, which was shortlisted for an economics prize earlier this year, focused on the employment numbers between sectors that have either been hit or helped by technology.

"It's been very easy to identify where jobs have been destroyed. Job losses generally are very conspicuous, whether it's a middle manager replaced by software, or checkout staff displaced by auto terminals, whereas job gains are harder to identify," Ian Stewart, a chief economist at Deloitte, and one of the three authors of the report, told CNBC.

For example, 6.6 percent of the U.K. workforce was classified as agricultural workers in 1871. That number has fallen by 95 percent to 0.2 percent in 2011. Manufacturing jobs have dropped from 38 percent of the labor force in 1948 to 8 percent in 2012, Stewart said. Meanwhile, the number of accountants counted in the U.K. in 2011 was over 2,000 percent higher than it was 140 years ago, the report showed. Technology has also complemented industries like medicine and management consultancy, where it has boosted productivity and subsequent demand for these specializations has increased, Stewart explained.

Since 1992 alone, U.K. Labour Force Survey data shows a 909 percent increase in nursing auxiliaries and assistants, and a 580 percent increase in teaching staff. That's against a 82 percent decline in footwear and leather trade positions and a 79 percent slide in textile workers.

Stewart also emphasized the effect of technology on consumer behavior. As machines replace labor, and products become cheaper, consumers are throwing their money at new products and services.

"They spend it on entirely unthought-of new areas: gym membership, short holidays, and overpriced coffees. Those sectors in turn create new employment."

"Human desires are infinite," Stewart explained. "And once we have enough food to eat, 100 pairs of trousers, we look for more. I wouldn't bet against the evolution of human desire."

But the future of work isn't entirely rosy, with the report predicting that income inequality will widen as economies increasingly reward high level education and skills that can service a high-tech society.

It will require governments to review education and training policies as well as income distribution schemes, Stewart said. "I'm not saying tech is answer to everything, but there's very strong evidence of job creation."

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### **Document 3 - When robots take our jobs, should everyone still get a paycheck?**

Randy Rieland, *smithsonian.com*, 21/03/2016

There's nothing new about worrying that machines will take our jobs. More than 200 years ago, textile workers started taking sledgehammers to machines.



But tech anxiety got a fresh jolt last month when the White House sent out a Council of Economic Advisers report including a projection that people making less than \$20 an hour have an 83 percent chance of eventually losing their jobs to a robot. The odds for those earning up to \$40 an hour are more than 30 percent.

Not that most Americans would find that very surprising. According to a Pew Internet Survey released last week, more than two-thirds of Americans think that within 50 years, most jobs will be done by robots or computers – although the vast majority conveniently thought that won't happen with their own jobs.

No matter how this plays out, it's pretty clear that machines will be handling more and more work, particularly now that increasingly sophisticated artificial intelligence is enabling them to take on mental tasks too. And that is raising a big question: When machines dominate the work world, what are all the people they replace going to do for money?

Remarkably, one idea starting to gain traction is known as universal basic income (UBI). It's a simple, if somewhat radical concept – each citizen of a country would receive a monthly check from the government, no matter how much money you make and without any strings attached. You wouldn't have to meet any conditions to qualify, you wouldn't have to show you were looking for a job, you wouldn't face any restrictions on how you spent the money.

Plenty of people think this is a bad idea, or at least a seriously unbaked one. Critics say all that easy money could result in a nation of game-playing, binge-watching freeloaders. But others counter that if there's a tech takeover of the job market, society will need a safety blanket, not a net. They also posit that those who don't have to take just any job to cover basic expenses may be able to do things that are more fulfilling or perhaps more beneficial to society.

The truth is that no one knows how people will respond. But there's a growing consensus that it's time to start finding out. Next year, government researchers in Finland will begin a two-year study, in which up to 100,000 Finns will receive as much as 1,000 euros a month, without any conditions.

The scientists running the experiment will track how often the subjects use public services, such as health clinics, and attempt to get a sense of how much they really want to work. The researchers will also try to determine if a monthly, strings-free check lets people lead happier lives.

Several Dutch cities are considering their own UBI experiments for this year and a yet unchosen community in the Canadian province of Ontario will follow suit this fall. Plus, in June, Swiss voters will be weighing in on a proposal to pay every adult in the country the equivalent of \$2,500 a month.

The response to UBI in the U.S. has been mixed at best, with much of the enthusiasm for exploring the concept coming from Silicon Valley. One of its biggest proponents has been Sam Altman, president of Y Combinator, the firm that has helped startups such as Reddit, Airbnb and Dropbox hook up with investors. [...]

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**Document 4 - Humans are underrated**, Geoff Colvin, *fortune.com*, 23/07/2015



## Tableau de synthèse Concours Communs Polytechniques 2017

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

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|--|--|---|---|
| <p><b>Doc. 1:</b> The effect of today's technology on tomorrow's jobs will be immense – and no country is ready for it. <i>The Economist</i>, 18/01/2014</p>   | <p><b>Doc 2:</b> Don't fear the robots, tech creates jobs. Kalyeena Makortoff, <i>ETCNBC.com</i>, 19/08/2015</p>   | <p><b>Doc. 3:</b> When robots take our jobs, should everyone still get a paycheck? Randy Rieland, <i>smithsonian.com</i>, 21/03/2016</p>  | <p><b>Doc. 4:</b> Cartoon in “Humans are underrated”, Geoff Colvin, <i>fortune.com</i>, 23/07/2015</p>  |
| <p><b>Key idea:</b> Vast social disruption to be foreseen unless governments take measures</p>   | <p><b>Key idea:</b> Losses of traditional jobs are offset by the creation of new ones</p>  | <p><b>Key idea:</b> The creation of a Universal Basic Income is to be considered as a solution to the replacement of humans by robots</p>   | <p><b>Key idea:</b> Robots' strength is a challenge to human strength</p>   |
| <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Innovation has always cost jobs</li> <li>- The jobs displaced are menial or mid-skill jobs</li> <li>- The problem in the short term is that the income gaps will widen</li> <li>- All sectors, public or private, are vulnerable</li> <li>- The rising anger of the populations forces governments to take their responsibility</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Research shows that over 140 years, technology has created more jobs than it has destroyed</li> <li>- Losses in agriculture and manufacturing offset by multiplication of accountants, nursing auxiliaries or teaching staff</li> <li>- An evolution of human desires is to be foreseen but income inequality will increase</li> <li>- Governments should review their educational and training policies as well as income distribution</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- 83% likelihood of job loss to robots for those earning less than \$20 an hour, 30% for those earning less than \$40</li> <li>- The idea of UBI might be worth exploring</li> <li>- The response to it is unknown, but it is being tested (Finland, Canada, perhaps the Netherlands, with Switzerland putting the question to voters)</li> <li>- Enthusiasm of Silicon Valley, but...</li> </ul> | <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>- Show of strength between a human and a robot's arms</li> <li>- Robots are a challenge and man is trying to prove his superiority</li> </ul> |



## Corrigé proposé

### **Brave New World that has such robots in it !\***

The spreading use of robots increasingly raises concern nowadays. The documents here, an article from *The Economist* dated 18th January 2014 (**doc. 1**), an extract from *ETCNBC.com* dated 19th August, 2015 (**doc. 2**), another from *smithsonian.com* published on March 21st, 2016 (**doc. 3**) and a cartoon from the 23rd July edition of *fortune.com* illustrating an article entitled “Humans are underrated” (**doc 4**), all deal with this concern.

The cartoon – a man’s and a robot’s arms locked in a show of strength – perfectly illustrates people’s resentment against what is perceived as a dispossession, a feeling that all four documents acknowledge, while placing the phenomenon itself in a wider, more optimistic, perspective by considering its long-range effects. Doc. 1 sees the destruction of jobs by new technologies as the price to pay for progress and doc. 2 points out the creations of jobs that offset the losses. The problem is that the jobs created are not of the same type or in the same sectors, hence the resentment.

The figures the three written texts provide – the fact that 47% of today’s jobs could be automated in two decades (doc. 1), the drastic losses of jobs in agriculture and manufacturing (doc. 2), the 83% likelihood that those earning less than \$20 an hour will lose their jobs to robots (doc. 3) – offer bleak perspectives and explain the fears of the populations.

Only doc. 1 promises the emergence of a richer, hopefully happier, society, but all three foresee an inevitable widening income gap between those with a creative and managerial job and those dispossessed by robots. All three indicate that this calls for innovative social policies, in order to prevent the inevitable social clashes, but avoid giving leads as to what those policies might be, with the exception of doc. 3, which suggests puts forward the idea of a Universal Basic Income. This is being tested in countries such as Finland and Canada and raises the enthusiasm of Silicon Valley, but nobody knows yet how the populations will respond.

An evolution of social aspirations may be foreseen too. With more time on their hands and supposedly enough money to spend, people will possibly express new desires and inspire the development of new leisure offers.

The generally optimistic tone of the articles, contrasting with what doc. 4 implies, might however be tempered by the fact that it is mainly based on long-range considerations, while, as doc. 1 puts it, “anger is growing” among those that see their jobs destroyed and their social status jeopardized by the new technologies.

436 words

\* Fine (?) Illusion au vers de Shakespeare dans *La Tempête*.



**CONCOURS COMMUNS  
POLYTECHNIQUES**

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

**LANGUE VIVANTE B :**

**ANGLAIS - ESPAGNOL**

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

**Mercredi 3 mai : 17 h 30 - 18 h 30**

*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 (1<sup>re</sup> 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.

**L'usage d'un dictionnaire et de machines (calculatrice, traductrice, etc.)  
est strictement interdit.**

**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 fautive 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.

**Index "alphabétique" :**

Anglais : pages 2 à 5

Espagnol : pages 6 à 10

## ANGLAIS

### A SURGERY CENTER THAT DOUBLES AS AN IDEA LAB

From the moment patients register at Memorial Sloan Kettering Cancer Center's new \$300 million, state-of-the-art outpatient surgery center on the Upper East Side of Manhattan, they will be taking part in a test bed for emerging ideas in patient experience design, health care technology and data tracking. Instead of waiting in a long line to register, patients at the new center, the Josie Robertson Surgery Center, will be handed plastic tracking badges that will broadcast their locations in real time, allowing intake coordinators to come directly to them wherever they are sitting. Inspired by modern hotel lobbies and co-working spaces, the family waiting room has semiprivate seating areas and mobile device charging stations. And for people who become antsy while their loved ones are in surgery, there is an Xbox nook for fitness activities.

Operating rooms, too, incorporate "the most advanced technology," according to marketing materials, including the latest surgical robots and "super-high-definition monitors" to display anatomical imaging. Other innovations, while seemingly sensible, could have unintended consequences. For one thing, administrators intend to update the traditional practice of asking patients to walk around soon after surgery. They say they plan to use patients' locator badges as activity monitors, allowing medical teams to quantify and analyze the distances patients walk. It is a step that may make some patients feel more in control of their recovery – while others may feel more burdened by the added surveillance.

"We don't know what the data means, because no one has ever measured it before," Dr. Brett A. Simon, an anesthesiologist who is the director of the surgery center, told me in an interview this month at the new building. Still, he hopes the novel data might eventually be used as a benchmark to help distinguish patients who are recovering on schedule from those who have pain or other symptoms that need to be managed. "Maybe there's a predictive value," Dr. Simon says. Or maybe, like billions of other data points collected by devices, the distance measurements will prove to be mere noise.

Across the country, leading medical centers are trying new approaches to technology and information management with the aim of increasing efficiency, reducing costs and assuring health care quality. Because competition to attract patients is fierce, some of the same medical centers are also engaged in a marketing arms race to out-tech one another, promoting their new tools and systems with terms like "most advanced," "pioneering" and "cutting edge."

But this race to innovation, bioethicists say, has created a gray area. While federal regulations require researchers to obtain patient consent for participation in clinical trials for novel drugs and devices, hospitals can freely enact internal quality improvement exercises without consent – even if there might be consequences for patient care. Medical centers typically do not inform patients every time they use them to test some new health app, or nursing staff reduction, or data analysis technique – changes that may or may not ultimately benefit the patient's health.

"It is clearly a blurry space," says Nancy Kass, a bioethics professor who is the deputy director for public health at the Johns Hopkins Berman Institute of Bioethics in Baltimore. "It doesn't matter if it's quality improvement or research. The questions we should be asking are: Should we be talking about it? What should we be telling patients about it? What do we know about it that makes us think that it works? What do we know about it to suggest that it is safe, or might be risky, or have some uncertainties?"

Administrators at the Josie Robertson outpatient surgery center describe it as a laboratory for continuous improvement, a place where doctors, nurses and staff will be encouraged to rethink standard practices and try new techniques to improve patient care. This learning lab approach comes after a multiyear innovation effort at the main Memorial Sloan Kettering campus, also on the Upper East Side. So far, about 10,000 patients have gone through the program. But doctors typically do not tell patients that they have been selected for a more streamlined approach to surgical recovery, Dr. Simon says. That is because the actual surgery and medical treatments patients receive have not changed, just related practices. [...]

Starting next month, doctors at the Josie Robertson center will perform those cancer surgeries as short-stay outpatient procedures. And administrators say they plan to use the center to further hone their approach, although Dr. Simon said they have not yet decided how they are going to explain the continuous improvement techniques to patients. [...]

Adapted from *The New York Times*  
December 26, 2015

### I. COMPRÉHENSION

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

- |  |   |
|--|---|
| <p>1. From line 1 to line 10, it should be understood that:</p> <p>(A) The patients have to pay \$300 million.<br/>         (B) The research has cost \$300 million.<br/>         (C) The new surgery center has cost \$300 million.<br/>         (D) The Memorial Sloan Kettering Cancer Center has cost \$300 million.</p> <p>2. From line 1 to line 10, it should be understood that all the patients coming to the center:</p> <p>(A) are volunteers.<br/>         (B) are operated on a test bed.<br/>         (C) need a test bed.<br/>         (D) will be used as guinea pigs.</p> <p>3. From line 1 to line 10, it should be understood that after arriving at the center, the patients:</p> <p>(A) will have to fill in a form at the reception.<br/>         (B) will have to give out their badge.<br/>         (C) will automatically be tracked with a badge.<br/>         (D) will have to dial a specific phone number.</p> <p>4. From line 1 to line 10, it should be understood that the patient's family:</p> <p>(A) are not allowed in.<br/>         (B) have to stay in the patient's room.<br/>         (C) can wait in a specific area.<br/>         (D) cannot practice any activity inside.</p> | <p>5. From line 11 to line 18, it should be understood that patients will be asked to move around:</p> <p>(A) only when accompanied.<br/>         (B) in their bedroom only.<br/>         (C) with their activities being monitored by a system.<br/>         (D) on a doctor's prescription.</p> <p>6. From line 19 to line 25, it should be understood that the data collected:</p> <p>(A) will not be exploited.<br/>         (B) may be stored in a specific computer.<br/>         (C) will instantly be studied.<br/>         (D) may help assess the patients' recovery.</p> <p>7. From line 26 to line 30, it should be understood that advanced technology:</p> <p>(A) is little used in other medical centers.<br/>         (B) is not profitable at all.<br/>         (C) may improve the service provided to the patients.<br/>         (D) is not a source of competition.</p> <p>8. From line 31 to line 36, it should be understood that:</p> <p>(A) Federal legislation is not always respected by hospitals.<br/>         (B) Patients are well informed about their rights.<br/>         (C) The patient's health is a priority.<br/>         (D) The patient is involved in the decision making.</p> |
|--|---|

# THE ENGLISH TEXTBOOK

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