2e édition

L'anglais à Sciences Po

Concours commun + Paris + Bordeaux + Grenoble

Sophie Chapuis, Cristelle Terroni, Pauline Drapeau

Tout pour réussir

L'essentiel des thèmes en fiches

Les éléments de contexte incontournables

Le vocabulaire et les points de grammaire à maîtriser

Tous les conseils utiles : préparation, méthodologie, rapports des jurys

+ 17 annales et sujets inédits intégralement corrigés

Climax

Vuibert

Intégrer Sciences Po

L'anglais à Sciences Po

2e édition

Sophie Chapuis

Docteur en littérature américaine
Professeur agrégé
Maître de conférences à l'université Jean-Monnet de Saint-Étienne

Cristelle Terroni

Docteur en civilisation américaine
Professeur agrégé
ATER à l'université Paris-Est Créteil

Pauline Drapeau

Enseignante préparatrice aux concours des IEP

Climax   **Vuibert**

Sommaire

Mode d'emploi

Simple et efficace, ce manuel a été conçu par trois enseignantes qui préparent depuis plusieurs années les lycéens et les jeunes étudiants à l'épreuve d'anglais des divers concours d'entrée en IEP (Sciences Po Paris, concours commun des IEP, Sciences Po Bordeaux et Sciences Po Grenoble).

Cet ouvrage permet de s'entraîner grâce à **dix-sept sujets types** intégralement corrigés (dont six sujets d'annales) répartis en neuf chapitres, en lien direct avec l'actualité et le monde contemporain. Les sujets sont **totalement conformes aux exigences des épreuves** (six sujets types pour préparer le concours de Sciences Po Paris, six pour le concours commun des IEP, trois pour Sciences Po Bordeaux et deux pour Sciences Po Grenoble).

Rédigé dans un **style et un registre adaptés** aux exigences des concours, chaque chapitre contient :

◆ une mise en contexte des **notions** (enjeux politiques, économiques, sociaux, culturels, environnementaux…) ;
◆ des **sujets types** intégralement corrigés ;
◆ une liste de **vocabulaire ;**
◆ deux points de **grammaire** étudiés dans des situations concrètes.

Une **méthodologie complète et didactique** livre les recommandations des correcteurs (présentation de chaque épreuve, conseils de préparation tout au long de l'année, accompagnement pas à pas). De la lecture des articles aux exercices de compréhension et de rédaction, ce manuel fournit **tous les outils** pour être fin prêt le jour J. Il a également été conçu pour que les candidats puissent travailler en autonomie. Enfin, une série de **fiches ressources** vise à parfaire la préparation.

Bien préparer les concours

1. Présentation des épreuves des différents concours

A. Une épreuve sans programme

De toutes les épreuves du concours, celle de langue est particulière dans la mesure où elle est sans programme. Il arrive par conséquent qu'elle soit négligée car certains candidats pensent qu'en se reposant sur leurs acquis, ils obtiendront une note suffisante sans grande difficulté. C'est là se méprendre sur les exigences d'une épreuve qui, en réalité, demande une préparation régulière et une méthode bien spécifique. Cet ouvrage sera exclusivement consacré à l'anglais car il s'agit de la langue la plus représentée au concours, mais quelle que soit la langue que vous choisirez, vous serez soumis aux mêmes exigences.

Il est difficile pour les candidats de savoir quoi réviser précisément, mais contrairement à d'autres types d'épreuves, comme la dissertation par exemple, les 20 points ne sont pas attribués à un seul exercice et il n'est pas possible d'être complètement hors sujet dans sa copie d'anglais. On peut rater une question, mais en réussir trois autres. On peut faire un essai, même imparfait, et réussir à gagner quelques points. Il ne faut donc pas négliger cette épreuve au prétexte qu'on aurait un « mauvais » niveau d'anglais. Elle peut au contraire permettre d'obtenir beaucoup de points.

Au cours des années précédentes, les textes de l'épreuve d'anglais ont porté sur des sujets aussi variés que le Brexit (Sciences Po Grenoble 2016, Sciences Po Paris et concours commun 2017), la politique étrangère américaine (Sciences Po Bordeaux 2015 et Sciences Po Paris 2016), le revenu universel (Sciences Po Grenoble 2017), la réédition de *Mein Kampf*, ou encore l'abaissement de la majorité électorale (Sciences Po Bordeaux 2016 et 2017 respectivement).

Devant la diversité des sujets, les candidats adoptent souvent deux attitudes, qu'on déconseillera.

• Misant sur la chance, certains ne révisent pas suffisamment, persuadés que leur niveau leur assurera une note correcte. C'est là prendre un risque inconsidéré car il faut s'entraîner et idéalement se faire corriger par un enseignant de langue qualifié pour prendre toute la mesure de ce qu'est une note dans le cadre d'un concours.

Votre habituel 15/20 en langue peut devenir un 7/20 tant les exigences sont élevées et éloignées de celles du lycée.

• D'autres candidats optent pour l'attitude inverse et se mettent en tête de tout ficher à l'excès, articles de presse, manuels de civilisation, précis de vocabulaire, accumulant ainsi des connaissances parfois superflues et délaissant par la même occasion la méthode. Ce travail vise souvent à combler l'angoisse liée à l'absence de programme, mais peut se révéler inefficace si le candidat cherche, le jour du concours, à plaquer absolument ce qu'il a révisé, sans réfléchir en profondeur au sujet et à ses enjeux. De la même manière, travailler le vocabulaire est indispensable, mais doit aller de pair avec une révision approfondie de la grammaire en contexte.

Il est donc important d'être conscient le plus tôt possible que la préparation pour l'épreuve d'anglais repose sur quatre éléments qui doivent tous être travaillés en parallèle :

✓ la consolidation de la grammaire ;

✓ l'enrichissement du lexique ;

✓ la capacité d'argumentation ;

✓ la connaissance de l'actualité.

L'absence de programme doit être envisagée comme un atout car vous jouissez d'une très grande liberté d'argumentation, notamment dans l'essai. Il n'y a pas le risque, comme dans les épreuves à programme, de tomber dans l'écueil de la récitation. Au contraire, c'est l'occasion pour vous de faire la différence en proposant une argumentation personnelle, fondée sur vos lectures, vos connaissances, y compris celles acquises lors de vos révisions d'autres matières, et toujours exprimée dans une langue précise et soutenue.

Il faut donc vous préparer efficacement et adopter une véritable stratégie dans vos révisions. En 1 h 30, selon le concours que vous choisissez de passer, vous n'aurez la possibilité d'écrire que peu de mots, environ 150 à l'épreuve de Grenoble et un maximum de 600 à 650 à celle de Paris (environ 200 pour les questions, et 400 à 450 pour l'essai). Cela représente bien moins qu'une copie double. Il faut se dire que ce sont ces quelques centaines de mots qui vous feront peut-être réussir le concours. Pour se démarquer vraiment et obtenir une bonne note, rien ne doit donc être laissé au hasard. Il faut auparavant s'être entraîné pour utiliser, le jour de l'épreuve, des mots et des structures que vous maîtrisez parfaitement, n'avoir aucun doute sur la méthode, ni sur la gestion du temps.

Épreuve d'anglais aux différents concours

Sciences Po Paris	1 h 30	4 questions + 1 essai	Coefficient 1
Concours commun	1 h 30	3 ou 4 questions + 8 synonymes + 1 essai	Coefficient 2
Sciences Po Bordeaux	1 h 30	2 questions + 1 traduction + 1 essai	Coefficient 1
Sciences Po Grenoble	1 h	QCM de 20 questions + 1 rédaction	Coefficient 1

B. L'épreuve d'anglais à Sciences Po Paris

En 1 h 30, le candidat doit répondre à quatre questions portant sur un article de presse et rédiger un essai en rapport avec l'une des problématiques du texte. Chaque partie vaut dix points.

1. L'article

D'une longueur approximative de 750 à 850 mots, soit une page et demie environ, l'article est généralement extrait de la presse britannique ou américaine de qualité. Parmi les sources récurrentes, on peut citer *The Economist* (sujets 2013 et 2016), *The Telegraph* (sujet 2014), *The Guardian* (sujets 2015 et 2018), *The Sunday Times* (sujet 2017), et conseiller la lecture de *The Independent*, *The New York Times*, *The Washington Post* ou *Time Magazine*. Cette liste est loin d'être exhaustive et un article peut tout à fait provenir d'une source inhabituelle. Il ne faut pas pour autant se laisser dérouter. L'article traite habituellement de sujets de société, de problématiques politiques, économiques, historiques ou culturelles en rapport avec l'actualité de l'année écoulée depuis le précédent concours. Les articles d'opinion sont souvent privilégiés car ils permettent d'évaluer chez le candidat sa capacité à analyser un point de vue, et servent également à nourrir le débat pour la partie consacrée à l'essai. Il ne s'agit toutefois pas d'une règle absolue.

2. Les questions de compréhension

Voici la consigne qui vous est donnée pour la première partie de l'épreuve :

> **I. Textual comprehension**
> After reading the text carefully, reply in English and <u>in your own words</u> to the following questions.

Les questions de compréhension sont notées sur dix points. Bien que le barème ne figure pas explicitement sur la copie, il se décompose comme suit : 2,5 points sont attribués à chaque question.

Vos réponses ne doivent pas excéder les cinq lignes déjà tracées qui sont à votre disposition sous chaque question. Cela correspond à une cinquantaine de mots environ pour une écriture de taille moyenne. Les questions ne suivent pas forcément l'ordre du texte et peuvent porter sur l'ensemble de l'article comme sur un point spécifique à analyser. La consigne rappelle que les réponses doivent être rédigées dans une langue qui ne plagie pas le texte. Il faut donc bannir les citations du texte et utiliser vos propres mots. La seule reformulation ne pourra pas vous faire obtenir tous les points car il s'agit avant tout d'analyser le texte.

3. L'essai

Voici la consigne qui vous est donnée pour l'essai :

> **II. Essay**
>
> Write a short, well-argued essay in English (<u>two pages</u>) on one of the two subjects below. Circle the number which corresponds to the essay chosen.

L'essai est noté sur dix points. Sont évaluées la solidité de la langue, la pertinence de l'argumentation et la maîtrise de la méthode.

Deux sujets sont proposés ; il ne faut donc pas oublier d'entourer, comme l'indique la consigne, celui que vous choisissez. L'essai a souvent un lien très net avec l'article puisque l'énoncé comporte généralement un ou plusieurs mots clés du texte. Il peut s'agir d'une citation à commenter, d'une question invitant à être en accord ou en désaccord avec la citation ou un point de vue, d'une interrogation plus générale se rapprochant de la problématique principale du texte, ou d'une problématique subsidiaire à développer.

Le nombre de mots n'est pas précisé mais environ quarante-cinq lignes, déjà tracées sur la copie, sont à votre disposition. Cela représente 400 à 450 mots selon l'écriture (environ dix mots par ligne). Il est inutile de mentionner le nombre de mots puisque cela n'est pas demandé. En revanche, il est impératif de s'entraîner sur un format identique pour que votre préparation soit d'autant plus efficace.

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Conseils des correcteurs de l'épreuve de Sciences Po Paris

Le site de Sciences Po Paris fournit quelques conseils utiles aux candidats. Les correcteurs rappellent que le but principal de l'épreuve est « d'évaluer la capacité des candidats à utiliser une langue étrangère en contexte, à des fins de communication ». En d'autres termes, il s'agit d'évaluer la manière dont le candidat s'exprime dans une langue qui n'est *a priori* pas la sienne. Il est donc impératif d'avoir à l'esprit que cette épreuve est, avant tout, une épreuve de langue.

Les qualités linguistiques du candidat doivent cependant être mises au service d'une bonne argumentation : une démonstration, aussi brillante soit-elle, ne pourra pas compenser un vocabulaire pauvre et une grammaire défaillante, et à l'inverse, une langue riche et soignée, si elle ne s'accompagne pas d'une grande qualité d'analyse, sera insuffisante.

Les correcteurs rappellent que « la nature de l'épreuve ne privilégie aucune formation antérieure et ne nécessite pas de connaissances particulières dans le domaine des sciences sociales. Elle exige cependant une bonne culture générale et une ouverture d'esprit à l'international, exigence qui est placée au cœur du projet éducatif de Sciences Po ». L'épreuve est donc à la portée de tout candidat qui entend préparer sérieusement le concours.

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C. L'épreuve d'anglais au concours commun

Recommandations du jury

Les réponses apportées aux **questions de compréhension** (I) doivent être « précises, courtes et justifiées. La paraphrase est totalement à exclure. »

Pour la **question de vocabulaire** (II), il est recommandé aux candidats de rester « vigilants » car « la forme grammaticale ou verbale des synonymes peut être différente de celle proposée dans le texte. »

En matière d'**expression écrite** (III), les candidats doivent « faire preuve d'une certaine originalité et d'un esprit critique pour exposer un point de vue personnel. Il s'agit là d'une réelle attente des correcteurs. »

Extrait du Rapport du président du jury du 7ᵉ concours commun des IEP, 2014,

En 1 h 30, le candidat doit répondre à trois ou quatre questions portant sur un article de presse (8 points), retrouver huit synonymes dans l'article (4 points) et rédiger un essai en rapport avec la problématique du texte (8 points).

Le concours commun présente la particularité d'imposer un temps d'épreuve commun à l'histoire et à l'anglais. Les candidats reçoivent en effet conjointement les sujets des deux matières et peuvent gérer librement leur temps dans les 4 h 30 imparties (soit, *a priori*, 3 h pour l'histoire et 1 h 30 pour la langue). La durée d'1 h 30 n'est donc qu'indicative, mais on déconseillera fortement de l'écourter, au risque de rendre une copie bâclée ou inachevée, ce qui fera perdre de précieux points. Quel que soit l'ordre dans lequel vous choisirez de composer, ne passez pas non plus d'une matière à l'autre en cas de difficulté ponctuelle dans votre réflexion ou votre rédaction. De tels va-et-vient nuiraient au contraire à votre capacité à vous concentrer sur chaque sujet et vous feraient perdre du temps. Prenez rapidement connaissance des deux sujets en début d'épreuve, choisissez celui par lequel commencer, et tenez-vous en à votre choix tout en gardant l'œil sur la montre.

1. Les questions de compréhension

Voici la consigne qui vous est donnée pour la première partie de l'épreuve :

I. Reading comprehension (8 points)
Please use your own words and DO NOT copy from the text. 40-50 words per question.

Les questions de compréhension sont notées sur 8 points. Le barème figure explicitement sur la copie et peut être décomposé de la manière suivante : deux questions sont notées sur 3 points, une l'est sur 2 points. Il se peut qu'il y ait quatre questions notées sur 2 points chacune, comme le signale le site officiel du concours. Ce fut le cas dans le sujet 2017.

Vos réponses ne doivent absolument pas excéder le nombre de mots indiqué dans la consigne. C'est une exigence à respecter car elle évalue votre capacité de synthèse. La longueur précise attendue peut toutefois varier légèrement certaines années (40-45 mots en 2017). Vous veillerez donc à lire soigneusement la consigne avant de vous lancer dans la rédaction. Les questions ne suivent pas forcément l'ordre du texte et peuvent porter sur l'ensemble de l'article comme sur un point spécifique à analyser. La consigne rappelle que les réponses doivent être rédigées dans une langue qui ne plagie pas le texte. Il faut donc bannir les citations du texte et utiliser vos propres mots. La seule reformulation ne pourra vous faire obtenir tous les points car il s'agit avant tout d'analyser le texte.

2. L'exercice de synonymes

> **II. Synonyms (4 points)**
>
> Find ONE synonym in the text for the following words.
>
> Be careful, the words are given in the order of the text but some may be verbs and are given in the infinitive form.

Ce deuxième exercice est noté sur 4 points, soit 0,5 point pour chaque mot, et permet de vérifier vos compétences lexicales.

Le candidat doit retrouver, dans l'article, un synonyme pour chacun des huit mots ou expressions proposés sous forme de liste. Noms, adjectifs ou verbes peuvent être recherchés, mais toujours dans l'ordre du texte. Si un nom est donné en synonyme, le candidat doit retrouver un nom ; il en est de même pour un adjectif… Il faut donc respecter la nature du mot. En revanche, les verbes vous sont soumis dans leur forme neutre (base verbale sans *to*), mais peuvent apparaître conjugués dans le texte, ce qui veut dire par exemple que le synonyme *boost* pourrait se retrouver dans le texte sous sa forme passée, *encouraged*. La consigne rapportée ci-dessus est celle du sujet 2017, mais la formulation peut parfois changer. Il peut ainsi être également précisé que les mots de la liste et du texte n'apparaissent pas nécessairement sous la même syntaxe : un nom ou un adjectif composé dans l'exercice peut correspondre à un nom ou un adjectif simple dans l'article, un verbe à particule à un verbe simple, un mot simple à une locution… ou inversement.

3. L'essai

Voici la consigne qui vous est donnée pour l'essai :

> **III. Essay (8 points)**
>
> Write an essay of 300 words (+/–10%) on the following subject.

L'essai vous propose de réfléchir à un sujet unique noté sur 8 points. Sont évaluées, comme dans chacun des concours, la solidité de la langue, la pertinence de l'argumentation et la maîtrise de la méthode.

L'énoncé peut par exemple vous demander de commenter une citation, d'exprimer votre accord/désaccord avec le point de vue du journaliste, ou encore de répondre à une question. Le nombre de mots est précisé et doit être respecté. Il est d'ailleurs conseillé de le noter à la fin de votre essai. Vous avez la possibilité d'écrire un essai entre 270 et 330 mots, ce qui est assez court. Il est impératif de s'entraîner sur un format identique pour que votre préparation soit d'autant plus efficace.

Conseils des correcteurs

Le site officiel du concours commun fournit un rapport de jury détaillé qu'il est nécessaire de consulter avant de passer le concours. Outre la présentation des épreuves, on peut y trouver des conseils précieux qui aideront les candidats à prendre conscience des éléments valorisés ou, à l'inverse, pénalisés dans une copie. Les correcteurs rappellent ainsi que « la maîtrise de la grammaire et de la syntaxe (déclinaisons, accords, conjugaisons, construction de la phrase, connecteurs logiques…) et la nécessité de manier un vocabulaire varié et nuancé » sont absolument indispensables. Sont bonifiées les copies qui savent « conjuguer une langue fluide et claire à l'exigence d'analyse, de cohérence et de précision ». Bien qu'il n'y ait pas de programme précis pour l'anglais, le candidat doit démontrer qu'il a une solide culture générale et qu'il est capable de mobiliser ses connaissances pour argumenter. Enfin, « l'originalité – maîtrisée – du propos et une certaine prise de risque » sont valorisées dans la mesure où il s'agit d'un concours visant à départager des candidats en vue d'une sélection très exigeante.

4. La filière franco-britannique à Sciences Po Lille

La procédure d'admission, organisée par Sciences Po Lille seul, fait l'objet d'une inscription et d'un concours distincts du concours commun, qui ne concerne que la filière générale. Il est en tout cas possible de passer les deux concours, qui n'ont pas lieu aux mêmes dates. Les candidats retenus à l'issue des épreuves écrites sont ensuite convoqués à un oral d'admission en langue anglaise.

D'une durée d'1 h 30, l'épreuve écrite d'anglais adopte un modèle relativement simi-laire au concours commun, et se compose le plus souvent de trois exercices : des syno-nymes, des questions de compréhension visant la reformulation de l'article dans vos propres mots, et un essai de 300-400 mots. L'épreuve a un coefficient 3.

Toutefois, d'une durée égale au concours commun, le sujet soumis aux candidats est plus long, et ses modalités et intitulés exacts, ainsi que la répartition des points, peuvent varier d'une année sur l'autre. Il peut ainsi y avoir deux textes (sujets 2013), et plus ou moins de synonymes ou de questions de compréhension. On peut vous demander des citations de l'article en appui de vos réponses (sujet 2015), ou plusieurs expressions écrites au choix, dont des sujets d'imagination argumentés (sujet 2016). Vous veillerez donc particulièrement à vous entraîner en temps limité sur différents sujets d'annales, et à lire soigneusement et respecter les consignes lors de cette épreuve.

D. L'épreuve d'anglais à Sciences Po Bordeaux

L'épreuve dure 1 h 30 et son coefficient est de 1. Sciences Po Bordeaux fait le choix de noter l'épreuve sur 200 points, répartis en trois exercices :

1. Understanding the text (60/200)

Cette partie équivaut au traditionnel exercice de compréhension, mais ne comporte que deux questions. Depuis 2016, il est précisé que chaque réponse doit faire environ 60 mots, soit une dizaine de mots de plus qu'à Sciences Po Paris ou au concours commun. Cette mention pouvant changer, vous serez attentif à l'intitulé exact de la consigne. Il est dans tous les cas inutile d'écrire une réponse trop longue, dans la mesure où vous devez garder du temps pour l'essai. Il est habituel d'avoir une citation à commenter en explici-tant son sens, en ayant recours, comme la consigne l'indique parfois, à des connaissances personnelles. Il est aussi précisé que les réponses doivent être écrites avec des mots qui vous sont propres.

2. Writing Task (100/200)

Un ou deux sujets sont soumis aux candidats. Dans le second cas, un seul d'entre eux doit être traité (*Write an essay of approximately 250 words on ONE of the following topics*). À l'épreuve 2014, il n'était pas précisé aux candidats qu'il leur fallait choisir l'un des deux sujets. Le nombre de mots n'était pas indiqué non plus, mais si l'on se fie aux consignes des autres années, il faut compter environ 250 mots. L'essai compte pour la moitié des points et doit donc faire l'objet du plus grand soin. Il peut porter sur une cita-tion à discuter, un point de vue à donner… On ne relève pas de formulations privilégiées au regard des différents sujets donnés par le passé.

3. Translation (40/200)

Dans cet exercice, il est demandé aux candidats de traduire de l'anglais au français un passage de 5 à 8 lignes tiré du texte. Le paragraphe et les limites du passage concerné sont le plus souvent précisés, et les phrases inscrites en caractères gras (*in bold characters*) dans l'article. C'est le seul exercice de traduction qui existe dans tous les concours d'entrée aux IEP.

4. L'épreuve d'anglais des filières intégrées binationales

Les candidats peuvent se présenter à la fois au concours du cursus général et à celui d'une filière intégrée binationale. L'administration de Sciences Po Bordeaux précise qu'en cas de succès aux deux procédures d'admission, les candidats devront faire un choix définitif au moment de leur inscription dans l'établissement.

L'anglais est exigé à l'admissibilité des filières France/Royaume-Uni (FIFRU), France/Caraïbes (FIFCA) et France/Maroc (FIFMA). Le sujet de l'épreuve étant différent pour chaque filière, les candidats doivent veiller à traiter celui de la filière à laquelle ils postulent.

L'épreuve dure 2 h et son coefficient est de 2. Le candidat doit répondre, avec ses propres mots, à cinq questions de compréhension portant sur un article d'une page et demie à deux pages, puis rédiger un essai d'environ 400 mots. Le nombre de mots attendu par réponse (parfois une seule phrase) peut varier et est clairement indiqué ; vous vous reporterez donc scrupuleusement aux consignes. Plusieurs sujets d'essai peuvent être proposés, mais il ne faut en traiter qu'un seul. Contrairement au concours général, l'épreuve ne comporte pas d'exercice de traduction.

E. L'épreuve d'anglais à Sciences Po Grenoble

Contrairement aux autres concours des IEP, l'épreuve d'anglais à Grenoble dure 1 h, et non 1 h 30. Elle comporte deux parties et a un coefficient 1.

1. Compréhension d'un texte écrit

La première partie consiste un en QCM noté sur 20 points, en lien avec un article extrait de la presse anglophone des douze derniers mois. Le texte peut être accompagné d'une image ou d'un schéma faisant éventuellement l'objet d'une question. Chaque question vaut un point. Le barème n'est pas dégressif, les réponses incorrectes ne vous pénaliseront pas.

Le candidat doit répondre à 20 questions en choisissant l'une des trois ou quatre propositions qui lui sont soumises. Il doit reporter sa réponse sur une grille en noircissant la case qu'il juge appropriée. Lisez bien l'énoncé car la manière de remplir la grille peut évoluer d'une année sur l'autre. Il était demandé auparavant de cocher les cases, il a donc été demandé récemment de les noircir.

Les questions se divisent en deux parties qui, chacune, suivent l'ordre du texte :

• les questions 1 à 10 évaluent la compréhension du texte et portent sur le sens précis de certains paragraphes ou passages ;

• les questions 11 à 20 évaluent vos connaissances lexicales en vous proposant de choisir des synonymes pour des mots ou phrases du texte.

2. Rédaction

Sciences Po Grenoble propose aux candidats non pas d'écrire un essai mais de rédiger un court texte créatif. Le sujet a toujours un rapport direct avec l'article et il peut s'agir par exemple de rédiger une lettre à l'attention d'un interlocuteur identifié dans l'énoncé, un court article de presse, voire un discours. La forme imposée ne doit toutefois pas vous faire oublier qu'il s'agit, au fond, d'argumenter.

Vous devez respecter la consigne qui indique 140 à 160 mots. Inscrivez le nombre de mots à la fin de votre rédaction.

F. La notation

Chaque année, l'immense majorité des candidats est éliminée puisque ne sont sélectionnés qu'entre 10 % et 15 % de ceux qui composent. La moyenne du concours se situe souvent en dessous de la moyenne, aux alentours du 8/20 ou 9/20, et il faudra donc s'attendre à des notes bien plus basses que celles que vous aurez pu obtenir au cours de l'année. Cela n'empêche toutefois pas que, chaque année, certains candidats aient d'excellentes notes. Puisque le but est de sélectionner des candidats, les correcteurs peuvent monter très haut dans leur notation, comme descendre très bas lorsqu'ils jugent qu'une copie est bien trop insuffisante. Il faut rappeler par exemple qu'avant la réforme de l'épreuve de Sciences Po Paris en 2013, obtenir moins de 7/20 en anglais éliminait directement le candidat. Si cette règle a aujourd'hui disparu, la note de 7/20 demeure néanmoins une note palier. On attribuera une note en dessous de 7/20 à une copie qui révèle des lacunes considérables en termes de grammaire, des défauts de syntaxe et une argumentation pauvre. Les concours de Sciences Po sont extrêmement exigeants et la notation ne peut pas être comparée à une notation de type lycée. Il faut donc vous préparer à une note difficile à accepter si vous êtes plutôt habitué aux bonnes

notes. Avoir 16/20 de moyenne au lycée ne peut vous garantir une note équivalente au concours. De la même manière, être bilingue ne garantit en rien l'obtention d'une bonne note. En effet, une excellente compréhension de l'anglais ne suffit pas toujours, puisqu'il faut aussi montrer de très grandes qualités rédactionnelles et d'analyse.

On rappellera ici que, dans son appréciation, le correcteur tient également compte de l'aspect de votre copie. Il va de soi que celle-ci doit être lisible, propre et bien présentée. Le correcteur ne doit pas avoir à déchiffrer des lettres mal formées, qui pourraient par ailleurs l'amener à douter de votre maîtrise de l'orthographe. Il pourra vous pénaliser si la lecture est malaisée, voire impossible. Équipez-vous donc d'un effaceur, d'un correcteur de type Tipp-Ex, et de tout matériel susceptible d'améliorer la lisibilité de votre copie.

2. Préparation

A. Calendrier

Établir un planning de révisions s'avère toujours très utile. Cela permet d'une part d'évaluer le travail à fournir et, d'autre part, d'avancer sereinement sans céder à la panique des dernières semaines.

Si l'on sait dès la classe de Première que l'on souhaite tenter le concours de Sciences Po Paris, il faudra alors mettre à profit les vacances d'été pour commencer un programme intensif de révisions grammaticales, soit en acquérant un manuel de grammaire, soit en relisant de manière approfondie ses cours de collège/lycée. Ce sera également l'occasion de commencer à lire la presse régulièrement en fichant des articles non seulement pour leur vocabulaire mais aussi pour les informations qu'ils contiennent, dans le but d'avoir des arguments ou des exemples précis dans l'essai. L'idéal est aussi de s'entraîner dans les conditions réelles du concours, sur des sujets d'annales ou des sujets types, et impérativement en temps limité. Il s'agira d'apprendre à gérer son temps, de confronter ses connaissances à des sujets et des problématiques concrets et précis, et de progresser. Quoi qu'il en soit, ce n'est pas au mois de janvier que vous pourrez rattraper l'actualité de toute une année. Se préparer huit à dix mois en amont vous permet de progresser sereinement. Commencer dès la rentrée de Terminale est bien sûr envisageable mais il faudra adopter un rythme soutenu de révisions en parallèle de vos cours au lycée. À noter que le concours de Sciences Po Paris a lieu très tôt dans l'année, au mois de février, tandis que les autres se déroulent le plus souvent en avril et en mai. Il faudra mettre à profit les quelques 25 semaines qui vous séparent du premier concours en travaillant assidûment l'enrichissement de la langue et des connaissances.

B. Évaluer son niveau

Pour élaborer un programme de révisions efficace, il est important de connaître son niveau et surtout d'être conscient de ses forces et de ses faiblesses. S'autoévaluer est une tâche extrêmement difficile car cela suppose d'avoir un regard de correcteur sur son propre travail. Pour progresser, il est nécessaire de revenir sur son travail en le critiquant de manière

constructive. Nombreux sont les candidats qui imputent à l'étourderie certaines erreurs lourdes de grammaire et se persuadent qu'ils ne feront jamais de telles fautes au concours. C'est souvent se leurrer sur son véritable niveau de langue. Il ne faut pas se cacher derrière l'oubli ou la faute d'inattention car le correcteur au concours ne trouvera aucune excuse au candidat.

Pour travailler de manière efficace, reprenez l'ensemble de vos copies d'anglais depuis votre entrée au lycée et confrontez-les à une grille d'évaluation qui vous permettra d'identifier vos erreurs. Vous remarquerez sans doute que celles-ci sont récurrentes, mais c'est seulement une fois que vous en serez pleinement conscient et que vous les aurez comprises que vous pourrez les éliminer définitivement.

Voici un tableau comprenant les 4 grandes catégories d'erreurs que vous pouvez recenser dans vos copies :

1. LE NOM	- Singulier, pluriel - Articles - Démonstratifs - Quantifieurs - Cas possessifs - Pronoms personnels
2. L'ADJECTIF	- L'adjectif invariable - Le comparatif et le superlatif - L'adjectif possessif
3. LE VERBE	- Le présent continu / le présent simple - Le prétérit - Le *present perfect* - Le *pluperfect / past perfect* - Le conditionnel - La concordance des temps - La voix passive - Les modaux - La construction des verbes - Les verbes irréguliers
4. LA PHRASE	- L'ordre des mots - Les phrases interrogatives - La négation - La ponctuation - Les prépositions - Les mots de liaison - Les pronoms relatifs

C. Réviser la grammaire

Une excellente maîtrise de la grammaire est capitale. Il faut donc y consacrer une bonne partie de vos révisions, surtout si vous avez identifié des lacunes en vous auto-évaluant. Si votre grammaire est déjà très solide, vous pouvez chercher à la complexifier en employant des structures plus difficiles à manier. Ce travail sera valorisé puisqu'il démontrera que vous avez une réelle aisance à vous exprimer dans une langue soutenue et de qualité.

Attention

Que votre niveau soit bon ou moins bon, il faut surtout maîtriser toutes les expressions que vous utiliserez le jour du concours. Il est inutile de vouloir épater le correcteur avec une belle structure si vous oubliez deux lignes plus bas le « *s* » de la troisième personne du singulier.

Voici quelques ouvrages utiles pour réviser activement la grammaire.

– *Grammaire anglaise de l'étudiant*, Serge Berland-Delépine, Éd. Ophrys, 2014.

– *Grammaire raisonnée de l'anglais 2*, Sylvie Persec et Jean-Claude Burgué, Éd. Ophrys, 2016.

– *English Grammar in Use*, Raymond Murphy, Cambridge University Press, 2015, ouvrage tout en anglais aisément abordable par des non-anglophones. Pour les élèves plus avancés qui souhaitent approfondir davantage la grammaire, voir *Advanced Grammar in Use*, du même auteur.

Pensez également aux sites Internet consacrés à la grammaire anglaise, qui proposent pour beaucoup des rappels de cours et des exercices interactifs, comme le site de ce professeur : http://jean-claude.guegand.pagesperso-orange.fr/

D. Acquérir du vocabulaire

Apprendre en contexte. Le vocabulaire est parfois envisagé comme la partie la plus plaisante de la préparation à l'épreuve d'anglais. Beaucoup de candidats se plongent d'ailleurs dans un apprentissage intensif, en retenant de longues listes de mots. Il faudra là encore être vigilant et ne pas axer ses révisions uniquement sur cette acquisition lexicale. Le vocabulaire ne pourra démontrer son utilité dans votre copie que s'il est combiné à une grammaire solide et à une analyse approfondie, nourrie d'exemples.

L'apprentissage du vocabulaire doit être motivé par une certaine curiosité pour la langue anglaise, sinon l'exercice peut se révéler indigeste. Vous êtes, ou pouvez être, quotidiennement exposé à l'anglais, alors soyez attentif à la moindre structure ou tournure de phrase que vous remarquez. Il est important d'avoir un carnet ou un document Word qui recense, par exemple par ordre alphabétique, les mots et les expressions que vous souhaitez retenir tout au long de l'année. Vous pouvez également réaliser des fiches thématiques de vocabulaire. Que celui-ci provienne d'un film, d'un roman ou d'un magazine, il doit être retenu dans son contexte syntaxique et thématique, sinon vous prenez le risque de mal le réutiliser. Il est d'ailleurs dommage que des efforts d'apprentissage, manifestes dans certaines copies, soient pratiquement anéantis par une très mauvaise réutilisation des structures. Lorsque vous relevez du vocabulaire, demandez-vous si vous aurez ensuite la possibilité et la capacité d'utiliser le mot ou l'expression en contexte, sinon ce travail aura un intérêt plutôt limité.

NB : La presse anglo-saxonne a fréquemment recours à l'humour, à des expressions imagées et à des formules idiomatiques (c'est-à-dire caractéristiques de la langue anglaise). Il est important de les relever à mesure que vous lisez la presse, et de les comprendre. En revanche, ne vous forcez pas à les réutiliser obligatoirement si vous ne saisissez pas toute leur portée. Vous risquez de faire une erreur, alors que vous souhaitiez au contraire démontrer la richesse de votre langue.

Travailler avec ce manuel et travailler seul. Pour ce faire, il faut mettre en place un système d'apprentissage très régulier du lexique grâce à un manuel. Le vocabulaire de la presse doit être privilégié et il faut donc connaître les thématiques correspondant aux grandes rubriques que l'on peut trouver dans un quotidien ou un hebdomadaire. On citera, entre autres, l'économie, la politique, les institutions politiques, le travail, l'environnement, les relations internationales, les technologies, la culture, la science, les sujets de société comme l'avortement, l'euthanasie, le port d'armes… Grâce à des rubriques de vocabulaire présentes au sein de chaque chapitre, ce manuel vous permet d'acquérir un vocabulaire ciblé sur une thématique précise.

Vous pouvez également compléter l'acquisition de vocabulaire de manière plus autonome, en lisant la presse et en fichant les articles de manière efficace. Dans ce cas, lire ne suffit pas : il faut être actif et procéder méthodiquement. Chaque article lu doit être mis au service de la préparation du concours. Pour ce faire, il faut savoir l'exploiter.

- Relevez dans chaque article cinq noms, cinq verbes, cinq adjectifs qui vous sont inconnus et insérez-les dans votre carnet ou document Word, ou le cas échéant dans vos fiches thématiques, que vous alimenterez au fil de vos lectures.

- Prenez le temps de vérifier l'emploi des termes choisis dans un dictionnaire, de manière à avoir des exemples d'usages différents. Avoir recours au dictionnaire, papier ou sur Internet, est souvent plus profitable que la simple utilisation rapide

d'outils de traduction en ligne. Voici quelques références de dictionnaires en ligne très accessibles :

– *Word Reference* : http://www.wordreference.com ;

– *Linguee* : https://www.linguee.fr ;

– la version électronique du dictionnaire *Merriam Webster* : https://www.merriam-webster.com.

• Notez si par exemple l'adjectif est suivi d'une préposition particulière, si le verbe est suivi de *–ING* ou de la base verbale. Soyez attentif au registre de langue, aux contextes dans lesquels les termes peuvent s'employer, et aux différents sens qu'ils peuvent éventuellement prendre.

• Ajoutez peut-être aussi, après en avoir vérifié l'emploi, un ou deux synonymes, qui vous permettront d'enrichir encore votre vocabulaire.

C'est cette rigueur dans l'apprentissage qui vous permettra d'éviter les maladresses d'expression et de tirer un meilleur profit de votre travail.

Quel manuel de vocabulaire utiliser ?

En plus de ce manuel de présentation générale, vous pouvez acquérir un ouvrage de vocabulaire pour vous préparer. Préférez-en un qui ne soit pas destiné à des spécialistes d'anglais car il comportera un lexique trop littéraire que vous n'aurez sans doute pas l'occasion de mettre à profit pour l'épreuve de Sciences Po. Choisissez plutôt un manuel qui recense le vocabulaire de la presse, des médias et de l'actualité. Pour le vocabulaire comme pour la grammaire, privilégiez les ouvrages proposant des exercices d'application, qui vous permettront de mieux retenir les connaissances et de vous assurer que vous savez les réutiliser. Le thème (traduction français-anglais) en particulier permet de s'exercer efficacement à la rédaction.

Anglais : civilisation et expression, Ghanima Ghanem, collection Optimum, Éd. Ellipses, 2012.

Vocabulaire anglais contemporain, Isabelle Leguy, Jacqueline Fromonot, Gilbert Fontane, Nathan, 2009.

The Big Picture. Vocabulaire de l'actualité en anglais, Jean Max Thomson, collection Optimum, Éd. Ellipses, 2017.

Plusieurs ouvrages de la collection Words, aux Éditions Ellipses : par exemple, *Words Today*, Florent Gusdorf, 2009.

Les ouvrages *English Vocabulary in Use*, à partir du niveau *pre-intermediate* (Michael McCarthy, Felicity O'Dell, 2014), et plus généralement les manuels de vocabulaire édités par Cambridge University Press.

Améliorer l'expression écrite. Au sein du vocabulaire relevé et fiché, il est souhaitable de distinguer les mots et expressions que vous maîtrisez parfaitement, dans l'optique de pouvoir les réutiliser le jour du concours. Il ne s'agit pas de forcer l'utilisation de certaines structures lors de l'épreuve, mais de vous constituer un stock de mots et d'expressions qui peuvent être utiles sur tous les sujets. Étant donné que l'épreuve d'anglais est extrêmement courte, il vous faudra être capable de mobiliser du vocabulaire très rapidement. S'il n'est pas possible de connaître à l'avance le sujet de l'article, vous pouvez anticiper l'utilisation de certaines structures lexicales. Il faudra vous attendre à annoncer un plan dans l'essai : travaillez ainsi en amont les outils de sa formulation. Un sujet faisant souvent polémique, il vous faudra anticiper les structures nécessaires pour le dire. Il n'est pas exclu non plus que vous ayez à évoquer la crise économique ou, à l'inverse, la relance ; prévoyez donc des structures en conséquence, ce qui vous évitera d'avoir appris des listes entières de mots sans avoir anticipé leur réutilisation.

Le lexique clé

Il faut garder le format de l'épreuve à l'esprit et travailler principalement le lexique de l'analyse et de l'argumentation.

Le lexique de l'argumentation. Trouvez des synonymes pour *he says* et *I think*. Par exemple : *he claims, he argues, he puts forward, he stresses, I believe, I must admit, I disagree with, I strongly support…*

Sachez exprimer la polémique ou tout ce qui relève du débat : *it is a much-debated topic, a burning issue, a loaded question…*

Organiser sa pensée : l'essai que vous aurez à écrire doit être organisé et logique. Pour ce faire, vous avez besoin de connecteurs pour structurer votre argumentation. Ils ne doivent pas être employés sans raison, mais doivent aider à la compréhension de votre pensée pour le correcteur. Ils sont à utiliser à bon escient et avec modération pour ne pas avoir l'air d'être plaqués superficiellement. Il faut veiller à la surenchère pour que le style ne soit pas trop ampoulé. Parmi les plus connus, on peut citer : *first of all, besides, furthermore, in addition, however, yet, on the one hand, on the other hand, finally, eventually*.

Les adverbes. Ils sont utiles pour nuancer votre pensée : *I strongly believe, he flatly refuses, he markedly differs from them, it has increasingly spread through the country…*

Les adjectifs. La pauvreté du lexique tient souvent à la rareté des adjectifs employés ou bien à leur simplicité. *Good, bad, important* doivent être bannis car, en un an, vous aurez eu l'occasion d'enrichir votre vocabulaire.

~~A good argument~~ = *A relevant point, a well-argued point, a solid argument…*

~~A bad argument~~ = *An unacceptable argument, a poor argument, a worthless point…*

~~An important problem~~ = *A significant issue, a core issue, a substantial problem…*

E. La connaissance de l'actualité

Lire la presse. La lecture fréquente de la presse est non seulement profitable à l'enrichissement de la langue mais aussi à la constitution d'une liste d'exemples sur des problématiques aussi variées que la crise économique, la santé ou l'environnement. Ces connaissances vous serviront nécessairement lors de la rédaction de votre essai, qui doit être l'occasion pour vous de démontrer votre aisance en anglais mais aussi votre capacité à proposer une réflexion approfondie sur un sujet, illustrée d'exemples précis. Ce travail doit être fait de manière régulière, et tout au long de l'année qui précède, car l'article qui vous sera soumis le jour du concours pourra porter sur l'actualité des douze derniers mois.

Lire la presse ne doit pas être vécu comme une corvée hebdomadaire. Il n'est pas utile de se forcer par exemple à lire *The Economist* en entier simplement parce que cela vous a été recommandé. Il vaut mieux lire moins mais mieux. L'idéal est de lire une sélection de quatre ou cinq articles chaque semaine, mais de manière approfondie, en visant deux objectifs : vous constituer une liste d'exemples en vue de l'essai, et parfaire votre vocabulaire général et thématique.

Il ne faut pas négliger la lecture d'articles d'opinion ou d'éditoriaux car ils servent bien souvent à nourrir la réflexion sur un sujet d'actualité. Par ailleurs, ils recèlent un vocabulaire spécifique qui sera certainement utile à l'écriture de votre essai (défense d'un point de vue, prise de position, accord, désaccord…).

Il faut donc penser à lire des articles aussi variés que possible pour couvrir tous les domaines de l'actualité. Variez vos sources, lisez la presse anglophone de diverses manières. Vous pouvez notamment consulter *Courrier International* qui traduit chaque semaine une sélection d'articles de la presse étrangère. Vous pouvez ainsi confronter les versions anglaise et française d'un même texte et travailler d'une manière différente à l'acquisition de structures.

Les numéros spéciaux. Lisez avec attention les numéros spéciaux des grands journaux qui sortent chaque année en décembre-janvier et qui se proposent de revenir sur les problématiques majeures ou d'anticiper les grands débats de l'année à venir. *The Economist* fait toujours le choix de sortir un numéro consacré à l'année qui s'ouvre en dressant la liste des grands sujets à traiter. Sorti fin 2017, le plus récent s'intitule *The World in 2018*.

Sitographie

Certains journaux ont créé en ligne un espace dédié à l'apprentissage de l'anglais. S'en servir peut représenter une combinaison parfaite entre préoccupations linguistiques et lecture de la presse. Parmi ces initiatives, citons :

– *The Learning Network* du *New York Times :* https://www.nytimes.com/section/learning

Cette section propose des dossiers thématiques, des quiz, des mots croisés, des ressources en tout genre pour les enseignants et les étudiants.

– *PBS Learning Media :* https://www.pbslearningmedia.org

Le site de la télévision publique américaine propose des ressources multimédias sur l'histoire et l'actualité des États-Unis.

– *BBC Learning English :* http://www.bbc.co.uk/learningenglish

Cette section propose des activités grammaticales et lexicales autour de la presse, ainsi que des ressources téléchargeables.

– *Six Minute English :* http://www.bbc.co.uk/learningenglish/english/features/6-minute-english

C'est une des sections les plus célèbres de la BBC. Il s'agit d'une revue de presse téléchargeable agrémentée d'exercices de vocabulaire.

Les + *: A room for debate* est une section du *New York Times* qui pose plusieurs fois par semaine une question plus ou moins polémique et publie les réponses très contrastées de quatre à six spécialistes. C'est une lecture très enrichissante, notamment dans l'optique de l'essai : https://www.nytimes.com/roomfordebate.

Le blog *The Economist Explains* propose chaque jour le décryptage concis d'un fait d'actualité : https://www.economist.com/blogs/economist-explains.

Maîtriser des repères culturels approfondis. La lecture de la presse permet d'avoir une connaissance immédiate de l'actualité, mais il est important de posséder des repères culturels que les grands journaux ne peuvent pas toujours vous donner. Connaître le fonctionnement des institutions politiques s'avère indispensable, tout comme le nom de certaines réformes clés qui jalonnent l'histoire de certains pays.

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Civilisation des États-Unis, Marie-Christine Pauwels, Éd. Hachette Supérieur, 2017.

Un volume équivalent intitulé *Civilisation britannique* est publié dans la même collection.

Civilisation britannique / British civilization, Sarah Pickard, Éd. Pocket, 2017.

3. Méthodologie de l'épreuve

A. Remarques générales pour tous les concours

La lecture du texte. Cette étape préliminaire ne doit pas être bâclée car elle peut avoir de lourdes conséquences sur la copie, comme le hors sujet. Il n'est pas envisageable de lire le texte une seule fois car c'est prendre le risque de faire des contresens ou de manquer, par exemple, la portée ironique de certaines expressions.

Avant même de lire le texte, prenez connaissance des questions pour identifier ensuite les passages qui contiendront certains éléments de réponse. Lisez activement, en surlignant les passages clés. Certains candidats utilisent quatre couleurs différentes pour repérer les éléments de réponse correspondant aux quatre questions posées. Quoi qu'il en soit, adoptez la technique de lecture qui vous semble la plus efficace.

Ne cédez pas à la panique dès la première lecture du texte. Les articles donnés aux concours contiennent toujours de nombreuses difficultés linguistiques et il faut accepter de ne pas comprendre l'intégralité du vocabulaire. Il n'est d'ailleurs pas toujours nécessaire de comprendre le moindre détail ou la plus subtile des allusions. Assurez-vous d'avoir bien compris la problématique générale et les idées principales du texte, ainsi que le(s) point(s) de vue exprimé(s), puis concentrez-vous sans perdre de temps sur les questions qui vous sont posées et sur les réponses que vous pouvez leur apporter.

L'ordre des exercices. On conseillera fortement aux candidats de respecter l'ordre des exercices car il en va de la logique de l'épreuve. Par crainte d'un manque de temps à la fin de l'épreuve, certains choisissent de commencer par l'essai ou la rédaction. C'est un choix très peu stratégique car l'énoncé de l'essai est en rapport direct avec le texte. Il est donc capital d'avoir pu étudier le texte de manière approfondie auparavant dans les questions de compréhension ou le QCM. En commençant par l'essai, vous risquez de mal interpréter la question ou la citation, voire de paraphraser les arguments du journaliste. Ce sont les questions qui vous conduiront naturellement à la réflexion plus large que vous pourrez mener dans l'essai.

Il peut également être inefficace de commencer par l'exercice de synonymes qui, dans le sujet du concours commun, constitue la partie II. En effet, pour cet exercice, vous avez besoin d'avoir lu, relu et analysé l'article de manière approfondie. Or en commençant par chercher du lexique, volontairement difficile, vous risquez de perdre un temps précieux.

La gestion du temps. Il n'y a aucune règle en la matière car chaque candidat, selon son niveau, mettra plus ou moins de temps pour lire, comprendre et écrire. Cependant, consacrer moins de 45 minutes à l'essai, ou moins de 30 minutes à la rédaction à l'épreuve de Grenoble, est risqué, dans la mesure où l'exercice d'écriture vaut toujours entre 8 et 10 points sur 20. Il ne faudra en aucun cas rendre un essai inachevé, ou même une seule page sur les deux qui vous sont fournies à l'épreuve de Sciences Po Paris.

Le brouillon. Il doit être très limité car en 1 h ou 1 h 30, vous n'aurez absolument pas le temps de détailler votre plan, ni d'écrire des phrases entières. Beaucoup de candidats perdent du temps en soignant leur brouillon. Dites-vous qu'il ne sera ni ramassé, ni lu. Vous n'êtes pas dans le cadre d'une longue dissertation d'histoire avec plusieurs heures devant vous. Vous êtes dans une épreuve qui évalue votre capacité de raisonnement en quelques lignes et en moins de 1 h. C'est la raison pour laquelle l'entraînement est capital, car élaborer des plans pour les essais peut devenir assez systématique si l'on se prépare efficacement. De la même manière, avoir un vocabulaire adapté et mobilisable rapidement est fondamental.

B. Les exercices de compréhension

1. Sciences Po Paris, le concours commun, Sciences Po Bordeaux

Travail préparatoire. Les correcteurs de l'épreuve de Sciences Po Paris rappellent sur le site officiel que « les éléments de réponse peuvent se trouver dispersés et, dans ce cas, il est nécessaire de les rassembler sous une forme synthétique ». Il en va de même pour les épreuves du concours commun et de Bordeaux. Pour ce faire, il faut lire les questions de manière approfondie et ne pas avancer seulement selon l'ordre du texte. Il faut toujours avoir à l'esprit que ces concours sont exigeants et que l'objet de cet exercice est d'évaluer votre capacité à analyser et à synthétiser la pensée d'un journaliste.

Les correcteurs soulignent également que la lecture des questions doit être approfondie car elles « doivent être soigneusement analysées et comprises par rapport au texte ». Ce n'est en effet pas encore le moment d'apporter votre point de vue personnel. Les questions portent sur le texte et vos réponses doivent en rendre compte. Il n'est pas exclu de faire intervenir des connaissances personnelles, mais de manière extrêmement succincte, et si cela vous est demandé. À ce propos, le rapport du jury du concours commun précise que « le candidat peut être amené à faire appel à des connaissances sur les régions du monde parlant la langue choisie. Il est donc indispensable non seulement d'être au fait de l'actualité, mais aussi de posséder un minimum de repères, notamment historiques ». Par exemple, si l'article est écrit non par un journaliste mais par un homme politique ou un intellectuel célèbre, vous pouvez le mentionner, rapidement, en incise, si cela a de l'intérêt

pour votre réponse. Vous aurez tout le loisir de développer l'historique d'une réforme, la théorie d'un penseur ou d'un économiste dans l'essai qui suivra. Ne vous méprenez donc pas sur les attentes liées à cet exercice de compréhension.

La rédaction des réponses : ce qu'il faut et ne faut pas faire

+ Comme l'indique l'énoncé, les réponses doivent être écrites avec vos propres mots. En effet, les correcteurs veulent vérifier votre capacité à comprendre et à analyser. Quelques mots clés tirés du texte sont néanmoins autorisés.

– Les citations du texte ne sont pas nécessaires et doivent même être complètement évitées. Il ne s'agit pas de repérer des morceaux de phrase qui viendraient se substituer à votre réflexion personnelle. Pire encore serait d'utiliser les mots du texte sans guillemets pour donner l'illusion que les mots employés vous sont propres. C'est se méprendre sur la connaissance parfaite qu'a le correcteur de l'article qui vous est soumis.

+ Votre réponse doit être organisée et structurée par des mots de liaison.

– Les réponses qui ne comportent qu'une seule longue phrase sont à éviter car elles favorisent les erreurs de syntaxe. Les verbes en anglais ne se construisent pas tous de la même manière. Or, en choisissant de rédiger une seule phrase, vous risquez de faire dépendre d'un verbe introducteur plusieurs propositions. Cela va alourdir votre phrase, voire la rendre incorrecte du point de vue de la syntaxe.

+ Entrez rapidement dans le cœur de votre réponse. Soyez le plus efficace possible pour ne pas perdre de place.

– Vous n'avez pas besoin de recourir à une présentation superflue de votre réponse, qui vous ferait perdre de précieux mots. Ainsi, ne reprenez pas les termes de la question, ce qui pourrait par ailleurs s'apparenter à un recopiage des termes du sujet et que vous devez justement éviter.

+ Ne dépassez pas les cinq lignes mises à votre disposition pour le concours de Paris, les 50 mots pour le concours commun, ou les 60 mots pour celui de Bordeaux. Écrivez de manière lisible car le correcteur ne prendra pas le temps de déchiffrer des lettres illisibles. Utilisez toutefois entièrement la place qui vous est accordée, car vos réponses devront être certes synthétiques mais exhaustives.

– Comme le rappellent les correcteurs de Sciences Po Paris, il faut respecter l'espace des cinq lignes sans chercher à serrer son écriture au maximum car « les réponses trop longues seront sanctionnées ». À l'inverse, les réponses trop courtes seront, elles aussi, pénalisées.

+ Il est important d'avoir un niveau de langue soutenu et de rédiger des phrases complètes.

− Répondre par *yes* ou *no* n'est absolument pas envisageable. Cela sera perçu comme une forme de paresse et trahira votre manque de méthode. De la même manière, les abréviations ou les signes de ponctuation tels que les deux points, les guillemets, les parenthèses ou les *etc.* sont à éviter car ils interrompent la construction de votre phrase et ne permettent pas au correcteur d'évaluer votre maîtrise de la syntaxe. Ne faites pas non plus de renvoi par astérisque dans la marge car votre propos deviendrait illisible.

+ Avant de rédiger vos réponses, assurez-vous d'avoir de la matière pour chacune des questions car toutes attendent des réponses différentes. Il s'agit de bien redistribuer l'information du texte en la mettant au service de réponses ciblées. Pour ce faire, préparez toutes vos réponses au brouillon sous forme de mots clés et de notes, et assurez-vous que vous avez correctement réparti les éléments du texte.

− Il n'est pas rare que les candidats répètent certains arguments d'une question à l'autre. Cela trahit une mauvaise lecture des énoncés. Il n'est pas logique que vous soyez amené à vous répéter. Vérifiez que vos réponses correspondent bien aux questions. Cela paraît évident, mais si beaucoup de candidats donnent dans l'ensemble des réponses satisfaisantes, elles ne correspondent pas toujours aux bonnes questions.

+ Pour bien répondre, vous devez prêter attention à la formulation de la question. Repérez le temps choisi et respectez-le. Si la question porte, par exemple, sur une évolution, il faudra sans doute faire un bilan et rendre compte d'une progression. Cela aura un impact sur le temps que vous choisirez, qui sera probablement dans ce cas le *present perfect*. Regardez si la question comporte un pluriel. Votre réponse ne sera pas la même selon qu'on vous demande « *What is the main argument of the Prime Minister?* » ou « *What are the arguments of the Prime Minister?* ». Il est nécessaire d'être attentif à tous les mots de la question.

− En négligeant la formulation de la question (temps, pluriel/singulier, présence d'adjectifs ou d'adverbes comme *main* ou *chiefly*…), vous prenez le risque de rédiger une réponse incomplète voire hors sujet.

+ Pour répondre du mieux possible, il faut avoir une certaine distance par rapport au texte pour en retirer les arguments principaux. Repérez les grands moments de la pensée du journaliste, cela vous sera utile pour prendre du recul et faire l'effort d'analyse et de synthèse qui vous est demandé.

− Les réponses qui s'attachent au détail du texte sont généralement superflues. Les exemples trop précis n'ont pas vocation à figurer dans vos

réponses. Si un article a pour point de départ une enquête et qu'il regorge de statistiques, vous n'aurez pas besoin de rendre compte des chiffres précisément. De la même manière, si le journaliste recourt aux témoignages de différents acteurs ou experts sur le sujet, vous n'avez pas besoin de les citer un à un. Les réponses qui paraphrasent le texte et en reformulent les moindres détails ne sont pas valorisées. Il vous faudra au contraire dégager de grandes tendances communes et en proposer une restitution synthétique.

2. Sciences Po Grenoble : l'exercice du QCM

Le QCM est une manière alternative de tester votre capacité à comprendre un article dans ses moindres détails. Il vous faut donc procéder au même type de révisions que pour les autres concours existants. Seule une lecture approfondie de la presse vous permettra d'acquérir des réflexes rapides pour comprendre un article dans le court temps imparti. Une parfaite maîtrise de la grammaire est également nécessaire pour identifier toutes les subtilités linguistiques sur lesquelles portent les questions.

La division du QCM en deux parties imite les deux types d'exercices qu'on retrouve habituellement dans les autres épreuves de langue, à savoir la compréhension du texte et les synonymes.

Quelques conseils pour réussir le QCM

• Il faut se familiariser avec l'épreuve et bien avoir à l'esprit les différentes exigences des deux séries de questions (compréhension / vocabulaire).

• Il est impératif de prêter attention à la formulation de la question. Chaque verbe a son importance. Selon l'amorce, la réponse peut varier. Si l'on vous demande de choisir ce qui résume au mieux le premier paragraphe, il faudra être prudent. Plusieurs propositions de réponses peuvent très bien résumer plusieurs parties du texte, il faudra choisir seulement celle qui correspond au premier paragraphe.

• Les réponses comportent volontairement des pièges, des expressions proches du texte mais utilisées dans un contexte différent. Il faut se garder de répondre avec précipitation car la lecture approfondie du paragraphe vous donnera les moyens de lever les ambiguïtés des propositions.

• Il peut arriver qu'on vous propose, parmi les trois possibilités, *either of the above*, qui signifie « l'une ou l'autre ». Il faudra donc bien évaluer le sens de chacune des propositions.

C. L'exercice de synonymes au concours commun

Noté sur 4 points, cet exercice ne figure qu'au concours commun. Parce qu'il ne nécessite pas de rédaction, les candidats l'envisagent comme un exercice rapide et simple, et sa préparation est souvent négligée. Or il suppose de solides connaissances lexicales et une bonne compréhension du texte, de sorte que de nombreux candidats, découragés par certains mots qui leur sont totalement inconnus, s'en remettent au hasard et donnent des synonymes sans aucun rapport. Il est pourtant possible de répondre méthodiquement à cet exercice, et ainsi de gagner des points qui permettront à certains candidats d'obtenir une note au-dessus de la moyenne.

Il faut prendre immédiatement connaissance des synonymes proposés dans l'exercice, de manière à ce que chaque lecture du texte puisse ensuite vous être profitable. Certains mots vous seront connus, d'autres, plus au moins transparents avec le français, pourront être aisément compris (prenez toutefois garde aux faux amis). Attardez-vous sur les mots que vous ne connaissez pas et tentez d'en déterminer le sens : vous pouvez pour ce faire chercher la racine dont est dérivé un mot inconnu, et examiner les préfixes et les suffixes qui lui ont été ajoutés pour en modifier le sens initial. Soyez particulièrement attentif aux suffixes, qui peuvent signaler la nature grammaticale d'un mot (*–ly* pour les adverbes, *–able*, *–ed*, *–ful* ou *–ing* pour les adjectifs, *–dom*, *–hood*, *–ness* ou *–ship* pour les noms, par exemple).

Au fur et à mesure de vos lectures successives du texte, soulignez les synonymes que vous trouvez, ainsi que les mots qui font l'objet d'une difficulté particulière et qui pourraient correspondre, faute de réponse immédiate. Décomposez ces mots ou tentez d'en inférer le sens à partir du contexte, confrontez-les aux synonymes donnés dans l'exercice, et voyez si vos associations ont du sens. Notez que les mots à retrouver peuvent figurer dans le titre ou le chapeau de l'article, et ne perdez pas de vue les deux règles principales :

– il faut trouver des mots de même nature grammaticale ;

– il faut respecter l'ordre du texte.

Cela signifie d'ailleurs qu'un synonyme manquant peut figurer dans l'intervalle délimité par deux autres déjà trouvés.

Cet exercice démontre l'importance accordée au lexique, à son apprentissage et à son enrichissement tout au long de l'année.

D. L'essai : Sciences Po Paris, le concours commun et Sciences Po Bordeaux

1. Conseils généraux sur l'essai d'anglais

L'essai que vous aurez à rédiger diffère beaucoup des exercices que vous avez l'habitude de faire au lycée. En effet, il n'a rien à voir avec le format d'une dissertation, encore moins d'un commentaire de texte. À ce titre, il justifie un entraînement particulier sans quoi vous aurez du mal à évaluer le temps que vous mettrez pour rédiger une quarantaine de lignes au concours de Paris, 300 mots au concours commun et 250 mots à celui de Bordeaux. Il est important de rappeler, à ce stade, que l'essai n'est pas la répétition des questions de compréhension. Cela veut dire que le texte étudié ne peut plus constituer votre seule source d'inspiration. Beaucoup de candidats réutilisent les mêmes arguments que ceux du journaliste et font une critique point par point des idées exprimées dans l'article. C'est là montrer une mauvaise compréhension de la nature même de l'exercice. Vous pouvez bien sûr faire référence aux propos du journaliste pour lancer par exemple votre argumentation ou la conclure, mais il ne faut pas citer l'article ni reprendre ce qui a déjà fait l'objet d'une analyse dans les questions de compréhension. L'essai est le moment où vous construisez une argumentation personnelle reposant sur les connaissances que vous aurez pu acquérir tout au long de vos études et en lisant la presse régulièrement.

Contrairement à la dissertation, l'essai est un format très court qui vous oblige à être synthétique et efficace dans votre argumentation. C'est la raison pour laquelle le développement en deux parties est souvent préférable à une structure en trois parties qui ne vous permettra pas toujours d'aller au bout de vos idées, faute d'espace sur la copie et de temps. Qu'il s'agisse de commenter une citation ou de répondre à une question posée de manière très ouverte, il vous faudra prendre position au fil de votre argumentation. Cela suppose d'avoir au préalable élaboré un plan cohérent auquel ne viendra pas s'ajouter, de manière artificielle, un simple avis en guise de conclusion. Le candidat jouit d'une très grande liberté dans la construction de son essai. Ce point peut être déstabilisant, mais c'est l'occasion de pouvoir exprimer une position claire sur une question qui fait débat. C'est d'ailleurs un exercice d'argumentation que vous serez nécessairement amené à refaire dans vos cours d'anglais si vous êtes admis à Sciences Po.

Le choix du sujet s'avère stratégique lui aussi. Il faut rapidement penser aux arguments que vous pourrez mobiliser pour chacun des sujets et évaluer lequel des deux énoncés vous permettra de mettre en avant la réflexion la plus aboutie. Prenez également en compte le vocabulaire dont vous disposez avant de choisir. Il faut évaluer le lexique dont vous aurez besoin en anglais et, par conséquent, ne pas réfléchir en français.

De manière générale, il faut être conscient des quatre principaux points qu'évalue l'essai :

- ✓ la qualité de la langue ;
- ✓ l'organisation de la réflexion, c'est-à-dire la méthode ;
- ✓ la solidité de l'argumentation, notamment la capacité à mobiliser des arguments variés assortis d'exemples précis ;
- ✓ la prise de position, qui permet de vérifier que votre argumentation aboutit logiquement à un point de vue cohérent.

2. Structure de l'essai

La méthodologie de l'essai d'anglais vaut pour les trois concours car, au-delà des différences liées au nombre de mots, les exigences sont équivalentes.

L'essai doit comporter une introduction, un développement et une conclusion, sans quoi il sera jugé inachevé et pourra être lourdement pénalisé. Faute de temps, beaucoup de candidats rendent leur copie alors même qu'ils n'en sont qu'à la moitié de l'exercice. La gestion du temps est capitale car la sanction est lourde si vous n'achevez pas la rédaction de votre travail.

Visuellement, l'essai ne doit pas apparaître comme un bloc : il est conseillé de sauter une ligne entre l'introduction et le développement, et entre le développement et la conclusion. Entre vos deux parties, vous pouvez revenir à la ligne en faisant un alinéa. Quoi que vous choisissiez de faire, ne mentionnez pas de titres de parties, ne numérotez pas vos paragraphes, et faites figurer le nombre de mots si cela vous est demandé.

◆ **L'introduction.** Elle doit être bien proportionnée par rapport à votre essai et ne devrait pas excéder dix lignes, sinon certains paragraphes de votre développement risquent d'être aussi longs que votre entrée en matière. L'introduction doit être soignée car c'est la première impression que vous donnerez à votre lecteur. Le but est de montrer, en quelques lignes, que vous avez saisi les enjeux de la question et que vous allez, au moyen de deux grands paragraphes argumentatifs, pouvoir exprimer une position claire sur la question posée. Pour vous aider à écrire votre introduction, vous pouvez la décomposer en trois parties distinctes. Attention, il ne faudra toutefois pas faire de saut de lignes à l'intérieur de l'introduction. Ces trois étapes doivent se suivre dans un mouvement très naturel.

• Présenter le sujet : l'accroche

➕ Les façons de commencer un essai sont multiples, selon les connaissances que vous arriverez à mobiliser le jour de l'épreuve. Un exemple tiré de l'actualité, un fait historique, un concept philosophique, une réforme, une citation, un chiffre peuvent vous aider

à ouvrir le débat. Le but de l'accroche est de pouvoir créer un premier appui solide dans votre argumentation qui vous permettra ensuite de mettre en perspective le sujet.

⊖ Les introductions qui commencent par des généralités sont à bannir. Il faut éviter les structures totalisantes telles que « *everybody knows* » ou « *all the people think* » car vous prenez pour acquis que tout le monde pense comme vous. Évoquez des espaces géographiques plus précisément identifiables : « *in Western countries* », « *in developing countries* ». Évitez par la même occasion les proverbes ou les arguments qui reposent sur une forme de sagesse populaire. Vous passez un concours exigeant, il faut donc mobiliser des exemples qui élèvent le débat.

• **S'approprier l'énoncé**

⊕ Reformulez le sujet en l'énonçant avec des mots qui vous sont propres. Bien sûr, il ne s'agit pas de vouloir à tout prix utiliser des synonymes, surtout si vous avez un concept précis à discuter. En revanche, il est conseillé de vous réapproprier l'énoncé en explicitant son sens, en montrant que vous en avez compris les enjeux, en expliquant tout simplement pourquoi cette question fait l'objet d'un débat. C'est à ce moment que vous montrez au correcteur ce que vous avez compris du sujet, que vous avez saisi son intérêt et que vous êtes capable d'identifier le problème qu'il pose. On ne parlera pas forcément de problématique puisque nous ne sommes pas dans une dissertation classique, mais la démarche est semblable : il faut identifier ce qui prête à discussion. Il faut que votre reformulation du sujet montre au correcteur votre capacité à vous en emparer en le travaillant dans une perspective personnelle. Vous pouvez donc reformuler la question en utilisant des formules telles que « *to what extent can one argue that…* » ou bien « *what is at stake here…* ». Vous n'êtes en effet pas obligé de reprendre la forme interrogative de l'énoncé. Dans ce cas, n'oubliez pas de rétablir la syntaxe sujet + verbe de la forme affirmative et de retirer le point d'interrogation, surtout après une formule comme « *one can wonder whether…* ».

⊖ Il est maladroit de reprendre le sujet tel qu'il est énoncé, sans même en changer un seul mot. Tout d'abord, vous donnez l'impression de plaquer une phrase de manière peu naturelle dans votre paragraphe introductif. Ensuite, le temps choisi dans la question n'est pas forcément celui que vous veniez d'utiliser dans vos premières phrases, ce qui crée alors un décalage temporel. Par ailleurs, pensez que chaque phrase écrite doit être l'occasion de montrer votre capacité à vous exprimer dans une langue qui vous est propre. Recopier l'énoncé n'a donc aucun intérêt car vous ne vous démarquerez pas en choisissant cette solution de facilité. Il ne faut pas confondre l'énoncé avec le problème qu'il vous revient de dégager à partir du sujet donné. C'est en cela que la démarche est tout à fait personnelle. Il peut y avoir autant de façons de traiter le sujet que de candidats. Si vous ne faites que copier l'énoncé, c'est que vous n'avez sans doute pas su saisir les enjeux de la question.

• Annoncer ses axes

➕ Une fois que vous avez formulé le problème découlant de la question posée, il vous faut annoncer les axes que vous choisirez pour y répondre. C'est le moment d'annoncer le plan. Dans la mesure où il s'agit d'un essai et non d'une dissertation, vous n'avez besoin que d'une phrase ou deux pour annoncer le cheminement que vous souhaitez suivre. Vous pouvez opter pour la première personne du singulier en annonçant la position à laquelle vous aboutirez au terme de votre démonstration. En disant de manière franche ce que vous souhaitez démontrer, vous faites clairement connaître votre plan.

➖ L'annonce du plan ne doit pas être alourdie par des structures trop scolaires telles que « *first and foremost, we will examine…* » ou bien « *in our first part, we will show… and in our second part we will…* ». Encore une fois, rappelons que l'efficacité doit être la priorité dans l'essai. La première personne du pluriel est assez lourde, privilégiez les tournures passives (« *it can be argued that…* ») qui vous évitent de choisir entre le « je » (plus habituel en anglais) et le « nous » (un peu pompeux). Évitez les plans que sont susceptibles de choisir des centaines d'autres candidats, à savoir les points positifs et les points négatifs, les avantages et les inconvénients. Il arrive bien sûr que votre plan, dans le fond, s'articule autour des points positifs et des points négatifs, mais ne l'exprimez pas ainsi, sinon vous donnerez l'impression de choisir la facilité. Identifiez les avantages et les inconvénients majeurs mais formulez votre plan à partir d'arguments précis.

De manière générale, l'introduction est le moment le plus important de votre réflexion. Pour qu'elle soit réussie, il faut que vous vous engagiez personnellement dans l'analyse du sujet, sinon elle deviendra un passage obligé fade et vide de contenu. C'est la raison pour laquelle il faut vous garder de proposer un plan fourre-tout qui pourrait convenir à n'importe quel sujet, et travailler à la formulation d'un plan clair, en une phrase ou deux au maximum.

◆ **Le développement.** Il doit comprendre un minimum de deux parties, qu'il est préférable de nommer paragraphes dans la mesure où vous ne pourrez guère dépasser la douzaine de lignes pour chacun. Trois paragraphes sont possibles mais plus risqués étant donné qu'il faudra faire preuve d'une très grande efficacité d'argumentation pour ne pas être accusé de superficialité dans l'analyse.

• Construire un paragraphe

➕ Un paragraphe doit être argumentatif, cela veut dire qu'il contient un argument qui donnera de la force à votre démonstration. Il faut toujours avoir en tête ce que vous avez annoncé dans votre plan et vous efforcer de trouver des arguments qui étayent votre démonstration. L'argumentation, c'est l'art de persuader et de convaincre le lecteur en s'appuyant sur un raisonnement rigoureux. C'est en cela que l'argument se distingue d'une idée vague ou d'une opinion. Vous n'avez donc pas besoin de multiplier les arguments ; il vaut mieux exploiter de manière approfondie un seul argument plutôt que

d'en énumérer superficiellement plusieurs. Lorsque vous avancez un argument, prenez le temps de le justifier, de montrer sa portée concrète au moyen d'exemples précis. Le plus important est de prouver au correcteur que vous êtes en train de réfléchir et que votre argumentation est logique et rigoureuse.

⊖ Il faudra donc éviter la liste d'arguments non développés ou trop peu développés. Il vaut mieux avoir une seule grande idée par paragraphe plutôt que d'en avoir une liste mal exploitée. On déplore souvent au concours le manque d'approfondissement dans l'argumentation. C'est précisément en prenant le temps d'analyser la portée de chaque argument que vous pourrez rendre un essai de qualité.

• Choisir les arguments et les exemples

⊕ Selon le sujet, la nature de vos arguments peut varier totalement. Toutefois, vous passez un concours pour entrer dans un institut d'études politiques et il serait exceptionnel que vous n'ayez pas besoin de faire appel à un argument politique, économique ou sociétal. Pensez donc à explorer tous ces champs. Un essai sur l'environnement n'exclut pas d'avoir des arguments politiques et économiques, bien au contraire, il vous sera utile de revenir sur l'impact politique des sommets climatiques ou encore sur les conséquences économiques d'une politique environnementale. Ne restreignez pas votre champ d'analyse : vous risquez de passer à côté d'une partie du sujet si vous n'en exploitez pas tous les tenants et les aboutissants. Les arguments historiques, culturels, scientifiques seront eux aussi appréciés tant que vous trouverez des liens logiques avec ce que vous entendez démontrer. Étant donné qu'il s'agit d'une épreuve d'anglais, illustrez votre propos au maximum avec des références au monde anglo-saxon. Parlez de la France pour faire contraster deux approches, par exemple, mais ne centrez pas tout autour de la politique française. Les sujets ne précisent pas toujours si la question posée est à la fois pertinente pour le Royaume-Uni et les États-Unis, mais c'est à vous d'ancrer vos exemples dans la réalité d'un pays en particulier. Il vous revient de circonscrire précisément l'espace dont vous parlez afin que le correcteur sache à quel contexte vos arguments se rattachent.

⊖ Vos arguments doivent être solides pour donner du crédit à votre démonstration, qui ne peut, par conséquent, pas reposer sur des généralités – pire encore, des banalités – qui nuiraient à votre travail. Il arrive souvent que, faute de connaissances, on s'appuie sur les on-dit, les rumeurs, et qu'on se pose en relais d'opinions qui n'ont rien à voir avec le travail d'argumentation. Soutenir par exemple, en réponse à un sujet sur l'exemplarité des hommes politiques, que « *all people believe that politicians are interested in profit only* » ne peut pas constituer un argument. D'une part, vous ne pouvez penser à la place des autres, d'autre part, vous n'avez pas mené une enquête de terrain vous permettant d'avoir un quelconque chiffre à l'appui. De plus, vos arguments ne doivent pas tomber dans l'écueil de l'émotion ou du jugement moral ou de valeur. Avancer, par exemple, que « *all politicians are corrupted* » est sans intérêt. C'est choisir le cliché plutôt que de réfléchir aux causes du problème.

Enfin, les exemples doivent eux aussi être empruntés à l'histoire, la politique, l'économie… S'appuyer sur des exemples du quotidien ne valorisera pas votre pensée. Évitez les exemples narratifs qui sont une perte de temps. On entend par narratifs les exemples qui se lancent dans un récit qui ne sera pas mis au service de l'argumentation. Par exemple, ne traitez pas les inégalités sociales en dressant le portrait d'une élève né dans un quartier défavorisé pour le contraster avec un élève né dans une famille aisée. Ne fondez pas votre raisonnement sur des personnages types qui n'existent pas car vous manipuleriez vous-même des stéréotypes en faisant ce choix. De la même façon, gardez-vous de faire parler des personnes qui n'existent pas. Écrire « *we often hear people say: 'taxes are too high'* » n'apporte rien du tout à votre argumentation et la cantonne dans un premier degré dont il faut impérativement sortir si vous ambitionnez de passer un concours aussi exigeant que ceux de Sciences Po.

• **Transition**

➕ À la fin de votre premier paragraphe, il est important de montrer au correcteur que vous l'emmenez vers un second mouvement de votre raisonnement. Vous pouvez le faire au moyen d'une phrase entière ou d'une formulation brève montrant que vous concluez votre premier paragraphe. Il ne s'agit pas de faire un décrochage visuel en sautant une ligne. Il suffit, de manière naturelle, de terminer le développement d'un argument tout en préparant le terrain pour la suite du cheminement. Le but de la transition est de montrer que votre raisonnement est logique, que les arguments sont connectés les uns avec les autres, et non simplement juxtaposés, et qu'ils contribuent à l'explication de la position que vous souhaitez défendre tout au long de votre essai.

➖ Les transitions trop lourdes doivent être évitées. Il est donc inutile d'écrire « *now that we have seen… we will explain in a second part why…* ». Sauter d'un paragraphe à un autre ne permet pas au correcteur de saisir votre démarche et révèle que vous avancez de manière décousue, au fil de la plume. Il faut que vos phrases rendent compte de votre raisonnement, sinon votre second paragraphe peut complètement contredire le premier. Il ne faut pas que votre seconde partie prenne le contre-pied total de la première car cela risquerait de fragiliser la logique de votre démonstration. L'essai ne peut pas reposer que sur un plan oui / non qui serait schématique et stérile, il doit mettre en regard plusieurs arguments qui logiquement viennent étayer la position que vous entendez défendre et que vous rappellerez en conclusion.

◆ **La conclusion.** La conclusion peut être assez brève mais elle est indispensable. Elle signale d'ailleurs au correcteur que vous avez bien été au bout de votre raisonnement et que vous ne rendez pas un essai inachevé.

➕ En annonçant le plan, vous avez déjà fait comprendre au correcteur votre position par rapport à la question posée. La conclusion est le moyen de réaffirmer de manière claire votre point de vue. Elle peut se faire en deux parties : une synthèse rapide de votre position, suivie d'une ouverture à un sujet plus large ou connexe.

● Réaffirmer sa position ne signifie pas répéter, dans les mêmes termes, ce qui a déjà été dit précédemment. Cela suppose de reformuler et d'affiner encore le point de vue. L'ouverture ne doit pas être artificielle mais avoir un rapport avec le sujet traité. Il arrive malheureusement que certains candidats, en écrivant l'ouverture, identifient trop tard le cœur de la problématique et répondent véritablement au sujet dans les deux dernières lignes. Cela révèle une mauvaise organisation de leur plan. Par ailleurs, ne sapez pas tout votre effort de raisonnement en concluant sur une généralité qui ne valorise pas le travail fait en amont. Il faut proscrire une conclusion disant « *it depends on people* » ou recourant à des sentences telles que « tous les goûts sont dans la nature ». Ayez des convictions que vous défendrez de manière précise.

Comprendre ce qu'est la prise de position

Prendre position ne signifie pas donner un simple avis. Il s'agit de défendre un point de vue argumenté. Beaucoup de candidats se sentent piégés par les sujets qui parfois peuvent porter sur des thèmes avec lesquels ils ne se sentent pas forcément à l'aise. On citera par exemple la religion, l'avortement, l'euthanasie ou encore la drogue. Cette peur tient au fait que les candidats se sentent jugés sur la position qu'ils défendront. C'est se méprendre sur les exigences de l'épreuve et son barème. On ne note pas votre position finale mais votre manière de prendre position, de poser les termes du débat. D'ailleurs, votre prise de position peut tout à fait être nuancée puisque vous pouvez dans un premier temps, par exemple à propos d'un sujet sur la drogue, reconnaître les bienfaits d'une libéralisation de la marijuana (arguments des scientifiques, arguments économiques), mais poursuivre sur un avis beaucoup plus réservé (en évoquant les conditions et le cadre strict à respecter).

Ce n'est pas parce que la question est posée en des termes tels que *do you think* ou *do you agree* que vous devez répondre par *yes* ou *no*. Lorsque, dans une épreuve de philosophie, la question suivante est posée, « Suis-je ce que mon passé a fait de moi ? », il ne s'agit pas de dire oui ou non, il s'agit de réfléchir à un sujet donné pour construire une position argumentée. Il en va de même pour le sujet d'essai. Une réponse en oui / non sera insuffisante car il ne s'agit pas d'un sondage d'opinion, vous avez au plus quarante-cinq minutes et une quarantaine de lignes pour prendre le temps de la réflexion et défendre une position argumentée.

Cette prise de position peut être diffusée à travers tout l'essai et elle en informe nécessairement votre plan qui, s'il est bien construit, démontre progressivement ce que vous souhaitez défendre. Comme nous l'avons déjà mentionné auparavant, la prise de position peut se faire dès l'introduction, au moment de l'annonce du plan, mais elle doit être rappelée dans votre conclusion.

• Ton et style

➕ Le ton de l'essai doit être sérieux, tout comme le style qui doit être soutenu. Il est conseillé d'éviter les contractions pour les formes négatives. Préférez *they are* à *they're*, ou *do not* à *don't*.

➖ L'ironie et l'humour doivent, dans la mesure du possible, être évités car ils demandent une excellente maîtrise de la langue. Souvent, le recours à l'humour que l'on trouve dans certaines copies masque une incapacité à argumenter sérieusement. L'ironie fonctionne alors comme une solution de repli qui ne permet pas de mettre en valeur vos idées. Le style ne doit pas être trop oral car vous rédigez un essai formel. Il n'est donc pas souhaitable de faire figurer des interjections pour marquer la surprise, de recourir à des abréviations, de commencer l'essai par *yes* ou *no*, ni de créer des dialogues fictifs au sein d'un paragraphe.

• La langue de l'essai

➕ La langue doit être soignée et faire preuve d'une réelle maîtrise du vocabulaire de l'argumentation. Ainsi, les mots de liaison doivent faciliter la compréhension de votre essai. Les verbes de l'argumentation, *to claim*, *to argue*, *to qualify*, *to assume*, *to challenge*, *to contradict*… doivent être maîtrisés. Les formules passives, beaucoup plus habituelles en anglais, sont à privilégier : *it is argued, it has been proved…* De manière générale, gardez à l'esprit qu'il s'agit avant tout d'une épreuve de langue et que l'anglais doit donc être irréprochable. Constituez-vous un stock d'expressions que vous pourrez réutiliser facilement dans l'essai.

➖ Un vocabulaire simple et une grammaire défaillante ne vous permettront pas d'obtenir la moyenne, quels que soient les efforts que vous ayez pu faire en matière d'argumentation. Ne trahissez pas vos lacunes lexicales en utilisant des mots français dans votre essai. De la même façon, n'entourez pas de guillemets les mots ou expressions dont vous n'êtes pas sûr, ou pire, que vous traduisez littéralement du français. À défaut de connaître l'expression idiomatique anglaise, certains candidats choisissent de mettre des guillemets autour d'expressions calquées. N'écrivez jamais par exemple « *as we say in French, it is 'a bad for a good'* », qui traduirait de manière complètement absurde l'expression française « c'est un mal pour un bien ». L'expression équivalente n'existe pas en anglais et il ne faut pas penser qu'en choisissant de traduire maladroitement le français, vous ferez sourire le correcteur. Il est préférable d'abandonner une idée si vous n'avez pas les mots pour l'exprimer. De manière générale, les approximations, les calques et les maladresses d'expression pénalisent les candidats. Privilégiez toujours la clarté dans l'expression si vous n'avez pas un vocabulaire suffisamment riche.

E. La rédaction au concours de Sciences Po Grenoble

Beaucoup plus courte que l'essai, la rédaction doit être d'autant plus efficace, tant dans l'argumentation que dans la langue.

Quelques conseils pour réussir la rédaction

• Ce n'est pas parce que cette deuxième partie s'intitule « rédaction » et non « essai » qu'il faut écrire au fil de la plume en abandonnant toute argumentation. Si vous avez à imaginer un dialogue entre deux personnes qui ont des points de vue différents, il ne faudra pas perdre de temps dans les salutations et échanges de politesse. Il faudra rendre visibles au moins deux arguments clairs pour chaque interlocuteur.

• Il faut avoir en tête que vous passez un concours exigeant et que votre paragraphe, même court, doit être argumenté pour qu'il vous rapporte des points. Si vous décrivez en quinze lignes une seule et même idée, vous serez pénalisé.

• Visez l'efficacité. Entrez rapidement dans le sujet sinon vous prenez le risque de ne pas avoir une argumentation suffisamment convaincante.

• La langue doit être riche et variée mais surtout employée dans des constructions appropriées. Il n'est pas nécessaire de vouloir épater le correcteur avec une liste d'expressions employées de manière superficielle. L'exercice de rédaction est plus concret que l'essai et peut donc se passer de structures trop ampoulées. Les connecteurs logiques (*first and foremost…*) peuvent être superflus dans ce type d'exercice.

• S'il vous est demandé d'écrire un article de presse, mettez un titre. Si vous devez écrire une lettre, maîtrisez les quelques formules habituelles telles que « *dear Sir or Madam* », « *best regards* », « *sincerely yours* »…

• Pour le dialogue, n'oubliez pas que l'anglais n'emploie pas de tirets mais des guillemets à chaque changement de locuteur. Révisez quelques termes utiles pour faire varier « *he says* ». Pensez à « *he retorted* », « *he replied* », « *he exclaimed* »…

> **Conseils des correcteurs de Sciences Po Grenoble sur le site officiel**
>
> Ten pieces of advice to help you for the English written expression exercise:
>
> 1. Use plain English. You need to be able to get your message across. A sentence with simple correct English is infinitely better than a complex syntax structure full of mistakes.

2. Show you can conjugate a verb (final S on the regular verbs in the third person), use the passive voice and choose the preterit or the present perfect appropriately, *especially in your first sentence*. Remember how to ask a question (in English you must invert the auxiliary and the subject), and how to negate properly (no double negatives)…

3. Show that you know the basics about nouns and articles: uncountable/countable, definite/indefinite/zero, generic…

4. Don't use pseudo-intellectual (often outdated) vocabulary: for example, avoid 'tantamount', 'deem' and 'moot'; normal English speakers use these words once a year, if that. English has lots of common words that are perfectly appropriate: 'think', 'believe', 'consider'…

5. Similarly, expressions (slang) in English age very, very quickly and seem out of place. This exam is not a competition to see who has learnt the longest list of vocabulary. Leave 'nutshells', 'doldrums' and 'milestones' where they belong, on the 'back burner'!

6. Show you know the basic differences between French and English: faux amis, word order, adjectives don't take a final S, '*depuis*' does not always correspond to 'for', no 'be' with 'agree'…

7. Show you have a basic understanding of register. Take two minutes to think about the context. 'Hence', 'thus' and 'moreover' are not necessarily appropriate in all circumstances. At the other end of the scale, beware of gangsta-rapspeak: 'gonna', 'wanna', 'homey' and 'cool' are rarely 'awesome'.

8. Get straight to the point. You have 140-160 words to convince the examiners that you can use authentic English. If you're asked to write a dialogue or a letter, you don't need an introduction and a conclusion.

9. Please indicate the *true* number of words. Respect the word limit: the corrector will stop reading after 150 words.

10. Lastly, take five minutes at the end to re-read and check for silly mistakes (third person final S…).

F. L'épreuve de traduction au concours de Sciences Po Bordeaux

L'exercice suppose non seulement une bonne compréhension de l'anglais mais aussi une parfaite maîtrise du français, tant de l'orthographe que de la grammaire. Il faut également veiller à l'accentuation car tout élément manquant est susceptible d'être

pénalisé. La plus lourde sanction sera le refus de traduction. Il est donc recommandé de ne pas laisser de passages non traduits mais de proposer la traduction la plus logique qui soit en s'aidant du contexte. Le but de cet exercice est de vérifier la compréhension d'une langue étrangère, mais aussi la capacité du candidat à se détacher du mot à mot et à reformuler un texte en français dans une langue fluide et idiomatique.

Quelques conseils pour bien traduire

- Il ne faut pas déconnecter le paragraphe à traduire de son contexte si l'on veut éviter les contresens. Ne commencez donc jamais par cet exercice. Il faut au préalable que vous ayez bien compris les paragraphes précédents et suivants pour pouvoir traduire de la manière la plus juste, y compris le ton et l'humour s'il y en a.

- Il faut essayer de traduire le texte en oubliant la structure anglaise car les calques sont pénalisés. Pour ce faire, il faut privilégier le sens. Le simple mot à mot risque d'ailleurs de vous faire commettre des fautes de syntaxe. Les constructions anglaises diffèrent énormément des structures françaises et il est inutile parfois de vouloir absolument les conserver.

- Il faut traduire et non trahir les propos du journaliste. En effet, vous devez rester fidèle à sa pensée tout en choisissant des structures naturelles en français. Vous serez pénalisé si vous vous éloignez trop du texte et en transformez le sens.

- Les temps ne sont pas toujours les mêmes en français :
    - → *He has worked here for 30 years.* ➜ Il travaille ici depuis 30 ans.
    - → *She won't stay here one more day.* ➜ Elle refuse de passer un jour de plus ici.

- On peut aussi changer la nature grammaticale d'un mot (on appelle cela une transposition) :
    - → *After he left the firm…* ➜ Après son départ de la société…

- On peut raccourcir certaines formulations (réduction) :
    - → *A daily paper* ➜ Un quotidien

- On peut au contraire traduire certaines structures en davantage de mots (étoffement), car l'anglais est souvent plus concis au départ :
    - → *According to a report in the New York Times…* ➜ Selon un rapport publié dans le *New York Times…*

- On peut parfois avoir recours à une expression de même sens sans se préoccuper de la syntaxe (équivalence), car une traduction littérale n'aurait aucun sens :
    - → *grammar school* ➜ le lycée

Ce procédé s'applique particulièrement à la traduction des expressions toutes faites ou imagées.

• Pour les noms propres, titres ou sigles, il faut se référer à l'usage. On doit choisir la traduction ou l'équivalent admis, s'ils existent :

> → *the Thames* ➜ la Tamise
>
> → *the IMF* ➜ le FMI
>
> → *the Chancellor of the Exchequer* ➜ le ministre britannique des Finances

Si ce n'est pas le cas, on peut conserver l'anglais (emprunt), à condition que le sens soit clair :

> → la City, le MIT, le *Guardian*…

Les principales sanctions portent sur :

• les fautes d'orthographe (y compris les accents et les majuscules) et de grammaire ;

• les fautes de syntaxe (maladresses, tournures impropres), ou le mot à mot qui montre que vous ne comprenez pas nécessairement ce que vous avez traduit ;

• les faux-sens : vous comprenez le mot dans son mauvais sens ; par exemple, *sales* veut dire à la fois les ventes et les soldes, selon le contexte ;

• les contresens : vous traduisez par un mot qui n'a rien à voir ;

• les omissions (passages non traduits).

Entraînement

1. Cities

A. Key concepts and ideas

Cities are increasingly dense and complex centers of human life: half of the global population already inhabits cities, and by 2050, two thirds of the world's population will be living in urban areas. Therefore, today's metropolises face major challenges such as density and size, social inequalities, and environmental concerns. In Paris, the "Grand Paris" project, for instance, has mobilized dozens of architects and urban specialists to study potential problems relating to the development of Paris in the near future, and to plan its transition to a global city.

In some parts of the world, cities have expanded to the point that analysts no longer speak of urban centers, but rather of "megacities" or "endless cities". In some parts of Japan, India, China, and Brazil, cities have indeed spread to such an extent that they now **stretch** over hundreds of kilometers and count more than one hundred million inhabitants. With the urban **revitalization** of the **service** and **knowledge economy**, local governments in most urban centers must now respond to the imperative of sharing resources evenly across all districts and neighborhoods, so that citizens may live decently everywhere (in the city center as well as the **suburbs**). Sharing resources (wealth, public transport) is the best way to prevent the **uneven** development of cities and the persistence of neglected areas (in the **doughnut effect**, a common phenomenon in the United States, the city center is poor and **dilapidated**, while in European cities, it is the suburbs that tend to be poorer than the historic center). When elected officials cannot **cope with** social inequalities, **gated communities** develop, thus creating new forms of geographical segregation. **Impoverished** urbanites then have to move to the suburbs, reinforcing the phenomenon of **urban sprawl**.

Ultimately, the heaviest challenge faced by cities today is to become sustainable, by regulating pollution and handling climate change. Indeed, cities emit at least 70% of the world's greenhouse gases, which means that sooner or later solutions must be developed to implement low-carbon technologies (like electric cars), use renewable energy, and create a new kind of "green city". The city of Vancouver in Canada is one of the greenest cities in the world. It relies on hydroelectric power and other renewable energies like wind and solar power. City officials have also imposed **ride-sharing** programs and created hundreds of kilometers of **bike lanes**, thereby achieving the lowest per capita carbon emissions on the American continent.

The two articles appearing in this section deal with current issues commonly faced by urban centers in our contemporary world, **namely** the price of housing, the atomization of society, and problems resulting from economic and financial difficulties, such as **urban decay** and poverty.

And yet, the examples of London and Detroit point to very different **trends** in the evolution of cities. Whereas the urban decay in Detroit represents a most singular and

extreme situation, **gentrification** and the housing problem in London are shared, to a certain extent, by many European capital cities, Paris being **a case in point**. Berlin, which was long considered a **renter**'s paradise, as indicated by the 2003 catchphrase "poor but sexy", has seen the prices of its apartments **soar** above the national average rate.

On the other hand, Detroit's **bankruptcy** (the city **filed for bankruptcy** in 2013) is an extremely peculiar urban **plight**, even for the Rust Belt: it is the largest municipal bankruptcy case in the history of the United States. The city's dilapidation attracted many comments and has inspired numerous photographers with a taste for **derelict** places.

B. Text #1 – Sciences Po Paris

Diversity is a boon – but we're losing our sense of community

The old Labour party HQ used to be in my parish, on the Walworth Road, just by Elephant and Castle in London. In 1997, Tony Blair moved the centre of operations into a swanky glass tower on Millbank. And from then on Labour began to lose touch with the communities it was set up
5 to serve.

Had it remained on Walworth Road the party would have witnessed, right across the street, how the forces of international finance have pushed out ordinary people and destroyed their communities. The postwar Heygate estate is no longer, and shiny new flats are going up that
10 local people will never be able to afford, even at the comically misnamed "affordable housing" rates. Indeed, the very idea of local people no longer implies a longstanding connection. Most of those who were here for generations have gone, priced out. New people come and go all the time. The old Labour HQ is now a backpackers' hostel. What was once a thick
15 community has become a thin community.

A thick community is one with a high degree of social solidarity and a low degree of diversity. This is the sort of community where people are similar in language and culture, and where, as a consequence, there is a high degree of trust among people. It's a relatively stable place – not a
20 lot of coming and going. You grow up where your parents grew up. You die near where you were born. People leave their back doors open and know their neighbours' business. The best thing about a thick society is that people look after each other and have a high degree of civic pride. The worst is that it's often not good at dealing with difference, or with
25 outsiders.

A thin community is one with a high degree of diversity and a low degree of social solidarity. In this community (which often isn't really much of a community at all) you can be as different as you like. Nobody

cares. People come and go all the time – "citizens of the world but citizens
30   of nowhere", to paraphrase Theresa May. You don't always have much in
common with people living next door, and often you don't even know
their names. You shop online. Loneliness can be a problem. But diversity
is celebrated.

Generally, big business likes thin societies, because they represent a fluid
35   labour market. Lacking many of the social ties of the thick community, they
are more difficult to unionise. Thin communities don't strike. They sign
online petitions and complain on Twitter. The thinnest sort of community
is the online community, where you have friends you have never even met.

Since the 1960s we have been getting thinner and thinner. Much of
40   that is to be celebrated. The old inward-looking Little Englander mentality,
with its bad food and curtain-twitching moralism, has been transformed
by the energy of diversity and difference, by immigration. Nowhere has
benefited more from this than south London. I must have one of the most
multicultural congregations in Britain, and I love it. But in church we
45   are held together by a common story, a common faith. This glue binds a
group of otherwise different people, making church an interesting political
model of combining diversity and togetherness – Benedictine hospitality
for all with jollof rice, difference and solidarity.

Elsewhere, however, difference creates huge gaps in the social fabric,
50   with many people now unconnected to each other, the rich in their
gated communities in the sky and poor youth sitting around on the
estates smoking weed. As the thick society has gradually thinned out, it
is the elderly who pay the price. People don't visit as much as they used
to. We know each other less and less.

55   Brexit and the new mood in politics is misunderstood as a hostility
to outsiders, though it is easily purloined by racists. Rather, it is a cry
for community, for togetherness, for the local, for mutuality, for social
solidarity. Theresa May, the vicar's daughter, wants to find all this in a
return to the past. That's the wrong answer. But at least she's answering the
60   right question. We are still looking for a new – doubtless very different –
St Benedict.

Giles Fraser, *The Guardian*, 6 October 2016.

1. Text and context

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ELEPHANT AND CASTLE / WALWORTH

*Elephant and Castle and Walworth are neighboring locations in the South
London borough of Southwark. Largely working-class in the 20th century, and
with a reputation for successful ethnic diversity, the area has been subjected to
a substantial urban regeneration scheme since the early 2000s. These efforts*

have included the controversial demolition of the **Heygate estate**, a former social housing estate whose redevelopment was sold off by Southwark Council to a private real estate developer. Opponents of the project claimed that the estate could have simply been refurbished, which would have preserved its distinctive architecture and, most importantly, prevented the eviction of its residents. Due to its proximity to the City and Westminster, the Elephant and Castle and Walworth area has also gone through some amount of gentrification, a process whereby the influx of affluent residents leads to the renovation of a previously derelict neighborhood.

THE LABOUR PARTY

The Labour Party is the British center-left party and, as of 2018, the official opposition to the Conservative May government. It has historic links with the trade unions, having stemmed from British workers' need for political representation and the subsequent coming together of unions and socialist movements in the early 20th century. Since 1924, Labour has had several spells in government, one of its most notable the premiership of Clement Attlee (1945–51), who in the immediate postwar years undertook Keynesian policies of nationalization and welfare (the National Health Service was created in 1948) that shaped Britain for decades. More recently, following an extended spell in the opposition during the Thatcher years and a reform of its party line and strategy, Labour held power between 1997 and 2010. The "Third Way" politics of Prime Minister Tony Blair (1997–2007) best embodied the efforts of the modernized Labour, dubbed "New Labour", to embrace the free-market economy while maintaining its commitment to the welfare state and social justice. Now under the leadership of left-leaning Eurosceptic Jeremy Corbyn, Labour has regained seats from the Conservatives in the latest general election, with its current agenda calling for greater state intervention, social justice and strengthening workers' rights.

LITTLE ENGLANDER MENTALITY

The expression "Little Englander" originally described 19th-century Liberal Party members who saw the British empire as a burden to the UK economy and argued for its dissolution. By extension, the expression now refers pejoratively to nationalist or xenophobic English people who oppose multiculturalism and internationalist politics.

2. Mock exam #1 – Sujet type Sciences Po Paris

I. Textual comprehension (☑ 10/20 points)

After reading the text carefully, reply in English and *in your own words* to the following questions.

a. According to the columnist, what is the "right question" concerning British people (line 60)?

b. How have Walworth Road and its surroundings changed over the years?

c. Explain the following sentence taken from the text: "Generally, big business likes thin societies" (line 34).

d. Why is the columnist's congregation, albeit multicultural, not a thin community?

II. Essay (☑ 10/20 points)

Write a short, well-argued essay in English (*two pages*) on the subject below.

In what sense is social diversity necessary to the wellbeing of cities?

C. Text #2 – Concours commun

Don't loot Detroit's art museum to pay the city's creditors

On Tuesday a federal judge ruled that Detroit was eligible to enter Chapter 9 bankruptcy – the largest municipal bankruptcy in American history. That same day, we got a price tag for how much the collection of the threatened Detroit Institute of Arts (DIA), one of the country's
5 oldest and best museums, is likely worth. DIA has been under threat for months since Kevyn Orr, the emergency manager appointed by Michigan governor Rick Snyder, insisted that everything in Detroit is "on the table". For months, salivating creditors have circled the museum while the institution has tried to keep them at bay. Now, for better and for worse,
10 we have a price tag.

In a five-page letter to Orr, the auction house Christie's appraised the works of the DIA collection that the city bought at \$452m to \$886m. It's significantly lower than the \$2bn figure batted around this summer. More than that, it disguises the fact that a few masterpieces now on public view,
15 among them Pieter Bruegel the Elder's Wedding Dance and Matisse's The

Window, account for as much as 75% of that estimate; selling forgotten pictures in the basement is not going to have an impact.

The pitifully simplistic justification for looting the DIA goes like this: Detroit owes money. Detroit owns pricey paintings. […] Therefore, Detroit
20   should sell up to pay its creditors.

Contained within that malign logic, though, is a morass of assumptions, mistakes, and flat-out lies. Most of the paintings in the collection are tied up in legal agreements that make de-accessioning impossible. A fire sale of dozens of major art works would also likely cause a depressed market;
25   even in these go-go times for the art market, there are limits. Then there are the costs. Even a small sale, in fact, would have immense ramifications. Putting just a handful of artworks on the block would lead to a mass exodus of philanthropic donors, who would be justifiably unwilling to throw money towards an institution that can't guarantee the preservation
30   of art in perpetuity. It would also wipe out around $22m in tax revenue DIA has enjoyed since three Michigan counties voted last year to support the museum through a property levy.

This is not to mention the regulations governing American museums, which expressly forbid the sale of artworks for any reason other than to
35   acquire other artworks. Or the UNESCO treaties such a sale would violate. Or the opinion issued this summer by the Michigan attorney general, which explicitly stated that such a sale would contravene the law. This is not even to mention the insanity of treating artworks in the public trust as mere assets.

40   Even putting all that aside: on the barest economic level, raiding the museum will have no meaningful impact on the city's bottom line. Detroit has $18bn in debt. More than 100,000 creditors have swamped the city. The Chapter 9 process begun this week means that the city can renegotiate all of its contracts – a process that need not lead to pension
45   cuts for public workers if done right – and it's those renegotiations, rather than a frantic search for the most appealing baubles in city limits, that will get Detroit back on its feet. […]

I am not such a romantic that I ascribe to art the mystical status of some of the DIA's defenders. If there really were a one-to-one correspondence
50   between selling off paintings and feeding families, I could become a museum looter myself. But the whole point of a bankruptcy is to solve deep and structural problems in the economic organization of a major city – not to strip-mine everything from the Bellinis at the museum to the baboons at the Detroit Zoo for however much one-time cash you can
55   squeeze out of them. […] Detroit has serious problems, but the Detroit Institute of Arts is not one of them. It's running very well, actually; the museum is run at no cost to the city, and to disembowel one of its few great institutions for the sake of dysfunctional ones defies not only decency but logic. […]

60   And just as Detroit is not a corporation, the Detroit Institute of Arts is
not a family or a small business fallen on hard times – it's a public trust.
Now is the time to remake Detroit, not to strip-mine it.

Jason Farago, *The Guardian*, 8 December 2013.

1. Text and context

DETROIT

*Detroit is the most populous city of the state of Michigan, located in
the Great Lakes region. It became famous in the first half of the 20th
century for being the Mecca of the automobile industry and was nicknamed
'Motown' or 'the Motor City'. In 1903, Henry Ford had founded the Ford
Motor Company there. The city then became home to General Motors and
Chrysler. The three companies are called the 'Big Three'. Booming industries
encouraged thousands of people to settle in the area, where unemployment
was low. Unfortunately, the postwar era coincided with the decline of
Detroit, which had to deal with social unrest (there were racial riots in 1943
and 1967) and economic downturns. Many companies closed down their
businesses. Since the fifties, the population has kept decreasing, going from
1.85 billion inhabitants to under 700,000 in 2016. The latest recession
was felt particularly heavily, with unemployment reaching a peak of 28.4%
in 2009. Even though Detroit has since attracted private investments and
revitalized its business district, as well as renovated certain neighborhoods,
poverty and inequity continue to plague the city.*

CHAPTER 9 BANKRUPTCY

*Chapter 9 is a proceeding meant to protect a municipality from its creditors.
It includes renegotiations between the city and its creditors. Reducing the debt
or extending the loans can be possible solutions.*

EMERGENCY MANAGER

*An emergency manager is appointed by a state governor. He is granted full
latitude to reorganize and restructure a city and has the power to remove
any officials from the municipality. In Michigan, Kevyn Orr was appointed by
Governor Rick Snyder and acted as emergency manager from March 2013 to
December 2014, overseeing Detroit's financial crisis.*

2. Mock exam #2 – Sujet type concours commun

I. Reading comprehension (☑ 8/20 points)

Please use your own words and *do not* copy from the text. 40-50 words per question.

a. According to the text, what is the situation of the city of Detroit? (☑ 2 points)

b. What deal could partially relieve Detroit's economy? (☑ 3 points)

c. How does the journalist view that option? (☑ 3 points)

II. Synonyms (☑ 4/20 points)

Find one synonym in the text for the following words. Be careful, the words are given in the order of the text but some may be verbs and are given in the infinitive form.

a. quagmire

b. outright

c. low-price selling

d. eradicate

e. tax

f. mad

g. eviscerate

h. excavate

III. Essay (☑ 8/20 points)

Write an essay of 300 words (+/–10%) on the following subject:

Do you think that private philanthropic foundations should take on governmental responsibilities in times of crisis?

D. Beyond the texts

1. Vocabulary

a. Nouns

bankruptcy (*la banqueroute*)
belief (a) (*une croyance*)
benefactor (a) (*un bienfaiteur*)
bike lane (a) (*une piste cyclable*)
boom (a) (*une vague de prospérité*)

borough (a) (*un quartier*)
business district (a) (*un quartier d'affaires*)
charity (a) = non-profit organization (a) (*une association caritative*)

city council (the) = city government (the) (*le conseil municipal*)

city dweller (a) = urbanite (an) (*un citadin*)

city officials (*les élus de la ville*)

civic pride (*le sens civique*)

council houses (*des logements sociaux, des habitations à loyer modéré*)

creditor (a) (*un créancier*)

debt-rescheduling (*le ré-échelonnement de la dette*)

digital hub (a) (*un centre, un pôle numérique*)

divide (a) = gap (a) (*un écart, un fossé*)

donor (a) (*un donateur*)

doughnut effect (the) (*la désertion du centre-ville*)

elderly (the) (*les personnes âgées*)

eviction (an) (*une expulsion*)

gated community (a) (*une résidence sécurisée*)

gentrification (*la gentrification*)

headquarters (a), HQ (an) (*un siège, un quartier général, un QG*)

homeowner (a) = owner (an) (*un propriétaire*)

house prices (*le prix du logement*)

housing estate (a) (*un lotissement*)

income tax (*l'impôt sur le revenu*)

inhabitant (an) (*un habitant*)

job market (the) = labour market (the) (UK), labor market (the) (US) (*le marché du travail*)

knowledge economy (the) (*l'économie de la connaissance*)

landlord (a) (*un bailleur*)

lease (the) (*le bail*)

levy (a) (*un prélèvement, une taxe*)

litter = rubbish = trash (*les ordures, les déchets*)

loan (a) (*un prêt*)

loneliness (*la solitude*)

Mecca (a) (*une Mecque*)

mortgage (a) (*un prêt immobilier, un prêt hypothécaire*)

mutuality (*la réciprocité*)

neighbourhood (a) (UK), neighborhood (a) (US) (*un quartier*)

outsider (an) (*un étranger*)

overpopulation (*la surpopulation*)

parish (a) (*une paroisse*)

philanthropist (a) (*un philanthrope*)

plight (a) (*une situation critique*)

real estate developer (a) (*un promoteur immobilier*)

relief (*l'aide / le soulagement*)

rent (a) (*un loyer*)

rental housing (*la location*)

renter (a) = tenant (a) (*un locataire*)

representative (a) (*un représentant politique*)

revitalization (*la redynamisation*)

ride-sharing (*le covoiturage*)

riot (a) (*une émeute*)

social inequalities (*les inégalités sociales*)

sense of belonging (the) (*le sentiment d'appartenance*)

service economy (a) (*une économie de services*)

slums (*les bas quartiers, les taudis*)

social fabric (the) (*le tissu social*)

social housing (*les logements sociaux*)

social makeup (the) = social mix (the) (*la composition sociale*)

social mixity (*la mixité sociale*)

social ties (*les rapports sociaux*)

spatial segregation (*la ségrégation spatiale*)

spell (a) = stint (a) (*une période*)

suburbs (the) (*la banlieue*)

tax break (a) (*une réduction d'impôt*)

tax regime (the) (*le système fiscal*)

tendency (a) = trend (a) (*une tendance*)

togetherness = unity (*l'unité*)

urban centre (an) (UK) = urban center (US) (*un centre urbain*)

urban decay (*le déclin des villes*)

urban redevelopment = urban regeneration (*la rénovation urbaine*)

urban sprawl (*l'expansion urbaine*)

worshipper (a) (UK), worshiper (a) (US) (*un fidèle, un croyant*)

youth (a) (*un jeune*)

b. Adjectives / adverbs

affordable (*abordable*) ≠ unaffordable (*inabordable*)

booming (*qui prospère*)

congested (*embouteillé*)

derelict (*en piteux état, délabré*)

dilapidated (*en ruines*)

doubtless (*sans aucun doute*)

efficient (*efficace*)

eligible for (*en droit de*)

filthy (*sale, infect*)

firsthand (*de première main*)

flourishing (*florissant*)

harsh = tough (*dur, sévère / difficile*)

impoverished (*appauvri, pauvre*)

inward-looking (*replié sur lui-même*)

large-scale (*à grande échelle*) ≠ small-scale (*à petite échelle*)

longstanding (*de longue date*)

loosely-knit (*disparate*) ≠ tight-knit (*très uni*)

namely (*c'est-à-dire*)

otherwise (*autrement*)

sound (*sain, solide*)

swanky (*chic, huppé*)

tattered (*dégradé, en lambeaux*)

thick (*fort*)

thin (*faible, limité*)

thriving (*en plein essor*)

unconnected (*sans lien*)

underprivileged (*défavorisé*)

uneven (*inégal*)

unwanted (*indésirable*)

well off (*riche*)

c. Verbs

afford (to) (*avoir les moyens, se permettre*)

attest to sthg (to) (*attester de, témoigner de*)

bind (to) (*lier*)

celebrate (to) = praise (to) (*célébrer / glorifier*)

combine (to) (*associer*)

commute (to) (*faire le trajet entre son domicile et le travail*)

cope with (to) = face (to) (*faire face*)

crave sthg (to) (*avoir un grand besoin de qqc*)

deal with (to) (*s'occuper de*)

donate (to) = give away (to) (*faire un don*)

fund (to) (*financer*)

gather (to) (*rassembler / se rassembler*)

handle sthg (to) (*manier / gérer / réussir qqc*)

lack sthg (to) (*manquer de qqc*)

merge (to) (*fusionner*)

misname (to) (*mal nommer*)

pay back (to) = refund (to) (*rembourser*)

price out (to) (*exclure*)

promote (to) (*encourager, soutenir*)

provide sb with sthg (to) = supply sb with sthg (to) (*fournir qqc à qqn*)

purloin (to) (*dérober*)

refurbish (to) (*rénover*)

relate to (to) (*se sentir proche de, s'identifier à*)

rent (to) (*louer*)

sell off (to) (*brader*)

soar (to) (*grimper en flèche*)

spread (to) (*s'étendre, se propager, se répandre*)

stem from (to) (*provenir de*)

stretch (to) (*s'étaler*)

strike (to) (*faire grève*)

teem with (to) (*grouiller de*)

thin out (to) (*se distendre*)

unionise (to) (UK), unionize (to) (US) (*se syndiquer / syndicaliser*)

witness (to) (*assister à, être témoin de*)

d. USEFUL EXPRESSIONS

atomization of society (the) (*l'éclatement de la société*)

be a case in point (to) (*être un bon exemple de*)

be at a standstill (to) (*être au point mort*)

be in the black (to) (*faire des bénéfices*)

be in the red (to) (*être dans le rouge*)

be the epitome of (to) = epitomise (to) (UK), epitomize (to) (US) (*être l'illustration parfaite*)

break even (to) (*atteindre l'équilibre*)

file for bankruptcy (to) (*déposer une demande de banqueroute*)

in decay (*en décrépitude*)

level a criticism (to) (*porter une critique*)

lose touch with (to) (*perdre contact, perdre de vue*)

run into debt (to) (*s'endetter*)

wind up a company (to) (*liquider une entreprise*)

2. Grammar

a. LE COMPARATIF

Le comparatif peut exprimer l'équivalence (comparatif d'équivalence) ou bien la différence (comparatif de supériorité, d'infériorité ou encore superlatif) entre deux ou plusieurs termes.

Règle générale

	Comparatif	Superlatif
• **Adjectif d'une syllabe** • **Adverbe d'une syllabe**	Adjectif ou adverbe + *–er* *cheap → cheaper* *soon → sooner*	*The* + adjectif ou adverbe + *–est* *cheap → the cheapest* *soon → the soonest*
Mots de deux syllabes se terminant par : *–ful, –re, –ing, –ed, –less*	*More* + adjectif ou adverbe *Careful → more careful*	*The most* + adjectif ou adverbe *The most careful*
Mots de deux syllabes se terminant par : *–er, –y, –ly*	Adjectif ou adverbe + *–er* *pretty → prettier*	*The* + adjectif ou adverbe + *–est* *The prettiest*
• **Adjectif de plus de deux syllabes** • **Adverbe de plus de deux syllabes**	*More* + adjectif ou adverbe *More expensive* *More expensively*	*The most* + adjectif ou adverbe *The most* expensive *The most* expensively

• **L'équivalence s'exprime et se construit avec *as***

→ *My house is **as big as** yours.* (structure : as + adjectif / adverbe + as)

→ *My house is not **as big as** yours.* (quand l'équivalence est niée)

→ *She pays **as much tax as** him.* (structure : as much + nom indénombrable + as / as many + nom dénombrable + as)

• **Le comparatif peut également exprimer la progression**

– Expression d'une tendance absolue

less and less + adjectif / adverbe

more and more + adjectif / adverbe

→ *Housing is **less and less** affordable / **more and more** expensive.* (Le logement est de moins en moins abordable / de plus en plus cher.)

– Comparaison entre deux termes

the + comparatif … *the* + comparatif

→ **The more** *taxes he pays,* **the angrier** *he is.* (Plus il paie d'impôts, plus il est en colère.)

→ **The less** *expensive the rent is,* **the more enjoyable** *I find the apartment.* (Moins le loyer est élevé, plus j'apprécie l'appartement.)

Exceptions

Il existe toutefois des exceptions qu'il faut connaître.

LE CAS DE *OLD*

*Cet adjectif est régulier (**older**, **the oldest**) dans tous les cas, sauf lorsqu'il s'agit de comparer les membres d'une même famille :*

→ *He is my **elder** brother.*

→ *She is the **eldest** of our children.*

Good et *well* donnent **the better** et **the best** ; *bad* donne **worse** et **the worst**. *Far* admet deux variantes selon le contexte : **farther/further** et **farthest/furthest**. À noter que *further* peut aussi signifier « supplémentaire ».

…we have been getting **thinner and thinner** (l. 39)
→ **le comparatif marque ici une progression.**

…one of **the most multicultural congregations** *in Britain* (l. 43)
→ **superlatif d'un adjectif de plus de deux syllabes.**

b. A, AN, THE ET Ø (L'ARTICLE ZÉRO OU L'ARTICLE INDÉFINI)

A ou an ?

A et **AN** ne s'emploient habituellement pas devant les noms indénombrables. Pour savoir lequel des deux choisir, il faut regarder la première lettre du nom qui suit le déterminant. Lorsque le mot commence par une consonne, il faut choisir *A* :

→ **A** *federal judge,* **a** *price-tag*

Lorsque le mot commence par une voyelle, il faut choisir *AN* :

→ *An* impact, *an* institution

Devant Y, U ou O on peut parfois utiliser l'article *A* lorsque ces voyelles se prononcent comme des consonnes :

→ *a* **y**oung lady, *a* **y**ear : le Y se prononce [j] phonétiquement.

→ *a* **u**niversal issue, **a u**seful solution : le U se prononce [j] phonétiquement.

→ *a* **o**ne-time solution : le O se prononce [w] phonétiquement.

Ø ou the ?

On peut parfois hésiter entre *Ø* et *THE* car ils s'utilisent aussi bien dans des situations spécifiques que génériques, devant des noms au singulier ou au pluriel, mais aussi avec des dénombrables et des indénombrables. Il faut néanmoins savoir que *Ø* s'utilise beaucoup plus en anglais qu'en français. **Cependant, la plupart du temps, *Ø* exprime une généralité, tandis que *THE* s'utilise dans des situations spécifiques, c'est-à-dire qu'il indique que le nom qui suit désigne quelque chose de précis qui est connu du lecteur ou de l'interlocuteur.**

Grammar in use – Text #2

That same day, we got a price tag for how much **the collection of the threatened Detroit Institute of Arts** *(DIA), one of* **the country's oldest** *and best museums, is likely worth.* (l. 3)

→ **the collection of the Detroit Institute of Arts : l'article *THE* est nécessaire car il précède, à deux reprises, deux compléments introduits par une préposition** (*the daughter of my neighbour, the letter in the mailbox, the flowers from the garden*).

→ **the country's oldest : l'emploi de *THE* est obligatoire devant un nom complété par un superlatif** (*the most appealing baubles in city limits* [l. 46]).

This is not to mention the regulations governing American museums… (l. 33)

→ **the regulations : le nom est ici déterminé par la proposition relative qui le suit. Cela peut être le cas pour un nom singulier ou pluriel** (*the people using cars, the crisis which hit the United States*).

…an institution that can't guarantee the preservation **of art** *in perpetuity.* (l. 29)

→ **Ø art : l'article zéro est utilisé devant les noms indénombrables, notamment les concepts, les idées générales.** Par exemple : *freedom, time, power, unemployment.*

ANSWERS

Mock exam #1

I. TEXTUAL COMPREHENSION

a. According to the columnist, what is the "right question" concerning British people (line 34)?

The columnist argues that many British people have been struggling with growing social inequalities and the lack of social cohesion. Admittedly, the shift towards a multicultural society has not helped, but to him, British people are not driven by xenophobia, and it is not withdrawal but solidarity and a renewed sense of belonging that they crave for. (*57 words*)

b. How have Walworth Road and its surroundings changed over the years?

The text's firsthand depiction of the newly-renovated Walworth area attests to its current gentrification and the transformation of its long-term social makeup. Soaring housing prices have indeed forced local working-class people to move out of homes they could no longer afford, and they have been replaced by more well off, unconnected inhabitants. (*52 words*)

c. Explain the following sentence taken from the text: "Generally, big business likes thin societies" (line 60).

According to the columnist, people in loosely-knit communities are so different and distant that they hardly relate to one another and then cannot organize labor, or even interest groups, and protest collectively. As a result, they might be easier and preferred targets for large-scale corporations to sell to, hire and potentially exploit. (*52 words*)

d. Why is the columnist's congregation, albeit multicultural, not a thin community?

Although the columnist's congregation is composed of worshipers of diverse origins, they share common religious beliefs which make up for their ethnic, linguistic and cultural differences. Going further, church fosters trust, unity and solidarity while providing space for individual expression and exchange. It thus appears as the epitome of a functional multicultural community. (*53 words*)

II. Essay

In what sense is social diversity necessary to the wellbeing of cities?

The wellbeing and dynamism of cities is becoming one of the major challenges of the 21st century: indeed, the world population has now reached 7.6 billion people, half of whom live in urban areas. Throughout the 20th century, cities evolved into giant urban centers. London, New York City, more recently Bombay, or even Paris are good illustrations of this phenomenon. Given this recent development, both town planners and sociologists claim that social diversity is the key to the wellbeing of cities. But in more concrete terms, what are the benefits of having a diverse population living in a city, and how can this diversity be achieved and maintained?

Firstly, one can say that promoting urban diversity helps create affluence and social stability. In the wake of growing inequalities, people from the middle-class, including skilled young workers and students, find it increasingly hard to live a decent life because of the soaring prices of housing, public transports, food… This is true of Europe but also of North America. As a result, some big cities systematically reject their most dynamic and productive elements, leading to resentment and frustration.

Secondly, promoting urban diversity is a way to limit economic disparities between the centers and their peripheries (as exemplified by ghettos and gated communities, characterized by a complete lack of social diversity). The 2011 England riots, which occurred in several impoverished London boroughs and cities across the country, show that the lack of social diversity can be a threat to harmonious living. In order to avoid tensions, city governments must maintain decent and affordable housing, by imposing caps on rents, for instance. As a counter-example, a city like Berlin has attracted many skilled workers from abroad thanks to affordable housing, thus creating a dynamic and creative economy.

In conclusion, I would like to underline the fact that social diversity can be a tool for decentralization and therefore help smaller cities survive. The Centre Pompidou-Metz in France provides a good example of this. The museum, built in 2010 and dedicated to modern and contemporary art, was the first cultural institution to be decentralized in France. The idea was to balance the overwhelming cultural power of Paris. The Centre Pompidou-Metz is a success as it attracts a more diverse crowd of people to Metz (tourists and new inhabitants) while stimulating the economy of the city and its surrounding region. Hence, social diversity can be said to be essential to the sound development of cities for many reasons: to stimulate their economy when they are overshadowed by bigger urban centers, and to achieve economic and social stability as they continue to expand.

(436 words)

Mock exam #2

I. Reading comprehension

a. According to the text, what is the situation of the city of Detroit?

The city of Detroit has recently become the largest municipality in American history to file for bankruptcy. Under chapter 9, Detroit will be offered federal bankruptcy protection, which means that the city will be able to avoid drastic pension cuts and will continue to provide its residents with public services. (*50 words*)

b. What deal could partially relieve Detroit's economy?

Kevyn Orr, the state appointed emergency manager, proposed a restructuring plan that would include the possible sale of irreplaceable Detroit Institute of Art's masterpieces. According to an estimate released by the auction house Christie's, it could help Detroit dig its way out of bankruptcy. (*44 words*)

c. How does the journalist view that option?

The journalist levels harsh criticism at Orr's decision as the sale lures people into believing that 886 million dollars can solve the crisis, but it is only short-term relief. He argues that it will negatively impact the art market and shake the donors' confidence while breaking the country's regulations. (*49 words*)

II. Synonyms

a. morass (l. 21)

b. flat-out (l. 22)

c. fire sale (l. 23)

d. wipe out (l. 30)

e. levy (l. 32)

f. frantic (l. 46)

g. disembowel (l. 57)

h. strip-mine (l. 62)

III. Essay

Do you think that private philanthropic foundations should take on governmental responsibilities in times of crisis?

American citizens stand as a generous people and American society is known for its deeply rooted tradition of philanthropy. From the Rockefellers to Bill Gates, philanthropists have often helped to improve medical research, and funded a wide range of artistic projects. However, when it comes to supporting a recovering economy or dealing with emergency contexts, one can wonder whether they should act as a substitute for the state.

It cannot be denied that significant needs have been filled by charities and philanthropists. In the event of epidemics or natural disasters, foundations coordinate relief efforts and tend to be more efficient than the state in providing devastated communities with essentials such as food, water or medicine. In the aftermath of Hurricane Katrina, which ravaged New Orleans in 2005, many non-profit organizations proved quicker to act than the federal state, rapidly supplying the local population with basics. This specifically American trait can be explained by the country's history, which has brought about a general mistrust in the government and a tradition of self-reliance. The practice is less anchored in French culture, for instance.

In France, it is obvious that the state cannot evade its social and political responsibilities, especially when it comes to basic functions and services that all governments should provide: education, security and health. Furthermore, a state is composed of elected representatives who represent the people and are responsible for them, whereas foundations are composed of people who are unaccountable. This has lead to major scandals, which have durably tarnished the reputation of associations such as the French cancer charity called l'ARC, back in 1996. In addition, a charity is more likely to focus on a single cause, thereby shedding light somewhat randomly on very specific issues.

I believe that a broad governmental strategy is necessary to cope with a large-scale crisis. In Europe, state governments are the only sources of political authority capable of deciding on a general policy. Charities and philanthropists should only be short-term solutions to provide temporary relief.

(332 words)

2. Immigration

A. Key concepts and ideas

The two articles under study describe the diverse and sometimes divergent attitudes of European and American populations and their governments when dealing with immigration. While text #4 stresses the economic **benefits** of immigration, text #3 reveals the reluctance of some Westerners to **ease the settling** of **newcomers** in their country.

In the United Kingdom, where immigration has been **peaking** since the 2000s, the governing Conservative Party has pledged to bring net migration "down to sustainable levels". In 2010, former Prime Minister David Cameron set a target of 10,000 a year, which has since been renewed by his successor Theresa May, arguing that massive arrivals of migrants strained the British economy and caused social issues. This **stance** challenged countless reports which clearly state that immigration represents a **substantial** benefit for its receiving country, but the origins of Cameron's plan were actually twofold. First, regular surveys by the Migration Observatory at the University of Oxford have shown that a majority of British people see immigration as Britain's most important issue and want it reduced. Second, the rise of the UK Independence Party (UKIP), a right-wing nationalist and populist party, once posed a serious threat to the Conservatives, culminating with the Brexit referendum outcome. The Tories have therefore introduced series of measures to **curb** immigration from both inside and outside the European Union, including benefit restrictions, revenue **thresholds**, immigration charges for employers willing to hire foreign workers, visa **caps** for non-EU nationals, and creating a "hostile environment" for illegal immigrants (a policy which led to the recent Windrush scandal). To this day, this attempted **crackdown on** immigration has failed to make a meaningful impact on migrant numbers. Interestingly, as observers noted that immigration may have contributed significantly to the UK's recovery from the Great Recession, the Conservative Party hinted in its 2017 election manifesto that skilled workers and foreign students were still welcome under its immigration policy. Besides, until Brexit takes effect, the UK remains bound by one of the founding principles of the European Union: the free movement of EU workers.

Angela Merkel has indeed been adamant that she would not accept the rewriting of the 1957 Treaty of Rome, which guarantees freedom of movement for EU citizens. The German Chancellor has also defended an open-door European immigration policy to solve the migrant crisis that has burdened and divided the EU since 2015, when more than one million migrants arrived in Europe. However, her calls for each EU member state to take its fair share of asylum seekers and costs have been met with severe rebuffs from national governments and parties, some of which have even drawn parallels between the **influx** of migrants and terrorism.

As **scaremongering** parties are on the rise, anti-immigrant feelings **run high** in many countries. European and non-European migrants are being **targeted** by various European nationalist parties, such as the German group Pegida, whose anti-immigration **agenda** is made clear by its very name, which stands for Patriotic Europeans against the Islamisation of the West. The Freedom Party of Austria, the Dutch Party for Freedom and the French National Rassemblement, which have formed an alliance in the European Parliament, are also demanding restrictions on access to **welfare benefits** for immigrants.

In the United States, the history of immigration is dramatically different, as the country was built by successive waves of European migrants. In 1965, it abolished the quota system which had restricted immigration on the basis of national origins since 1921, to be replaced by preferences for categories of skilled workers. These measures coincided with an influx of **unauthorized migrants**, mostly Mexicans crossing the border illegally. **In the aftermath of** 9/11, national security became a top priority, which called for stricter immigration screening and enforcement at the borders, and the removing of criminal aliens. Today, there are more than 11 million undocumented migrants in the United States, but the country's politicians are deeply divided on how to address the problem. As text #4 shows, entrepreneurs are **standing together** and **urging** the government to **implement** a bipartisan reform on immigration, that is to say, a reform that would unite both Democrats and Republicans. However hard Barack Obama tried to reach a consensus in Congress, he had no choice but to **resort to** executive orders to secure the fate of nearly 5 million **undocumented** immigrants, while agreeing to the **deportation** of those with **felony convictions**. Donald Trump, on the contrary, has chosen a dissuasive **uncompromising** approach to immigration enforcement, and shifted full responsibility for immigration reform to Congress alone.

Immigration is thus a **hot button issue** for Europe and the United States. As public opinion largely influences governmental action, tough legislation is often enforced, even though studies have revealed that immigration represents a substantial economic **stimulus**.

B. Text #3 – Sciences Po Paris

The case for immigration

In his novel *Exit West*, Mohsin Hamid describes a world very like our own, but which is suddenly changed by the appearance of mysterious doors. A dark-skinned man falls out of an Australian woman's wardrobe in Sydney. Filipino women emerge from the back door of a bar into the alleyways of Tokyo. As the incidents multiply and scores of people from poor countries walk through the doors into richer ones, rich-world

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inhabitants respond with violent resistance. Governments crack down hard on the new arrivals. But it is not long before they are overwhelmed by their sheer number and abandon efforts to repel them. The world settles into an uneasy new equilibrium. Shantytowns emerge on the slopes of San Francisco Bay. Conflicts in war-torn places burn out for want of civilians to kill and exploit.

Mr Hamid's story comes close to what many advocates of open borders believe the world would look like if people were free to move wherever they wanted: fairer, freer, with more opportunities for a larger number of people. But it also nods to the fears many people have about unfettered migration: uncertainty, disorder, violence. Would such a world be a dream or a nightmare? The answer depends on whom you ask.

Few things have caused citizens in Western liberal democracies more angst in recent years than borders and migration. In the United States, voters chose a president in 2016 who promised to build a wall to stem the flow of migrants from Mexico and elsewhere in Latin America, and who has since sought to ban people from several Muslim-majority countries from travelling to America. In many European countries, right-wing parties have risen to prominence on an anti-immigration platform. Concerns about immigration played a major role in the British vote to leave the European Union in the summer of 2016. When Angela Merkel, Germany's chancellor, opened her country to hundreds of thousands of refugees from the Syrian war in the summer of 2015, she was applauded for her humanitarian impulse. But two years later, German voters punished her party at the polls for what many now argue was a rash and irresponsible decision. A big share of the vote went to a party that promised strict limits on immigration. So has migration gone too far already? Or would the world be a better place if borders were more open than they are?

Advocates of entirely open borders tend to advance two types of arguments. The first is economic. Opening all borders would make the world instantly richer. […]

The second argument for open borders is a moral one. Where someone is born is entirely a matter of chance, so there is no moral justification for compelling people to stay in a poor country. By the same token, those lucky enough to have been born in rich countries have no right to exclude others from their good fortune. Opponents of open borders are not convinced by either of those arguments. Even if the world as a whole were to grow richer thanks to open borders, they say, poorer people in the migrants' destination countries would suffer. The new arrivals would depress their wages and compete with them for resources such as social housing and unemployment benefits. The welfare states that Western democracies have painstakingly built over the past few decades would collapse under the task of absorbing millions of people ill-suited to local labour markets. Cultural conflicts between natives and immigrants would before long cause violent clashes, threatening social stability.

They question the moral case, too. The first duty of democratic governments is to their citizens, they argue. If a majority of these citizens oppose large-scale immigration (as is the case in several European countries), the government cannot simply ignore their wishes, even if it thinks it would take the moral high ground by doing so. […]

Most people are neither for nor against open borders, but somewhere in between. The policies of many liberal democracies incorporate elements from both sides. They tend to recognise the right of asylum for those persecuted in their home countries. But they also have caps on immigrant numbers and laws providing for the deportation of the unwanted. Moreover, most countries distinguish between refugees, who are fleeing political persecution or war and must be given shelter, and economic migrants, who are "merely" seeking a better life and are only welcomed under certain conditions.

Whatever one's view of open borders, there is little doubt that existing migration policies are no longer fit for purpose. The UN estimates that 258m people now live in places other than their country of birth, an increase of nearly 50% since 2000. Around 65m have been forcibly displaced either within their own country or outside it. Most of them are in poor or middle-income countries. For all the debates raging in Europe and America, rich countries still take in only a small fraction of the world's most vulnerable migrants. Rich countries can and must do more to help those beset by war, persecution or economic duress. How they can do this without jeopardising their own democracies is one of the hardest questions facing liberals today.

The Economist, 16 April 2018.

1. Text and context

EXIT WEST

Exit West (2017) is a novel by US-educated (he was a student of Joyce Carol Oates and Toni Morrison) Pakistani writer Mohsin Hamid. It deals with the topics of global migrations and refugee crises, and tells the story of Saeed and Nadia, a young couple who escape their unnamed war-torn country using a worldwide system of portals which take them to Greece, London then California, where they eventually settle down for good (only separately).

DONALD TRUMP'S IMMIGRATION POLICY

Ever since his 2016 election campaign, Donald Trump has defended restricting legal immigration to the US and taking a tough stance on illegal immigration. He has famously vowed to reinforce and extend the existing **US–Mexico border wall** and have Mexico pay for it. Built from 1994 to prevent illegal crossing of

the border and drug smuggling from Mexico and South America, the barrier currently spans 1,051 km (out of the 3,145-km border) and is made up of barbed walls and fences. In mid-2018, while an additional 1,162-km portion of the border wall started construction, the Trump administration launched a new zero-tolerance policy that plans for families arrested while illegally crossing the border to be separated and children placed into shelters as their parents await trial. This sparked a considerable public outcry over the inhumane treatment of illegal immigrants.

After taking office, Trump also issued several "**travel bans**" aimed at protecting the US from terrorist activity by restricting entry to citizens from certain countries (mostly Muslim-majority countries). These bans were criticized for discriminating specifically against Muslims, and have been repeatedly challenged in American courts over issues of compliance and constitutionality.

SYRIAN REFUGEE CRISIS

Since the Syrian Civil War broke out in 2011, over 11.5 million people have been driven into exile to escape conflict zones and persecutions, 5.5 million of whom have fled outside of Syria. Those are de facto asylum seekers and can apply for refugee status with a receiving country or the United Nations High Commissioner for Refugees (UNHCR). According to UNHCR estimates, it is the biggest refugee and humanitarian crisis in decades. The vast majority of Syrian refugees have settled in countries neighboring Syria, mainly Turkey, Lebanon and Jordan, where most live below the poverty line. Others embark on deadly journeys across the Mediterranean or the Balkans to reach Western Europe.

Along with other refugees and economic migrants fleeing war, persecutions and poverty in the Middle East and Africa, they have made up the bulk of the **European migrant crisis** that affects the EU. Europeans have failed to address the issue, with receiving and transit countries such as Italy, Greece or Croatia begging for relief from the political and financial pressure of processing and providing for refugees. European institutions have granted financial support, but a proposed mandatory quota system was turned down and some member states like Hungary have now erected barriers and reinstated borders.

2. Mock exam #3 – Sujet type Sciences Po Paris

I. TEXTUAL COMPREHENSION (☑ 10/20 POINTS)

After reading the text carefully, reply in English and in your own words to the following questions.

a. Why does Mohsin Hamid's novel offer a comprehensive view of the issue of immigration?

b. How has immigration been dealt with in European countries?

c. What are the specific problems brought about by immigration?

d. What conclusion does the journalist draw at the end of the text?

II. ESSAY (☑ 10/20 POINTS)

Write a short, well-argued essay in English (*two pages*) on the subject below.

"Opening all borders would make the world instantly richer." Discuss the benefits of free movement policies.

C. Text #4 – Concours commun

A plea for open doors

Traditionally, companies have allied themselves with conservative political parties that champion free enterprise and low taxes. But there is one issue where businesses and right-wing politicians do not see eye to eye: immigration. Most conservatives oppose free movement of labour,
5 whereas business generally wants fewer immigration controls. The technology industry in particular is keen to attract the brightest staff from all over the world, and ideally to group all their best engineers in the same place, usually in California.

Last year Mark Zuckerberg, the co-founder of Facebook, formed
10 an action group, FWD.us, to campaign for immigration reform. In an editorial in the *Washington Post*, Mr. Zuckerberg recounted that when he was teaching a middle-school class for budding entrepreneurs, he found that many of the children were undocumented and were not sure they would be allowed to go to college when they grew up.

15 "In a knowledge economy, the most important resources are the talented people we educate and attract to our country," he wrote. "Why do we kick out the more than 40% of maths and science graduate students who are not US citizens after educating them? Why do we offer so few

H-1B visas for talented specialists that the supply runs out within days of
20 becoming available each year, even though we know each of these jobs
will create two or three more American jobs in return? Why don't we let
entrepreneurs move here when they have what it takes to start companies
that will create even more jobs?"

FWD.us also has the support of other technology entrepreneurs, such
25 as Reid Hoffman of LinkedIn, Drew Houston of Dropbox and Andrew
Mason of Groupon. Stan Druckenmiller, a hedge-fund manager, backs the
campaign, too. According to Joe Green, the founder and president of FWD.
us, "the number one thing technology bosses spend their time thinking
about is recruiting people; 75% of the money they spend is on payroll."
30 The two things that would make it easier to recruit talented people are
education and immigration reform. "Also, tech people are entrepreneurs
who have taken a risk—they appreciate the risk involved in moving
halfway round the world to a new country. Some of their ancestors may
have done the same."

35 The issue has bedevilled American politics for a long time; the most
recent reform bill was passed in 1986. One problem is partisan bickering:
Republicans do not want to be seen helping Democrats, and vice versa. To
get round this, FWD.us set up two separate organisations.

Not surprisingly, the group has exploited its technological expertise.
40 In November last year it held a 25-hour "hackathon" during which
techies created new tools to boost the prospects of reform. Among the
websites created were *Push 4 Reform*, which has a page for each member of
Congress outlining their stance on issues such as immigration reform, and
Undoculife, a game in which players live as undocumented immigrants.

45 The National Immigration Forum is a more traditional campaign group
that has been around since 1982. Ali Noorani, its executive director, says
the group concentrates on the three Bs—bibles, badges and business. They
have much in common, Mr Noorani believes: the fastest-growing faith
group in America comes from the Hispanic community; many badge-
50 wearing law-enforcement officials would rather not get involved in the
time-consuming process of checking residency papers; and business has
an interest in hiring talented workers.

Immigration is a live issue in other countries, too. The British
government's attempts to reduce net immigration are causing problems
55 for its businesses. "Companies are facing skill shortages in science, tech,
engineering and maths," says John Cridland of the Confederation of
British Industry. Like America, Britain has a visa programme for highly
skilled staff, but it leaves much to be desired. "The problem is not just the
number of visas that are issued but the time it can take to process them and
60 whether workers are allowed to bring their families," says Mr. Cridland. As
in America and elsewhere, political and business interests in this area are
out of kilter.

The Economist, 22 February 2014.

1. Text and context

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FWD.US

FDW.us is a lobbying group that was created in April 2013 by Joe Green, who also founded Causes.org, a website supporting online campaigning and activism. Joe Green is a close friend of Facebook founder Mark Zuckerberg, and his initiative rallied many technology entrepreneurs based in the Silicon Valley, California. The group is made up of businessmen who advocate a comprehensive immigration reform, an improvement in the quality of education and massive investment in technology. They campaign for a bipartisan reform of the immigration system.

H1-B

H1-B is a type of visa delivered temporarily to foreign workers who are sponsored by an employer.

1986 REFORM ON IMMIGRATION

Republican President Ronald Reagan signed a bill that gave unauthorized aliens the possibility to apply for legal status. The bill also aimed to stop illegal immigration at the Mexican border by hiring more staff and reinforcing controls. Actually, the law had the opposite effect, as the number of undocumented people in the United States rose from 5 million to 11.1 million today.

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2. Mock exam #4 – Sujet type concours commun

I. Reading comprehension (☑ 8/20 points)

Please use your own words and *do not* copy from the text. 40-50 words per question.

a. What is FWD.us? (☑ 2 points)

b. How are education and immigration reforms linked? (☑ 3 points)

c. Explain the following expression: "One problem is partisan bickering" (line 36). (☑ 3 points)

II. Synonyms (☑ 4/20 points)

Find one synonym in the text for the following words. Be careful, the words are given in the order of the text but some may be verbs and are given in the infinitive form.

a. support   **e. plague**

b. agree   **f. chances of success**

c. developing   **g. viewpoint**

d. stock   **h. lacks**

III. Essay (☑ 8/20 points)

Write an essay of 300 words (+/–10%) on the following subject:

Do you believe that the continuation of the American dream depends on immigration reform?

D. Beyond the texts

1. Vocabulary

a. Nouns

agenda (an) (*un programme, un ordre du jour*)

alien (an) = foreigner (a) (*un étranger*)

angst (*l'angoisse*)

asylum seeker (an) (*un demandeur d'asile*)

bane (a) (*une malédiction*)

benefit (a) (*un avantage, un bénéfice*)

bill (a) (*un projet de loi*)

blessing (a) = boon (a) (*une bénédiction, un bienfait*)

border control (the) (*le contrôle aux frontières*)

boundary (a) (*une limite, une frontière*)

brain drain (the) (*la fuite des cerveaux*)

bulk of (the) (*la majeure partie de*)

burden (a) (*un poids, un fardeau*)

cap (a) (*une limite, un plafond*)

civilian (a) (*un civil*)

constituent (a) (*un électeur*)

crackdown on sthg (a) (*une série de mesures répressives*)

deportation (*l'expulsion*)

discontent (*le mécontentement*)

downside (a) = drawback (a) (*un inconvénient, un désavantage*)

duress (*la contrainte*)

duty (*le devoir*)

equilibrium (*la stabilité*)

ethos (an) (*une philosophie*)

fate of (the) (*le sort de*)

felony conviction (a) (*une condamnation pour crime*)

fence (a) (*une barrière, une clôture*)

gateway (a) (*une porte d'entrée*)

home country (a) = native country (a) (*un pays d'origine*)

illegal migrant (an) = unauthorized migrant (an) (*un immigré clandestin*)

influx (an) (*une arrivée massive*)

interest group (an) = lobbying group (a) (*un groupe d'intérêt, un lobby*)

lack of (a) = shortage of (a) (*un manque de, une pénurie de*)

moonlighting (*le travail au noir*)

newcomer (a) (*un nouvel arrivant*)

opponent (an) ≠ proponent (a) (*un opposant ≠ un partisan*)

pains (the) (*les maux*)

payroll (the) (*la masse salariale, les employés*)

platform (a) (*une tribune / un programme politique*)

plea (a) (*un plaidoyer*)

polls (the) (*les élections, le scrutin*)

racial bias (*les préjugés raciaux*)

racial profiling (*le délit de faciès*)

rebuff (a) (*un rejet*)

refugee (a) (*un réfugié*)

resentment (*le ressentiment*)

scapegoat (a) (*un bouc émissaire*)

scores of (*des centaines de*)

shantytown (a) (*un bidonville*)

shelter (a) (*un refuge*)

smuggler (a) (*un passeur*)

softening (a) (*un adoucissement*)

stalemate (a) (*une impasse*)

stance on (a) = standpoint (a) = take on (a) (*une position, un point de vue*)

standpoint (a) (*un point de vue, une perspective*)

threshold (a) (*un seuil*)

turmoil (*l'agitation, le trouble, le bouleversement*)

waste of (a) (*un gâchis de*)

welfare benefits = welfare payments (*des allocations, des prestations sociales*)

Welfare state (the) (*l'État providence*)

work permit (a) (*un permis de travail*)

b. ADJECTIVES / ADVERBS

alleged (*présumé*)

bright = gifted (*doué, brillant*)

budding (*bourgeonnant*)

comprehensive (*complet, global*)

costly (*onéreux*)

dark-skinned (*de couleur*)

deeply ingrained = deeply rooted = deep seated (*profondément ancré*)

fair (*juste*)

forcibly (*de force*)

ill-suited (*mal adapté*)

inconsistent (*incohérent*)

inhumane (*inhumain, indécent*)

keen to (*désireux de*)

mandatory (*obligatoire*)

mere (*simple*) / merely (*simplement*)

middle-of-the-road (*modéré*)

overall (*d'ensemble*)

oversimple = simplistic (*simpliste*)

painstakingly (*minutieusement, avec soin*)

pressing (*urgent*)

rash (*irréfléchi*)

rewarding (*gratifiant*)

right-wing (*de droite*)

scaremongering (*qui propage la peur*)

short-lived (*de courte durée*)

skilled (*qualifié*) ≠ unskilled (*non qualifié*)

substantial (*conséquent*)

sugar-coated (*édulcoré, idéalisé*)

surging (*en plein essor*)

uncompromising (*sans compromis*)

undocumented (*sans papiers*)

unfettered (*sans entraves*)

unresolved (*non résolu*)

war-torn (*ravagé par la guerre*)

c. Verbs

advocate (to) (*défendre*)

be beset by (to) (*être assailli par*)

bedevil (to) (*troubler, tourmenter*)

bicker (to) (*se chamailler, être en conflit*)

champion (to) (*défendre, soutenir*)

collapse (to) (*s'effondrer, s'écrouler*)

compel (to) (*contraindre, forcer*)

curb (to) (*limiter, enrayer, freiner*)

deport (to) (*expulser*)

depress (to) (*faire baisser*)

dismiss sb (to) (*renvoyer qqn*)

displace (to) (*déplacer / remplacer*)

disrupt (to) = upset (to) (*perturber, bouleverser*)

enforce (to) (*faire appliquer, faire respecter*)

flee (to) (*fuir*)

greet (to) (*accueillir*)

implement (to) (*mettre en place*)

kick out (to) (*mettre dehors*)

nod to (to) (*évoquer*)

overturn (to) (*annuler*)

overwhelm (to) (*submerger*)

peak (to) (*atteindre son point le plus haut*)

press for (to) = urge (to) (*inciter, presser*)

rage (to) (*faire rage*)

repel (to) (*repousser*)

resort to (to) (*recourir à*)

settle (to) (*s'installer, s'implanter / arranger, régler*)

span (to) (*couvrir, s'étendre sur*)

target (to) (*viser*)

undermine (to) (*saper, miner, endommager*)

d. Useful expressions

apply for citizenship (to) (*être candidat à la citoyenneté*)

be driven into exile (to) (*être forcé à l'exil*)

be fit for purpose (to) (*faire l'affaire*)

be granted citizenship (to) (*se voir accorder la nationalité*)

be out of kilter (to) (*être en décalage*)

by the same token (*de la même manière*)

cause for concern (a) (*un motif d'inquiétude*)

ease the settling (to) (*faciliter l'installation*)

for want of (*par manque de*)

hot button issue (a) (*un sujet sensible*)

in the aftermath of (*à la suite de*)

issue a visa (to) (*délivrer un visa*)

live below the poverty line (to) (*vivre en dessous du seuil de pauvreté*)

live in the shadows (to) (*vivre dans l'illégalité*)

make the case for (to) (*plaider en faveur de*)

matter of chance (a) (*une question de chance*)

moral high ground (the) (*la supériorité morale*)

rise to prominence (to) (*prendre de l'importance*)

run high (to) (*être élevé*)

sheer number of (the) (*le grand nombre de*)

spark public outcry (to) (*provoquer une indignation générale*)

stand one's ground (to) (*camper sur sa position*)

stand together (to) (*faire front commun*)

stem the flow (to) (*endiguer le flux*)

take one's fair share of (to) (*assumer sa part de*)

weigh the pros and cons (to) (*peser le pour et le contre*)

wreak havoc (to) (*faire des ravages*)

2. Grammar

a. Poser une question en anglais

Les questions fermées (*Yes/No questions*) : ce sont des questions qui ne peuvent avoir que *Yes* ou *No* (ou bien *Perhaps*, *I don't know, I'm not sure*) comme réponses. La structure de ces questions est toujours auxiliaire + sujet + verbe .

→ *Do you think Germany will welcome more refugees? I hope so!*

→ *Can climate scientists predict the future? No, unfortunately.*

→ *Have you been let go? I don't know yet.*

Les questions ouvertes en *wh-* (*wh- questions*) : ce sont des questions ouvertes qui commencent par un mot interrogatif.

Mot interrogatif	Question qui porte sur...	Mot interrogatif	Question qui porte sur...
What…?	La nature de qqc (quel, que)	*Which…?*	Le choix (que/quel)
When…?	Le temps (quand)	*Where…?*	Le lieu (où)
Who(m)…?	L'identité (qui)	*Whose…?*	Le possesseur (à qui)
Why…?	La cause (pourquoi)	*How…?*	La manière (comment)

• Soit elles portent sur le sujet et sont construites comme une phrase affirmative : mot interrogatif + verbe + complément . Les seuls mots interrogatifs possibles sont *What/Who/Which* :

→ *What makes the wealth of nations?* (Qu'est-ce qui fait la richesse des nations ?)

• Soit elles portent sur le complément et leur structure est celle d'une question traditionnelle : mot interrogatif + auxiliaire + sujet + verbe .

→ *How do you solve the problem of unemployment?* (Comment résoudre le problème de l'emploi ?)

→ *Where are we going to find the funds?* (Où allons-nous trouver les fonds ?)

→ *What do you think we should do?* (Que devrions-nous faire selon toi ?)

Les *question tags* : ils prennent la forme d'une question et sont une façon de demander confirmation de ce qui vient d'être dit. Ils se construisent ainsi : auxiliaire + sujet + verbe . Ils correspondent à « n'est-ce pas ? » en français.

• Énoncé affirmatif – question tag négatif : *I am right, am I not?* (J'ai raison n'est-ce pas ?)

• Énoncé négatif – question tag positif : *You're not going, are you?* (Tu n'y vas pas, si ?)

• *That* est repris par *it : That was very long, wasn't it?* (C'était très long, n'est-ce pas ?)

Les questions rhétoriques : elles n'appellent pas de réponse.

→ *Western governments have carried out military interventions in Syria. What else could they do?* (Les gouvernements occidentaux ont mené des opérations militaires en Syrie. Que pouvaient-ils faire d'autre ?)

Would such a world be a dream or a nightmare? (l. 17)

*So **has migration gone** too far already? Or **would the world be** a better place if borders were more open than they are?* (l. 33)

→ **Questions fermées avec la structure** auxiliaire + sujet + verbe

b. DISCOURS DIRECT / DISCOURS INDIRECT

Le discours direct et le discours indirect sont des discours rapportés que l'on trouve fréquemment dans les articles de presse puisque les journalistes s'appuient sur des témoignages cités. Deux options sont possibles, le **discours direct** supposant des guillemets, et le **discours indirect** entraînant des modifications de temps et de pronoms personnels, ainsi que la transformation des phrases interrogatives en phrases déclaratives. Le discours indirect doit être maîtrisé car il est susceptible d'être utilisé pour les réponses aux questions.

Le discours direct

Il faut noter la présence de guillemets qui, en anglais, se marquent " " et non « ». La citation, à l'inverse du français, est précédée ou suivie d'une virgule et non de deux points.

→ *According to her, "it is a difficult solution."*

→ *"I believe this reform is pointless", he said.*

Le discours indirect

Il existe principalement trois cas de figure :

• L'énoncé rapporté est introduit par un verbe au présent (*says*), ce qui ne modifie pas le temps de l'énoncé, lui-même au présent.

→ *"Freedom **is** the most important value of the country."* ➜ *He **says** the country's most important value **is** freedom.*

• L'énoncé rapporté est introduit par un verbe au prétérit, ce qui nous oblige à faire la concordance des temps.

→ *"This reform is inefficient."* ➜ *He **said** the reform **was** inefficient.*

• L'énoncé au discours direct est au prétérit, il faut utiliser alors le *past perfect :*

→ *"I **found** this speech very convincing."* ➜ *He said he **had found** the speech very convincing.*

• Discours direct

According to Joe Green, the founder and president of FWD.us, "the number one thing technology bosses spend their time thinking about is recruiting people; 75% of the money they spend is on payroll." (l. 27)

• Discours indirect

*He **found** that many of the children **were** undocumented and **were** not sure they **would be allowed** to go to college when they **grew** up.* (l. 12)

• Quelques exemples de transformation du discours direct en discours indirect

"In a knowledge economy, the most important resources are the talented people we educate and attract to our country," he wrote. (l. 15)

→ *He **wrote** that in a knowledge economy, the most important resources **were** the talented people we **educated** and **attracted** to our country.*

"Why don't we let entrepreneurs move here when they have what it takes to start companies that will create even more jobs?" (l. 21)

→ *He **wondered** why we **did not let** entrepreneurs move here when they **had** what it **took** to start companies that **would create** even more jobs.*

ANSWERS

Mock exam #3

I. TEXTUAL COMPREHENSION

a. Why does Mohsin Hamid's novel offer a comprehensive view of the issue of immigration?

In his novel, Mohsin Hamid paints a fictitious yet realistic picture of migrations in that it is not an oversimple or sugar-coated take on the issue. Even though he describes the many alleged benefits of open borders, he does not turn a blind eye to their downsides and limits. (*49 words*)

b. How has immigration been dealt with in European countries?

Liberal European governments have adopted a middle-of-the-road approach to the issue and agreed to take on refugees while at the same time enforcing certain limitations. However, they have been met with a backlash from their constituents, who have expressed their concerns and discontent by supporting right-wing parties and isolationist policy proposals. (*51 words*)

c. What are the specific problems brought about by immigration?

Advocates of restricted immigration argue that influx of immigrants may wreak havoc on local economies and welfare programs and upset native communities. Mass immigration may indeed put a strain on the overall organization of a country and disrupt sectors like employment or housing, as well as be a source of intercultural hostility and political turmoil. (*55 words*)

d. What conclusion does the author draw at the end of the text?

The author makes it clear that immigration is an increasingly pressing issue and he calls for Western countries to act responsibly. They should contribute their fair share to alleviating the pains of world violence and poverty, and welcome struggling foreigners. He nonetheless admits that doing so while preserving their national stability remains an unresolved challenge. (*55 words*)

II. Essay

"Opening all borders would make the world instantly richer." Discuss the benefits of free movement policies.

The European Union forms a unique single market where no restrictions and taxes are imposed on the movements of citizens and products. Many European countries have criticized free movement policies, especially during the Great recession, arguing that they have become too costly and a burden to the economy of host countries. Should those arguments be given credit or should we believe the European Commission when it claims that foreign workers are a boon rather than a bane?

To my mind, it is a great thing that any European citizen can look for a job in a foreign country, and work there without asking for a permit. Of course, this right also implies that European foreigners can benefit from social and tax advantages in their host country. Given the current crisis of the Welfare state, many European countries like the United Kingdom and France have been expressing concerns about the economic and social impact of foreign immigrants on public services (health services, schools, transports or housing). Hence, right-wing parties, like UKIP in the United Kingdom and the National Rassemblement in France, want to withdraw from Europe to regain their national sovereignty and exercize border control.

In my opinion, this perspective is the expression of irrational fears and a possible reaction to growing inequalities, which impoverish the middle and working classes. In fact, it has been proven that foreign workers contribute a lot more than what they receive in benefits. Because most immigrants are young and active, the taxes they pay exceed their cost in public services. In addition, immigrants do not take the same jobs as regular citizens, meaning that they do not "steal jobs", as some claim. One should not forget the fact that many European countries have benefited from the free movement of labor in the past. Shortages in certain sectors could today be relieved by immigration. For example, nurses have been on demand for years in many European countries. The United Kingdom suffers from skill shortages in IT, health and education, which could hamper the country's recovery effort.

As a conclusion, I would say that foreign immigration boosts the economy. The recent example of illegal immigration in the United States has shown that illegal immigrants prove essential to some economic systems. Indeed, undocumented migrants have been helping rebuild Texas after the devastation caused by Hurricane Harvey. Of course, situations like that of Calais, in France, show quite a different perspective on immigration, but this is an extreme situation from which general conclusions cannot be drawn.

(417 words)

Mock exam #4

I. Reading comprehension

a. What is FWD.us?

FWD.us is a lobbying group composed mostly of technology entrepreneurs and business owners. The group is a non-partisan entity that campaigns for immigration reform by creating websites, games and sub-groups in order to reach a wide audience. FWD.us aims to convince politicians that immigration is essential for business. (*48 words*)

b. How are education and immigration reforms linked?

According to FWD.us, deporting graduates after their studies does not make sense as it substantially undermines the country's economy. Most illegal pupils are unlikely to go to college despite their skills. Immigration laws are deemed inconsistent by many entrepreneurs, as they lead to a waste of talent. (*47 words*)

c. Explain the following expression: "One problem is partisan bickering" (line 36).

The expression means that Republicans and Democrats keep arguing about immigration reforms. The gap has widened between Republicans who strictly oppose a softening of immigration laws, and Democrats who wish to enforce a more flexible reform. Because both parties stand their ground, discussions often end up locked in stalemate. (*49 words*)

II. Synonyms

a. champion (l. 2)

b. see eye to eye (l. 3)

c. budding (l. 12)

d. supply (l. 19)

e. bedevilled (l. 35)

f. prospects (l. 41)

g. stance (l. 43)

h. shortages (l. 55)

III. Essay

Do you believe that the continuation of the American dream depends on immigration reform?

When writer James Truslow Adams coined the expression "The American Dream" in *The Epic of America* (1931), he defined an ethos guaranteeing citizens the opportunity for prosperity and upward social mobility. This belief has attracted millions of immigrants from all over the world. Knowing that tough immigration laws tend to curb the flow of

newcomers, one can wonder whether the American Dream still makes sense a century later.

Laws such as the one voted in 2010 and 2011 in Arizona and Alabama have dealt a major blow to the tradition of a welcoming America. Their purpose is to prevent illegal immigration in the Mexico-bordering states, which have experienced an influx of Hispanic migrants. Yet such reforms disrupt the economy of those states, which relies mostly on undocumented workers in the agricultural sector. These contradictions led then-president Barack Obama to state that the American system of immigration was broken and needed to be fixed. His wish was to revive the possibility for immigrants to pursue the American Dream.

In November 2014, Obama took action and announced that a path towards citizenship would be possible for nearly half of the 11 million immigrants living in the shadows. His initiative was short-lived but it was meant to maintain a deeply ingrained tradition dating back to the 19th century. At the time, immigration was a necessity for the surging American nation, and campaigns were even launched in Europe to attract migrants. However, racial discrimination and persistent inequalities led prominent human rights activist Malcolm X to call, in 1964, the American Dream the American Nightmare.

I would submit that a comprehensive immigration reform such as the plan once proposed by Obama, which combined social equality and rewarding job opportunities, would be crucial to carry on the ideals that define the American Dream. However, president Donald Trump's attempt at overturning the DACA program, as well as the current construction of the United States-Mexico border wall, point to increasing restrictions on immigration which will harm both migrants' prospects and American prosperity.

(334 words)

3. Reshaping the economy

A. Key concepts and ideas

From 2008, a vast majority of the world experienced an **unprecedented** economic crisis, matched only by the Great Depression of the 1930s, when banks collapsed and **households** lost their life savings. The crisis first **broke out** in the United States because of risky credit policies (also called **subprime loans**). The collapse of the global bank Lehman Brothers in 2008 came as a shock and marked the end of the idea that banks were "too big to fail". The result was a global and long-term loss of confidence in the financial system. Western governments were forced to inject large amounts of money to save banks and prevent the global economy from going into free fall. Suffering from **ailing** economies, people took to the streets and formed **protest movements**, like the Occupy Wall Street (OWS) movement: under the slogan "we are the 99%", OWS has kept denouncing rising inequalities and unfair **wealth distribution**. Some of these movements have sometimes **coalesced**, developed into more comprehensive activism for social and environmental justice, and **spilled over** into political debate.

Ten years on, it is now obvious that the crisis had multiple causes, involving both micro- and macroeconomic factors. To be sure, **stockbrokers** such as the one pictured in Martin Scorsese's movie *The Wolf of Wall Street* in 2013 had completely **lost track of** what they were doing, while **market regulators turned a blind eye to** a **risky** situation.

In Europe, the crisis rapidly evolved into the "**Eurozone crisis**" (or "European debt crisis"), during which some European states like Greece were unable to repay or finance the prior debts of their governments. The situation in Greece long remained very worrying and has raised endless controversies about **the merits of austerity**, which in this particular case **crippled** the country and has led to ongoing high **unemployment** (over 20%) and a limited **GDP**. The Greek economy is now **steadily** yet slowly recovering and is set to keep growing in the coming years. Greek Prime Minister Alexis Tsipras kept implementing spending cuts until the debt burden was alleviated, and was granted further **debt relief** by the European Union and the IMF in June 2018.

Recent figures have demonstrated that the global economy has **recovered** and was growing strongly as of 2017. While developed countries have **exceeded** growth expectations, most have been surpassed by emerging markets like China and India, which have proved more resilient and **steadier** and have demonstrated that they are indeed future economic **heavyweights**. However, figures also show that recent improvements are unevenly distributed and that entire world regions still live in extreme poverty. These findings **concur** with an extensive analysis that has stood out since its publication, **casting a shadow on** the future of our globalized world: *Capital in the Twenty-First Century*, by Thomas Piketty (2013). Regarded as one of the most important economic works in recent years, Piketty's blockbuster book argues that inequalities have never been so high and that they will continue to rise in the future,

since the unfair redistribution of wealth is not due to chance or **mismanagement**: it is a structural **feature** of capitalism.

In view of some **lingering** effects of the recent crisis, many economists also claim that we are now left with a more profound crisis and that the next recession could be around the corner. From the latest analyses, it turns out that we are witnessing not only the end of an economic model based on credit, but also the end of a social model based on **social welfare**. With smaller or fluctuating GDPs and consistent unemployment rates, some governments are no longer able to provide high quality public services and **retirement pensions**; many Western governments have therefore reduced or are in the process of reducing their spending **on all fronts**.

The two texts presented in this chapter illustrate how citizens and governments react in times of economic **hardship**. Text #5 describes how individuals and small groups of people use the Internet to collect money and eventually fund individual or community projects. This system, called **crowdfunding**, uses **microdonations** as a new form of project funding, proving that people always find creative ways to solve problems and stimulate the economy. Text #6 suggests that governments looking to curb public spending should rethink the emphasis put on university degrees, which the author sees as generally expensive and not always relevant to workplace requirements. In his opinion, public money would be better spent on short vocational or **continuing education** courses to boost employment and productivity.

Hence, **sustaining** the economy in coming years will imply a new culture of responsibility and **accountability**. Great challenges **lie ahead**.

B. Text #5 – Sciences Po Paris

Crowdfunding: how the kindness of strangers is changing business

Bullying; out-of-control Facebook parties; unimaginable filth a mere click away. The internet has given us many reasons to shake our heads, worry about our children, and mutter about its dangers. But the online world is as wondrous as it is dangerous. For every vile troll there is an
5 example of an extraordinarily creative vision brought to life by the power of the web. And there's perhaps no better example of this than crowdfunding.

Put simply, crowdfunding is when enterprising artists and business people appeal to the world to make micro-donations, which, taken
10 together, are enough to fund a project. The idea began to take hold in 1997, when fans of British rock band Marillion launched an internet fund-raising campaign to bankroll an American tour. Over £35,000 was raised, and the tour went with a bang. Today, crowdfunding is used by film-makers,

charities, technology companies, even football clubs. For projects that
15 would otherwise struggle to get off the ground, it's a godsend.

Recently, the writer Alexander Masters announced in *The Daily
Telegraph* that he was setting up a crowdfunding project to pay for research
into treatments for the "Steve Jobs" cancer. For Masters, this is personal:
one of his close friends suffers from the disease. A possible treatment has
20 been found, he says, and the only thing missing is £2 million to develop
it. In Britain, it is becoming commonplace for organizations unable to
secure state funding to take on this approach. The website *Spacehive*,
which describes itself as "the world's first funding platform for public
space projects", is a case in point. Through the site, one can "fund a
25 new park or renovate your high street as easily as buying a book online".
Projects include a "forest garden" in south London, free Wi-Fi provision
in Mansfield, and turning a primary school into a community centre in
West Yorkshire.

Some American states have responded to the recession with radical
30 experiments in citizenfunding. In 2010, voters in Colorado Springs chose
to avoid tax rises in exchange for dramatic public spending cuts. One
in three street lights was turned off; bus services were reduced; park
maintenance was put on hold. But residents could choose to fund these
things themselves with small payments. If the $125 needed to turn a
35 street light back on was raised, on it went. Park bins could be provided
for $3,000. It was not without controversy, but voters soon got used
to deciding for themselves which services they wanted to maintain. In
Britain, it is unlikely that the Government or local authorities would ever
consider such radical measures. But with crowdfunding spreading into
40 areas from which the Government has withdrawn, within a few years we
may think nothing of supporting what previously were basic services.

[...] When it works, crowdfunding is a thing of beauty. If the public
likes what they see, they contribute as much or as little as they like, and
in return they get, say, their name on credits, an early look at the product,
45 or simply the warm feeling of having helped.

But when such vast sums of money are suddenly generated from the
goodwill of strangers, things can become acrimonious — especially when
a crowdfunded company fails to deliver on their promises. Last December,
the Oregon-based start-up ElevationLab used the site to ask for funding
50 for a minimalist iPhone dock. They received almost $1.5 million, which
far outstripped their target, and each donor was promised a dock. But
the company, taken by surprise by the scale of demand, experienced
production delays. To make matters worse, the launch of the iPhone 5,
with its new connector, effectively rendered ElevationLab's dock obsolete.
55 But they were under no obligation to return the money, and to date have
not done so.

In April, Amanda Palmer, singer with the Gothic Boston duo the
Dresden Dolls, put a request for $100,000 on Kickstarter to fund her new
album and tour. Within a month, she had received $1.2 million. Then

60   she put out a plea for local musicians to play on her tour without any recompense save unlimited beer and a promise to "hug/high-five you up and down". After objections were raised, she agreed to pay all the musicians who accompanied her.

    Despite the risks, with the alluring possibility of instant funding for
65   even the craziest ideas (Detroit's life-sized Robocop statue comes to mind), it's clear that crowdfunding is here to stay.

<div align="right">Jake Wallis Simons, *The Telegraph*, 24 October 2012.</div>

1. Text and context

CROWDFUNDING AND CROWDSOURCING

The term crowdfunding was coined in 2006 and refers to the process of raising funds via the Internet thanks to a large number of investors. Popular crowdfunding platforms today are Kickstarter, Indiegogo or GoFundMe. The crowdfunding market raised an estimated amount of 34 billion dollars in 2015. The highest amount ever raised was for a video game called Star Citizen, as 770,000 backers donated 77 million dollars. Crowdfunding and crowdsourcing are often confused, but while the former is based on a donation-based effort, the latter relies on shared knowledge. The aim of crowdsourcing is to improve a product via collaboration. The best example of crowdsourcing is Wikipedia, whose content is generated by Internet users.

2. Mock exam #5 – Sujet type Sciences Po Paris

I. TEXTUAL COMPREHENSION (☑ 10/20 POINTS)

After reading the text carefully, reply in English and *in your own words* to the following questions.

    a. Explain the journalist's viewpoint regarding the Internet.

    b. For whom is crowdfunding alluring?

    c. According to the journalist, how does the use of crowdfunding differ in the United States and in the United Kingdom?

    d. What can be the risks of such a practice?

II. Essay (☑ 10/20 points)

Write a short, well-argued essay in English (*two pages*) on the subject below.

Do you think that crowdfunding can be useful in "areas from which the Government has withdrawn"?

C. Text #6 – Sciences Po Grenoble

Time to end the academic arms race

§1. There are plenty of good reasons for a young person to choose to go to university: intellectual growth, career opportunities, having fun [1]. Around half of school-leavers in the rich world now do so, and the share is rising in poorer countries, too [2]. Governments <u>are keen on</u> higher
5 education, seeing it as a means to boost social mobility and economic growth [3]. Almost all subsidise tuition—in America, <u>to the tune of</u> $200bn a year [4]. But they tend to overestimate the benefits and ignore the costs of expanding university education [5]. Often, public money just feeds the arms race for qualifications [6].

10 §2. As more young people seek degrees, the returns both to them and to governments are lower. Employers demand degrees for jobs that never required them in the past and have not become more demanding since. In a desperate attempt to <u>stand out</u>, students are studying even longer, and <u>delaying</u> work, to obtain master's degrees. In South Korea, a country
15 where about 70% of young workers have degrees, half of the unemployed are graduates [7]. Many students are wasting their own money and that of the taxpayers who subsidise them [8].

§3. Spending on universities is usually justified by the "graduate premium"—the increase in earnings that graduates <u>enjoy</u> over non-
20 graduates. These individual gains, the thinking goes, add up to an economic boost for society as a whole. But the graduate premium is <u>a flawed</u> unit of reckoning. Part of the usefulness of a degree is that it gives a graduate jobseeker an advantage at the expense of non-graduates. It is also a signal to employers of general qualities, such as intelligence and diligence, that
25 someone already has in order to get into a university. Some professions require qualifications. But a degree is not always the best measure of the skills and knowledge needed for a job. With degrees so common, recruiters are using them as a crude way to screen <u>applicants</u>. Non-graduates are thus increasingly locked out of decent work.

30 §4. In any case, the premium counts only the winners and not the losers. Across the rich world, a third of university entrants never graduate. It is the weakest students who are drawn in as higher education expands and who are most likely to drop out. They pay fees and sacrifice earnings

35 to study, but see little boost in their future incomes. When dropouts are included, the expected financial return to starting a degree for the weakest students dwindles to almost nothing. Many school-leavers are being misled about the probable value of university.

§5. Governments need to offer the young a <u>wider range</u> of options after school. They should start by rethinking their own hiring practices.
40 Most insist on degrees for public-sector jobs that used to be done by non-graduates, including nursing, primary-school teaching and many civil-service posts. Instead they should seek other ways for non-graduates to prove they have the right skills and to get more on-the-job training.

§6. School-leavers should be given a wider variety of ways to gain
45 vocational skills and to demonstrate their employability in the private sector. If school qualifications were made more rigorous, recruiters would be more likely to trust them as signals of ability, and less insistent on degrees. "Micro-credentials"—short, work-focused courses approved by big employers in fast-growing fields, such as IT—<u>show promise</u>.
50 Universities should grant credits to dropouts for the parts of courses they have completed. They could also open their exams to anyone who wants to take them, and award degrees to those who succeed.

§7. Such measures would be more efficient at developing the skills that boost productivity and should save public money. To promote social
55 mobility, governments would do better to direct funds to early-school education and to helping students who would benefit from university but cannot afford it. Young people, <u>both rich and poor</u>, are ill-served by the arms race in academic qualifications, in which each must study longer because that is what all the rest are doing. It is time to disarm.

The Economist, 3 February 2018.

1. Text and context

<hr>

HIGHER EDUCATION

In the United Kingdom, *longstanding institutions with a worldwide reputation for academic excellence and elitism, like Oxford and Cambridge, stand next to the many universities founded after 1945 to answer the increasing demand for higher education, as well as the Polytechnics and Colleges of Higher Education aimed at vocational studies. British universities are funded by the government but are free to define curricula, select students and recruit academic staff as they see fit. Prospective students apply to their choice of universities through a centralized admissions service (UCAS) and are selected on the basis of their A-level results (an equivalent of the French baccalauréat). Most undergraduates study one or two subjects for three to four years, to the*

completion of their Bachelor's degree. Tuition fees were introduced in 1998 and are regularly increased by the government, but students are entitled to state-funded grants and loans.

In the United States, the system of higher education is made up of both publicly-funded state universities and private universities, with all demanding tuition fees of variable amounts. Admission is selective (grades and extra-curricular activities are determining) but highly competitive only at the most prestigious universities (the Ivy League), although children of alumni often enjoy legacy preference. Students eager to earn a degree in just two years (usually a practical Associate degree) can choose to go to a community college, while others may complete a Bachelor's degree in four years at a regular college or university. Master's and doctoral degrees can then be pursued at a graduate school. Undergraduates are required to take a core curriculum but are otherwise free to mix subjects as long as they accumulate course credits. One of the major issues of American higher education is the cost of tuition, which in spite of existing aids leaves graduates with heavy student loan debts.

2. Mock exam #6 – Sujet annales Sciences Po Grenoble

Cette épreuve comporte deux parties.

I. Compréhension d'un texte écrit (☑ Note /20)

Questions 1 to 10: Choose the answer that corresponds *most closely*. (It might not be *exactly* the same.)

1. In §1, the first sentence [1] suggests that:
   a. going to university can be funny.
   b. university nurtures intellectuals.
   c. a university diploma will get you into a better paid profession.
   d. young people might choose to go into higher education on many grounds.

2. In §1, the second sentence [2] says that:
   a. 50 per cent of rich people leave school before they are 18.
   b. one out of two rich school children are now at university.
   c. in rich countries, most people go to university when they finish school.
   d. after school, almost one in two pupils in wealthy countries go into higher education.

3. In §1, which statement is correct based on sentences [3] and [4]?
a. most governments believe sending young people to university is a worthwhile investment.
b. many governments think university is economical and socially advantageous.
c. American subsidiaries think it's intuitive and spend almost $200bn per annum.
d. America spent $200bn one year on social mobility and economic growth.

4. In §1, sentences [5] and [6] suggest:
a. governments don't know the true cost of putting more people into the university system.
b. American taxpayers' money would be better spent on food and weapons than on more university places.
c. governments tend to be too optimistic regarding the pros of creating more graduates.
d. the profits obtained are generally overestimated and cost a lot.

5. In the first sentences of §2, the journalist implies that:
a. the evolution of students' academic behaviour corresponds to a real need in the work place.
b. the longer students study, the higher the degrees they obtain and the more they are paid.
c. there is little correlation between the time and money spent on higher education and the rewards it brings.
d. supply outweighs demand in the race to academic standing.

6. In §2, sentences [7] and [8]. According to the journalist, in South Korea:
a. the proportion of jobless degree holders is greater than the percentage of the population who have university diplomas.
b. more unemployed people have degrees than don't.
c. neither taxpayers nor students are getting value for money regarding higher education.
d. taxpayers are wasting money on graduates, whether they work or not.

7. In §3, according to the journalist, the "graduate premium":
a. is not the right approach when evaluating the costs and worth of higher education.
b. justifies spending on university.
c. increases potential earnings and provides individual and social boosts.
d. is a precious way to calculate the value of a degree.

8. In §4, the journalist puts forward the idea that:
a. everyone has plenty to gain by doing a university degree, even if they don't finish it.
b. there is a certain dishonesty in the advice given to those pupils who contemplate university.

c. dropouts tend to be weak and yet they pay the highest fees, for the lowest returns.

d. even if they have to pay fees, the weaker students will still gain a little advantage in their future jobs.

9. §5 estimates that:

a. 'easy hire, easy fire' is the best option for the government.

b. most public sector jobs now require degrees, which was formerly not the case.

c. government training should provide the skills needed by non-graduates to get jobs.

d. non-graduates are simply not skilful enough to be hired for most public-sector jobs.

10. In §6, the journalist suggests:

a. that part of the blame lies with schools and universities which don't cater for the needs of students and future employers.

b. several ways in which to improve the school-leaver and graduate success rate.

c. that if you drop out of a course you shouldn't have to pay back the money, unless you pass the exam.

d. that big IT companies and the agro-industry like the idea of 'micro-credentials' as these are short and based on work.

Questions 11 to 20: Choose the phrase which would best maintain the original meaning of the *underlined words*. To help you, the words/phrases are *underlined* in the text.

11. In §1. Governments <u>are keen on</u> higher education…

a. approve of

b. are content with

c. are very attached to

d. are willing about

12. In §1. Almost all subsidise tuition—in America, <u>to the tune of</u> $200bn a year.

a. this costs

b. at the height of

c. on the level of

d. worth

13. In §2. In a desperate attempt to <u>stand out</u>…

a. not fail

b. appear smarter

c. earn more

d. catch the eye

14. in §2. …<u>delaying</u> work to obtain master's degrees.
   a. putting off
   b. spending time at
   c. increasing
   d. getting experience at

15. In §3. …the increase in earnings that graduates <u>enjoy</u> over non-graduates.
   a. have fun
   b. relish
   c. appreciate
   d. benefit from

16. In §3. But the graduate premium is <u>a flawed</u> unit of reckoning.
   a. a deformed
   b. an inaccurate
   c. an awful
   d. a fuzzy

17. In §3. …recruiters are using them as a crude way to screen <u>applicants</u>.
   a. admissions
   b. solicitors
   c. employees
   d. candidates

18. In §5. Governments need to offer the young a <u>wider range</u> of options after school.
   a. greater variation
   b. larger choosing
   c. broader selection
   d. bigger order

19. In §6. …courses approved by big employers in fast-growing fields, such as IT—<u>show promise</u>.
   a. offer hope
   b. are truthful
   c. guarantee success
   d. have a good future

20. In §7. Young people, <u>both rich and poor</u>…
   a. the two rich and poor
   b. rich and poor alike
   c. for richer and poorer
   d. and the rich and the poor

II. Rédaction (entre **140** et **160** mots) (☑ Note /20)

In 140 to 160 words, defend the following position: "It is not the state's role to pay for university education."

D. Beyond the texts

1. Vocabulary

a. Nouns

ability (an) (*une capacité, une aptitude*)

accountability (*le fait d'être responsable*)

alumnus (an) (*un ancien étudiant*)

appeal (the) (*l'attrait*)

arms race (an) (*une course aux armements*)

austerity (*l'austérité*)

Bachelor's degree (a) (≈ *une licence*)

backer (a) (*un partenaire financier*)

bribery (*la corruption*)

bullying (*l'intimidation, le harcèlement*)

civil service (the) (*la fonction publique*)

college dropout (a) (*qqn qui a abandonné ses études*)

continuing education = lifelong education (*la formation continue*)

crowdfunding (*le financement participatif*)

curriculum (a) (*un programme scolaire / universitaire*)

debt relief (*l'allègement de la dette*)

degree (a) (*un diplôme*)

donation (a) (*un don*) / microdonation (a) (*un microdon*)

earnings = income (an) (*des revenus*)

economic downturn (the) (*le déclin économique*)

economic slump (an) (*une récession*)

Eurozone crisis (the) (*la crise de la zone euro*)

evil (an) (*un mal*)

feature (a) (*une caractéristique*)

filth (*la saleté*)

former (the) (*le premier*)

GDP = Gross Domestic Product (*le PIB = le produit intérieur brut*)

goodwill (*la bonne volonté*)

grade (a) (*une note*)

graduate (a) (*un diplômé*)

grant (a) = scholarship (a) (*une bourse d'étude*)

hardship (a) (*des épreuves*)

heavyweight (a) (*un poids lourd*)

higher education (*l'enseignement supérieur*)

hiring policy (a) (*une politique d'embauche*)

household (a) (*un foyer*)

investor (an) (*un investisseur*)

IT = Information Technology (*l'informa-tique*)

jobseeker (a) (*un demandeur d'emploi*)

latter (the) (*ce dernier*)

legal framework (a) (*un cadre légal*)

manufacturing (*l'industrie manufactu-rière*)

market regulators (*les régulateurs de marché*)

merits of (the) (*les mérites de*)

mismanagement (*la mauvaise gestion*)

on-the-job training (*la formation sur le tas*)

pension system (the) (*le système des retraites*)

protest movement (a) (*un mouvement de protestation*)

public-sector job (a) (*un emploi du secteur public*)

reckoning (a) (*une estimation, un calcul*)

recovery (*la reprise économique*)

recruiter (a) (*un recruteur*)

requirement (a) (*un prérequis, une exi-gence*)

retirement pension (*une pension de retraite*)

return (a) (*un rendement, un retour sur investissement*)

school-leaver (a) (≈ *un bachelier*)

self-service bike-hire (a) (*un système de vélos en libre-service*)

skill (a) (*une compétence*)

social welfare (*l'aide sociale*)

spending (*des dépenses*)

spending cuts (*des coupes budgétaires*)

stockbroker (a) (*un agent de change*) = trader (a) (*un courtier*)

subprime loan (a) (*un prêt à risque*)

taxpayer (a) (*un contribuable*)

tuition fees, tuition (*des frais de scolarité*)

undergraduate (an), undergrad (an) (*un étudiant de premier cycle*)

unemployment (*le chômage*)

usefulness (*l'utilité*)

wealth distribution (*la répartition des richesses*)

worker (a) (*un travailleur*)

b. ADJECTIVES / ADVERBS

academic (*universitaire*)

ailing (*en souffrance, mal en point*)

commonplace (*banal*)

crude (*sommaire, grossier*)

debt-ridden (*criblé de dettes*)

demanding (*exigeant, contraignant*)

enthusiastic (*enthousiaste*)

fast-growing (*en plein essor*)

ill-served (*desservi*)

lingering (*persistant*)

risky (*risqué*)

shrinking (*qui diminue*)

steady (*régulier*) / steadily (*régulière-ment*)

unaccountable (*qui ne rend pas de comptes*)

unprecedented (*sans précédent*)

vile (*vil*)

vocational training (*professionnel*)

wondrous (*merveilleux*)

c. Verbs

add up (to) (*s'additionner*)

alleviate (to) (*soulager*)

allocate (to) (*affecter, distribuer*)

award (to) = grant (to) (*accorder, attribuer, allouer*)

back (to) (*soutenir*)

blame sb for sthg (to) (*reprocher qqc à qqn*)

boost (to) (*stimuler*)

break out (to) (*apparaître, éclater*)

coalesce (to) (*converger, s'unir*)

complete (to) (*finir, achever*)

comply with sthg (to) (*obéir à, respecter qqc*)

concur (to) (*s'accorder, concorder*)

confuse (to) (*confondre / déboussoler, embrouiller qqn*)

cripple (to) (*handicaper, paralyser*)

demand (to) = require (to) (*exiger*)

disarm (to) (*désarmer*)

drop out (to) (*abandonner*)

exceed (to) (*dépasser*)

feed (to) (*nourrir, alimenter*)

fire sb (to) (*licencier qqn*)

fix (to) (*réparer, apporter une solution*)

forego (to) (*renoncer, s'abstenir*)

hire (to) (*embaucher*)

keep up with (to) (*suivre, aller aussi vite que*)

lie ahead (to) (*se profiler*)

mislead (to) (*tromper, induire en erreur*)

outstrip (to) (*surpasser*)

overestimate (to) (*surestimer*)

recover (to) (*récupérer, se remettre*)

relocate (to) (*délocaliser*)

rely on (to) (*compter sur*)

rule (to) (*diriger, gouverner*)

screen (to) (*sélectionner*)

spill over (to) (*déborder*)

subsidise (to) (UK), subsidize (to) (US) (*subventionner*)

sustain (to) (*soutenir*)

take hold (to) (*se mettre en place, s'installer*)

trim (to) (*couper, réduire*)

widen (to) (*élargir, s'élargir*)

withdraw (to) (*se retirer*)

d. Useful expressions

as a whole (*dans l'ensemble*)

at the expense of (*aux dépens de / aux frais de*)

be at stake (to) (*être en jeu*)

be in keeping with (to) (*être cohérent avec / être conforme à*)

be on the rise (to) (*être en hausse*)

bring into disrepute (to) (*discréditer*)

cast a shadow on (to) (*assombrir*)

erode sb's confidence (to) (*miner, saper la confiance de qqn*)

evade one's responsibilities (to) (*se soustraire à ses responsabilités*)

get off the ground (to) (*décoller*)

go into freefall (to) (*être en chute libre*)

lose confidence (to) (*perdre confiance*)

lose track of (to) (*perdre qqc de vue*)

make savings (to) (*faire des économies*)

meet success (to) (*rencontrer du succès*)

on hold (*en attente*)

on all fronts (*sur tous les fronts*)

raise funds (to) = raise money (to) (*lever des fonds, de l'argent*)

saying goes (the) / thinking goes (the) (*on dit souvent / on pense souvent*)

take pride in (to) (*s'enorgueillir*)

to little avail (*sans grande utilité*)

turn a blind eye to sthg (to) (*fermer les yeux sur qqc*)

two-tier system (a) (*un système à deux vitesses*)

2. Grammar

a. LE PRÉTÉRIT

Le prétérit simple

• Le prétérit est un temps qu'on utilise pour parler d'**un événement qui s'est produit dans le passé.**

C'est un temps non composé qui n'a pas besoin d'auxiliaire pour se construire. Il ne traduit pas seulement le passé simple français mais aussi le passé composé lorsqu'il exprime une **action révolue.** Ce n'est donc pas parce que le français utilise parfois un temps composé pour exprimer une action terminée qu'il faut calquer ce phénomène en anglais.

→ En 2016, Donald Trump devint président des États-Unis. *In 2016, Donald Trump **became** President of the United States.*

→ Hier, ils ont annoncé la fin du cessez-le-feu. *Yesterday, they **announced** the end of the cease-fire.*

• Certaines formules nécessitent **l'emploi systématique** du prétérit :

→ *Yesterday, last year, in 2014, a month ago, in March…*

• Le prétérit est **le temps privilégié du récit**, il permet de faire progresser une suite d'actions passées.

→ *He **graduated** from Berkeley and then **started** a construction business. Two years later, he **met** his wife and together, they **raised** three children.*

Le prétérit progressif : be + V-ing

• Il est utilisé pour décrire **une action qui était en cours dans le passé**.

Il est souvent employé lorsque deux actions sont exprimées simultanément. Le prétérit progressif est utilisé pour décrire **l'action la plus longue**, le prétérit simple pour décrire **l'action la plus brève**.

→ Le président Kennedy fut tué en 1963 alors qu'il était en train de saluer la foule de Dallas. *President Kennedy was killed in 1963 while he **was waving** at the crowd in Dallas.*

→ Il pleuvait dru lorsqu'ils eurent un accident. *It **was raining** hard when they had an accident.*

Structures nécessitant le prétérit

• *If* + **prétérit**

On emploie le prétérit lorsque *if* exprime une hypothèse

→ Si la situation économique s'améliorait, les jeunes seraient moins tentés de partir à l'étranger. *If the economic situation **improved,** young people would be less tempted to settle abroad.*

• *Wish* + **prétérit**

Lorsque *wish* exprime un regret ou un souhait, le prétérit est nécessaire.

→ Je regrette qu'il ne soit pas là. *I wish he **were** here.*

→ J'aimerais avoir bien plus de temps. *I wish I **had** much more time.*

• *It is time* + **prétérit**

L'expression « il est temps » est suivie du prétérit.

→ Il est temps qu'une législation plus stricte soit mise en place. *It is time a tougher legislation **was implemented**.*

→ Il est grand temps qu'elle parte. *It is high time she **left**.*

• *Would rather* + **prétérit**

Cette construction est une des manières possibles d'exprimer la préférence.

→ Je préférerais qu'il ne me parle plus. *I would rather he no longer **talked** to me*

Prétérit et verbes irréguliers

Le prétérit ne peut se construire sans une connaissance parfaite des verbes irréguliers. Voici ceux qu'on peut retenir de ce texte. À noter qu'entre parenthèses, il s'agit de la forme de participe passé, utile pour la construction du *present perfect*.

→ *to begin / **began** / (begun)*

→ *to go / **went** / (gone)*

→ *to choose / **chose** / (chosen)*

→ *to be / **was** / (been)*

→ *to have / **had** / (had)*

→ *to put / **put** / (put)*

• Prétérit simple

Les phrases ci-dessous sont au prétérit car elles contiennent un marqueur temporel clair démontrant que l'action est révolue.

→ *The idea **began** to take hold **in 1997*** (l. 10).

→ ***In 2010**, voters in Colorado Springs **chose** to avoid tax rises* (l. 30).

→ ***Last December**, the Oregon-based start-up ElevationLab **used** the site to ask for funding* (l. 48).

b. Le pronom relatif

Il existe **trois sortes de pronoms relatifs** : *wh–* (*whom*, *whose*, *which*, *what*), *that* et **Ø**. Le pronom relatif introduit une proposition subordonnée relative. L'antécédent est le groupe nominal auquel se rapporte la proposition relative : il peut être humain ou non humain.

Il existe par ailleurs **deux sortes de propositions relatives** :

• Les déterminatives apportent une information nécessaire à la compréhension de la phrase :

→ *My daughter **whom / that / Ø** you met today still lives with us.* (La relative permet ici au locuteur de comprendre de qui il s'agit, c'est une information essentielle.)

• Les appositives ne font qu'apporter un complément d'information superflu :

→ *My daughter, **who** is 20 years old, still lives with us.* (La relative ne fait office ici que de précision et n'est pas nécessaire à la compréhension de la phrase.)

Le pronom relatif est choisi selon la **nature de l'antécédent** (humain, non humain), la **fonction du pronom relatif** et la **nature de la proposition relative**.

• déterminatives

Antécédent	Sujet	Complément	Génitif
Humain	*who (that)*	*who(m) / that / Ø*	*whose*
Non humain	*which / that*	*which / that / Ø*	*whose*

• appositives

Antécédent	Sujet	Complément	Génitif
Humain	*who*	*who(m)*	*whose*
Non humain	*which*	*which*	*whose*

Which s'utilise lorsque la proposition relative est un **commentaire de l'énoncé précédent**. Ce pronom relatif peut se traduire par « ce qui / ce que ».

→ *He declared **that he loved me, which** I did not believe.*

Where, when, why s'emploient dans le cas où l'antécédent est un **lieu**, une **époque**, une **cause**.

→ *He proposed to meet in **Paris, where** we were staying for the weekend.*

What peut être remplacé par ***the things that*** ; il contient lui-même son antécédent.

→ ***What*** *I saw astonished me.*

*It is the weakest students **who** are drawn in as higher education expands and **who** are most likely to drop out.* (l. 32)

→ Dans les deux cas ci-dessus, le pronom relatif est sujet de la relative, qui est une déterminative ; l'antécédent est *the weakest students* **(humain). Le choix du pronom relatif s'impose donc :** *who*.

*Most insist on degrees for public-sector jobs **that** used to be done by non-graduates….* (l. 40)

→ Le pronom relatif *that* **est ici sujet de la relative et reprend un antécédent non humain,** *public-sector jobs* **; la relative ajoute une information déterminante. Le choix du pronom relatif pouvait donc être** *that* **ou** *which*.

*Young people [...] are ill-served by the arms race in academic qualifications, in **which** each must study longer.* (l. 57)

→ ***Which*** **est objet de la relative appositive et doit être précédé de la préposition** *in ;* **l'antécédent est non humain. Le choix du pronom relatif ne pouvait donc être que** *which*.

ANSWERS

Mock exam #5

I. TEXTUAL COMPREHENSION

a. Explain the journalist's viewpoint regarding the Internet.

The journalist is quite enthusiastic about the infinite possibilities offered by the Web. Although he begins by listing a series of evils which continuously plague the Internet, he nevertheless praises collaborative initiatives such as crowdfunding. To him, these practices have ushered in a new era of project initiators and could become an alternative way of doing business. (*57 words*)

b. For whom is crowdfunding alluring?

Crowdfunding attracts a wide range of project leaders who need to raise funds in order to start off their business, or rally people behind a common cause. Crowdfunding is also gratifying for backers, who take great pride in contributing to the projects of their choice. Furthermore, donors are sometimes given tangible rewards for their generosity. (*55 words*)

c. According to the journalist, how does the use of crowdfunding differ in the United States and in the United Kingdom?

As a British journalist, Wallis Simons expresses surprise at American states' use of crowdfunding to fund public services, which is much in keeping with the American tradition of minimum state intervention. He argues that if future British governments fail to provide citizens with basic services, the same kind of practice may be adopted in the United Kingdom. (*57 words*)

d. What can be the risks of such a practice?

Considering that crowdfunding is quite a recent practice, there is no legal framework to protect contributors if they want their money back. Moreover, project leaders are unaccountable and can use the money collected as they wish, failing sometimes to comply with basic labor laws. (*44 words*)

II. Essay

Do you think that crowdfunding can be a solution in "areas from which the Government has withdrawn"?

Collaborative initiatives have been on the rise since the most recent economic crisis. People are getting more and more used to backing projects by making donations, whether it be for artists, businessmen or more extravagant project initiators. It is only logical that such a practice has spread to public services and seduced a few local governments, particularly in the United States. As an alternative way to raise money, crowdfunding could encourage civic participation and curb public spending. However, aren't governments evading their responsibilities if citizens become their substitutes?

Along with well-known platforms like Kickstarter or KissKissBankBank, civic crowdfunding websites have become increasingly popular. For instance, the American platform CitizenInvestor allows local governments to submit projects: so far, such initiatives have been met with great success. Backers relish the possibility to enjoy the immediate benefits of their investment. When citizens fund a self-service bike-hire, a playground for high-school students or a new swimming-pool, their donations have a tangible impact on their daily life. I believe that the appeal of crowdfunding also lies in its transparence. Repeated bribery scandals have brought quite a few local governments into disrepute and eroded citizens' trust in politicians. Besides, many city councils have been accused of poorly managing their locality. Nonetheless, however seductive this practice may be, I think that the propagation of civic crowdfunding could unfortunately absolve the government of its responsibilities.

Indeed, crowdfunding could curb governmental investments. Relying on citizens to build public infrastructures or finance schools or academic research may lead to long-term budget cuts. Crowdfunding is an amazing way to collect money for innovative projects, but it should not become the norm for basic public services, like health, education or transportation. In fact, when people give additional money to fund whatever the local government has not been able to finance, it is as if they were paying their taxes twice. Civic crowdfunding also runs the risk of generating a two-tier system, which would widen the gap between wealthy and poor cities. Studies have revealed that people donate an average of $66 to crowdfunded projects: quite a lot for citizens living in underprivileged neighborhoods. Initiatives are thus more likely to flourish in districts where people can afford to pay for better or additional public services.

I am convinced that crowdfunding will challenge traditional economic models and can be an extraordinary way to encourage entrepreneurs. However, as long as basic public services are at stake, I do not think that local governments should rely on citizens' generosity to make up for a lack of money. While I completely understand how exciting it can be for residents of a same neighborhood to participate in a collective project,

I believe that crowdfunding should only support innovative projects led by individuals. It should not be used to help municipalities make savings in certain sectors.

(467 words)

Mock exam #6

I. Compréhension d'un texte écrit

1. d. *Plenty of good reasons = on many grounds.* Aller à l'université permet l'épanouissement intellectuel (et non celui des intellectuels), de meilleures perspectives professionnelles (et non de salaire) et est source de plaisir (et non drôle).

2. d. Le texte évoque les pays riches et non les personnes riches. Dans ces pays, environ la moitié, et non la plupart, des bacheliers vont à l'université.

3. a. Les gouvernements subventionnent l'accès à l'enseignement supérieur – à raison de 200 milliards de dollars par an aux États-Unis – car celui-ci constitue un levier pour la mobilité sociale et la croissance. On peut en déduire que, pour eux, un tel investissement en vaut la peine (*worthwhile*).

4. c. L'auteur estime au contraire que les gouvernements ne tiennent pas compte des coûts et surestiment les bénéfices (et non les profits) d'un plus large accès à l'enseignement supérieur, et que ces subventions ne font qu'alimenter la course aux diplômes.

5. c. Les employeurs sont devenus plus exigeants en matière de diplômes, alors même que les emplois ne nécessitent pas plus de compétences. De plus en plus de jeunes font donc des études de plus en plus longues, mais peinent à se démarquer, ce qui fait dire à l'auteur qu'être diplômé n'offre pas de réel avantage (et exclut les réponses b et d).

6. c. En Corée du Sud, la moitié des chômeurs sont diplômés ; puisqu'avoir un diplôme ne protège pas du chômage, l'enseignement supérieur est bien un mauvais investissement pour les étudiants et les contribuables (et non pour ces seuls derniers).

7. a. Les bénéfices supposés d'un diplôme expliquent les dépenses consenties pour l'enseignement supérieur, mais ne les légitiment pas ; la réponse b était donc un faux-sens. L'auteur ajoute ici qu'un diplôme n'est pas le meilleur indicateur des compétences d'un candidat – et donc de l'intérêt de sa formation.

8. b. Même les jeunes les moins capables sont incités – à tort (*misled*) – à faire des études et à obtenir un diplôme, avec un risque accru de quitter l'université prématurément. Ils ne payent pas de frais de scolarité plus élevés (réponse c), mais gaspillent leurs ressources sans bénéficier des avantages qu'on leur avait fait miroiter.

9. b. Les gouvernements eux-mêmes exigent plus souvent des diplômes dans la fonction publique, alors même que des candidats non diplômés possèdent les compétences nécessaires. L'auteur propose de repenser les politiques d'embauche et de

former les employés une fois qu'ils occupent leur poste (et non avant d'embaucher). Il n'est pas question ici de politiques de licenciement (réponse a).

10. a. L'auteur suggère qu'il revient à l'école et à l'université d'améliorer la formation et l'employabilité des bacheliers et des jeunes diplômés (et non leur réussite aux examens), et pointe donc, en creux, leurs manquements. Il n'évoque ni des sommes à rembourser (réponse c), ni l'industrie agro-alimentaire (réponse d).

11. c. *Keen on* exprime l'idée qu'on aime quelque chose. Il ne s'agit pas d'approbation, de satisfaction (*content*) ou d'enthousiasme (*willing*, qui peut rappeler *keen to*).

12. d. *To the tune of* signifie « à hauteur de » et désigne une valeur (*worth*), un ordre de grandeur. *It costs* désignerait au contraire une somme précise. Les locutions proposées avec *height* et *level* sont ici grammaticalement impropres.

13. d. *Stand out* exprime l'idée de se démarquer, d'attirer l'œil, l'attention.

14. a. *To delay* et *to put off* signifient « reporter », « remettre à plus tard ».

15. d. *To enjoy* doit être envisagé en contexte ; il signifie donc ici « bénéficier ». Dans d'autres contextes, il peut en effet avoir le sens d'« apprécier » ou de « s'amuser ».

16. b. On pourra reconnaître le substantif *flaw*, qui signifie « défaut » ou « imperfection » ; utilisé ici pour qualifier *reckoning* (estimation), l'adjectif *flawed* se traduit par « inexacte » ou « imprécise ». *Deformed* (difforme) et *fuzzy* (flou) appartiennent à la même famille de sens, mais ne s'emploient pas dans ce contexte.

17. d. *To apply for* = présenter sa candidature, postuler à ; *an applicant* = un candidat. On pourra rencontrer *admission* dans le lexique de l'université et des études, mais il signifie « inscription ». *Solicitor* désigne un notaire ou un avocat.

18. c. On peut s'aider du verbe *to offer* et du complément de *range*, *of options*, pour comprendre qu'on propose aux jeunes un ensemble de possibilités, c'est-à-dire une sélection ou un choix ; *variation* et *order* minimisent donc le sens d'origine. Par ailleurs, *choosing* désigne l'action de choisir et non le choix proposé.

19. a. *To show promise* signifie « être prometteur » ; on retrouve la même idée dans *offer hope*, mais pas dans *guarantee success* ou *have a good future*, dont la nuance est trop affirmative. Il ne s'agit pas non plus de tenir ses promesses et donc de se montrer honnête (*truthful*).

20. b. *Both* indique que deux éléments sont également concernés (*alike*) par un état ou une action. Les propositions a et b ne sont pas correctes grammaticalement, et l'expression *for richer and poorer* signifie « dans la richesse et dans la pauvreté ».

II. Rédaction

In 140 to 160 words, defend the following position: "It is not the state's role to pay for university education."

The notion that higher education is a right that should be accessible to everyone for free is all very well in theory, but debt-ridden Western countries can no longer afford to fund universities and increase existing public deficits. In any case, public spending would be better allocated to reforming and preserving essential social welfare, such as public health services. Besides, with struggling governments unable to keep up with the rising student numbers, increased pressure is being put on the resources of publicly-funded universities. Shrinking amounts are now spent on individual students to little avail, and the overall quality of teaching and research has more than likely been negatively impacted. Charging students substantial tuition fees can help maintain the standards and reputation of universities, as well as prompt youth to appreciate the real value of higher education. Of course some may end up foregoing university entirely, but early employment can make them financially independent while benefiting the national economy.

(158 words)

4. The environment

A. Key concepts and ideas

For the last three decades, the environment has been a growing **concern** for the international community. The Rio Earth Summit organized by the United Nations in 1992 was a **landmark** conference attended by 178 countries. It helped **raise awareness** on an issue that was often ignored by governments at the time. The Summit's biggest achievement was certainly the Convention on Climate Change, which anticipated the Kyoto Protocol signed in Japan in 1997. Although the protocol only became **effective** in 2005, its signing **ushered in** a new era of environmental consciousness. Countries were already **well aware** that climate variations were **underway**, mostly because of an increase in surface temperatures, but after the Summit, governments decided to act on the human factors contributing to **global warming,** such as greenhouse gas emissions. As a **follow-up** to the 1992 conference, the 2012 Rio Summit, also called Rio+20, was meant to create a "pathway for a **sustainable** century", but the joint effort of governments was much criticized by **campaigners,** who argued that leaders were much more concerned with profits than actually saving the earth. Since 1992, twenty-four United Nations Climate Change Conferences of the Parties (COP) have been held. Unfortunately, carbon emissions have increased by half, so the current challenge lies in limiting global warming to 2 degrees Celsius. The Paris Agreement, which was adopted at the 2015 COP21, will thus have every country commit to a nationally determined contribution to the reduction of global carbon emissions. The provisions shall be implemented without the participation of the United States though, as president Donald Trump has withdrawn his country from the agreement for fear that it would harm the American economy.

While most global summits failed to **live up to** their promises, they nonetheless **prompted** governments to invest in **green energies**. The European Union aims to reach 27% of renewable energies for its total consumption by 2030. Clean energies such as **wind power** or **solar power** are given priority over **fossil fuels** like **coal** or **petroleum**. According to the Environmental Performance Index, Switzerland is currently the most sustainable country in the world, followed by France and Denmark.

Summits have also **spawned** a new generation of environmental **activists** who take both local and global initiatives. One such initiative was the 2014 People's Climate March, which was the largest demonstration **on record** for climate action and was organized by more than 1,500 pro-environment groups all over the world.

Environmental activists have also been **instrumental** in bringing about various political decisions. In the United States, the Keystone XL project, an oil pipeline running from Canada to North Dakota, **angered** climate activists who argued that a risk of **oil spills** could pollute water **supplies** and **harm wildlife**. President Obama vetoed the bill in February 2015, but the decision was overturned by President Trump in January 2017.

Today, most governments acknowledge that environmental activism is not just about saving Mother Earth, as global warming also affects health (air pollution increases cancer risks) and could increase social inequalities and conflicts. For example, when severe weather conditions make certain areas uninhabitable, people flee and migrations become potential sources of conflict (over food and water). Global warming can also impact the economy of countries: China's and India's **air pollution episodes** (also dubbed "airpocalypse" by the media) have already driven out a few expatriates.

After being **bandied** in the media for a couple of decades, "Climate change" has become a **stock phrase**, one that has undeniably been **overused**. This is what Theo Vermaelen claims in the opinion piece presented in this chapter. Taking quite an unconventional stance, he argues that we should neither overestimate the impact of global warming, nor develop a Manichean approach. According to Vermaelen, the media often **take for granted** the scientific consensus on climate change, refusing to give voice to scientists who emit doubts as to its imminent threat. Therefore, climate change anxiety should not justify the implementation of an immoderate **tax hike**. Vermaelen wishes to demonstrate that a tax burden could have **adverse** effects on our economies, affecting **competitiveness** in the long-term. The second text comes from British newspaper *The Guardian* and offers an interesting perspective on how climate change is perceived by American politicians. Suzanne Goldenberg shows how divided Republicans and Democrats still stand on this issue. In spite of mounting scientific evidence, some Republicans claim that human activity is not to blame. Some **diehard** deniers of climate change argue that it is only a natural phenomenon while Democrats want to **tackle** the roots of the issue and make environmental issues a priority on the political agenda.

B. Text #7 – Sciences Po Paris

Is refusing to fight climate change unethical?

Commentators say those not following the recommendations of the Intergovernmental Panel on Climate Change are unethical. I disagree.

The Intergovernmental Panel on Climate Change (IPCC) has released a new report predicting that climate change is set to inflict "severe, 5 widespread and irreversible impacts" on the world unless drastic action is taken to reduce carbon emissions. According to the report, the unrestricted use of fossil fuels should be phased out by 2100. Oil producing countries and oil companies should pay attention: adapt or disappear.

As usual, after every report, the media pour scorn on the "climate 10 change deniers". In a recent editorial in the *Financial Times*, "An unethical bet in the climate casino", Martin Wolf, head economics editor, elevates this criticism to a new level by arguing that not fighting climate change

is unethical because we have the ethical obligation to leave future
generations with a better world. However, it is not obvious that my
15 children are better off if I have to pay higher taxes to finance the 180
billion euro subsidies that the European Commission plans to spend on
climate change initiatives during the next five years. It is also likely that
future generations will suffer from the lack of competitiveness resulting
from higher energy costs as a consequence of the European Commission's
20 policies. […] Because it is not that obvious that our children will be living
in a better world if we follow the IPCC's prescriptions, I do not believe I
am being unethical when I oppose the IPCC's agenda.

Speaking of ethics, it is highly unethical to publish a report of such
severity when the IPCC is fully aware that there has been no statistically
25 significant temperature increase in the last 18 years. This fact is admitted
in the report but dismissed because the period is too short. Although the
period may be short, it is an "out of sample" predictive period, unlike data
from the 20th century, which is used to estimate the parameters of the
climate prediction models. A science that arguably can't predict should
30 not be used to justify massive government intervention in the economy.
Ironically, in the previous (2007) report […], it is stated that:

"Since IPPC's first report in 1990, assessed projections have suggested
global average temperature increases between about 0.15 and 0.3 degrees
per decade for 1990 to 2005. This can now be observed with observed
35 values of about 0.2 degrees per decade, strengthening confidence in near
term projections."

Interestingly, when data supports climate alarmism, a 15-year horizon
is not too short. […]

Furthermore, I question whether the IPCC represents the opinion
40 of 99 percent of climate scientists. The IPCC is an intergovernmental
organisation where the final summary for policy makers is approved and
negotiated by politicians. There are numerous scientists who disagree with
the IPCC's conclusions. At the 2010 Climate Change conference in Cancún
was presented a 321-page report endorsed by more than 1,000 dissenting
45 scientists, a much larger crowd than the 52 scientists who authored the
2007 alarmist report. Dissidents include former IPCC scientists and IPCC
lead authors, such as Professor Richard Tol, who created quite a stir by
complaining on his website that the lead authors of IPCC reports are
chosen not on the basis of academic quality, but according to political
50 colour. If the IPCC is controlled by politicians, then it is obvious that it
can't be objective, as it has painted itself in a corner.

Admitting today that science is flawed would boil down to admitting to
a huge waste of taxpayers' money. The public's anger at the political class
would be unprecedented. Unlike the taxpayers' money used to bail out
55 banks during the financial crisis, this money is not likely to be recovered.
[…]

A final ethical flaw is the mainstream media's lack of objectivity: they never doubt the conclusions of the IPCC, treating it as George Orwell's Ministry of Truth. Independent press should aim to protect the public from
60 political manipulation and attacks on fundamental freedoms. While it is true that the Internet gives citizens access to alternative views via websites that publish research by dissident scientists, such as *climatedepot.com*, the fact remains that most people attach a larger credibility to mainstream media than to the Internet. Considering the quality of climate change
65 reporting, especially in Europe, this credibility is unjustified.

Theo Vermaelen, *INSEAD Knowledge*, 24 November 2014.

1. Text and Context

The Intergovernmental Panel on Climate Change (IPCC) is a scientific body that was created by the United Nations in 1988 to evaluate climate change. It collects information worldwide but does not conduct research on its own. Scientists contribute on a voluntary basis, which means that they are not paid by the IPCC. The IPCC's reports support the United Nations' climate policies. In 2007, the Nobel Peace Prize was granted to both the IPCC and Al Gore.

The Ministry of Truth is an important element of George Orwell's futuristic novel Nineteen Eighty-Four, published in 1949. It is a ministry of propaganda located in the superstate of Oceania. Its mission is to falsify documents and rewrite history. The Ministry of Truth controls the entertainment business, the fine arts and the media.

2. Mock exam #7 – Sujet type Sciences Po Paris

I. Textual comprehension (☑ 10/20 points)

After reading the text carefully, reply in English and *in your own words* to the following questions.

a. What is the main question discussed in the article?

b. What is the position of the columnist regarding Martin Wolf's claim?

c. What are the two main criticisms levelled at the IPCC by the journalist?

d. Why does he think that the media is also responsible?

II. Essay (☑ 10/20 points)

Write a short, well-argued essay in English (*two pages*) on the subject below.

In your opinion, do developed countries have a greater obligation to fight global warming than developing countries?

C. Text #8 – Concours commun

US Senate refuses to accept humanity's role in global climate change, again

US Senate refuses to accept humanity's role in global climate change, again

It is nearly 27 years now since a Nasa scientist testified before the US Senate that the agency was 99% certain that rising global temperatures were caused by the burning of fossil fuels. And the Senate still has not got it – based on the results of three symbolic climate change votes on Wednesday night.

The Senate voted virtually unanimously that climate change is occurring and not, as some Republicans have said, a hoax – but it defeated two measures attributing its causes to human activity. Only one Senator, Roger Wicker, a Republican from Mississippi, voted against a resolution declaring climate change was real and not – as his fellow Republican, Jim Inhofe of Oklahoma once famous declared – a hoax. That measure passed 98 to one.

But the Senate voted down two measures that attributed climate change to human activity – and that is far more important. Unless Senators are prepared to acknowledge the causes of climate change, it is likely they will remain unable and unwilling to do anything about it.

Democrats had planned the symbolic, "sense of the Senate" votes as a way of exposing the Republicans' increasingly embarrassing climate change denial. Further climate votes will come up on Thursday. Two were tacked on as Democratic amendments to a bill seeking to force approval of the contentious Keystone XL pipeline – despite a veto threat from Barack Obama. The third, introduced by a Republican, affirmed climate change was real but expressed support for the Keystone XL pipeline.

The first vote, introduced by the Rhode Island Democrat, Senator Sheldon Whitehouse, said only: "To express the sense of the Senate that climate change is real and not a hoax." But Republicans have grown canny about being called out as climate deniers. For the Republican party leadership, the current preferred phrase now is: "I am not a scientist" – which casts doubt but avoids outright denial. […]

Inhofe, the veteran climate denier in the Senate and incoming chair of the Senate Environment and Public Works Committee, stunned a number of Democrats when he asked to co-sponsor the amendment. For a moment it looked like the ultimate climate denier had had a change of heart – but no. Inhofe was ready to acknowledge climate change was occurring but he was adamant it had nothing to do with human activity such as the burning of fossil fuels.

"Climate is changing and climate has always changed and always will," Inhofe told the Senate. "The hoax is that there are some people who are so arrogant to think they are so powerful they can change climate. Man can't change climate."

The quick thinking from Inhofe now leaves Wicker, the new chair of the National Republican Senatorial Committee, as the only Republican to still embrace the entire idea of climate change as a hoax. Wicker did not immediately comment on his vote. But he has regularly said that there is no firm evidence of global temperature rise.

An amendment introduced by the North Dakota Republican and Keystone bill sponsor, John Hoeven, attributed climate change to human activity, but said the pipeline would have no significant impacts. The final climate amendment, introduced by the Hawaii Democrat Brian Schatz, went further, stating: "Human activity significantly contributes to climate change."

Only five Republicans supported it. Rand Paul of Kentucky, Marco Rubio of Florida, and Ted Cruz of Texas – all thought of as leading Republican contenders for the 2016 presidential race – voted against. The bill was defeated 50-49.

Environmental groups claimed a partial victory – at least Republicans were admitting climate change was indeed occurring. "I'm hoping that after many years of darkness and blockade that this can be a first little vote beam of light through the wall that will allow us to at least start having an honest conversation about what carbon pollution is doing to our climate and to our oceans," Whitehouse told the Senate.

But the Senate has acknowledged the existence of climate change before and, as long ago as 2005, voted to affirm that human activity was its driver. Since 2005, there has been an entire decade of accumulating evidence in real-time of the effects of climate change – and its threat in the future.

"We are worse off than 2005," said Robert Brulle, a sociologist at Drexel University who writes about the climate denial movement. "The resolution saying that anthropogenic climate change is real and we need to act passed in 2005, and failed in 2015," he said in an email. "A similar resolution failed today. 10 years, more certain science, less political will."

Suzanne Goldenberg, *The Guardian*, 22 January 2015.

1. Text and context

THE SENATE

The Senate is one of the two houses of the American bicameral legislature (called Congress). It is located in the Capitol in Washington D.C. The Senate was created by the Founding Fathers to monitor the democratically elected House of Representatives. Each state, regardless of size or population, is equally represented by two senators, elected for six-year terms. The Senate investigates matters of national interest and uses a system of committees to review bills. The Senate also balances the power of the President, as it must ratify agreements and treaties with other nations. Furthermore, all presidential appointees, including Cabinet members, judicial appointees and ambassadors, must be confirmed by the Senate.

NASA

The National Aeronautics and Space Administration (NASA) is the American government agency responsible for the civilian space program as well as aeronautics and aerospace research. It was created by President Eisenhower in 1958. Since then, all US space explorations have been led by the NASA, including the Apollo moon-landing mission in 1969.

KEYSTONE XL PIPELINE

The Keystone XL pipeline is a controversial project for a new pipe that would run from the oil sands in Alberta, Canada, to Nebraska, allowing for an increased oil supply from Canada, which already sends oil to the US via the existing Keystone Pipeline. It has been met with criticisms and opposition from citizens, environmentalists and environmental agencies, due to environmental concerns (destruction of local ecosystems, extraction of more fossil fuels). A bill to build the Keystone XL pipeline was vetoed by Barack Obama in February 2015. The American Congress, led by the Republicans, had agreed to the project, claiming that it would create thousands of jobs during the construction period, and decrease dependency on the Middle Eastern oil market. Donald Trump reversed Obama's decision and issued the permits in January 2017, within days of taking office.

2. Mock exam #8 – Sujet type concours commun

I. Reading comprehension (☑ 8/20 points)

Please use your own words and do *not* copy from the text. 40-50 words per question.

a. What is the current position of the American Senate on climate change? (☑ 2 points)

b. Who is responsible for this position? (☑ 3 points)

c. What is the consequence of this position? (☑ 3 points)

II. Synonyms (☑ 4/20 points)

Find *one* synonym in the text for the following words. Be careful, the words are given in the order of the text but some may be verbs and are given in the infinitive form.

a. joke

b. blatant

c. stupefied

d. insistent

e. pretentious

f. take place

g. admit

h. agent

III. Essay (☑ 8/20 points)

Write an essay of 300 words (+/–10%) on the following subject:

American journalist and author Michael Grunwald said in an article published in 2014 in *Time Magazine*: "If global warming is our most important problem, it's not our most imminent one". Discuss this quote.

D. Beyond the texts

1. Vocabulary

a. Nouns

acre (an) (*un hectare*)

activist (an) = campaigner (a) (*un militant*)

air pollution episode (an) (*un épisode de pollution atmosphérique*)

alarmism (*l'alarmisme*)

assessment (an) (*une évaluation*)

backlash (a) (*un contrecoup*)

claim (a) (*une affirmation*)

coal (*le charbon*)

competitiveness (*la compétitivité*)

concern (a) (*une inquiétude*)

contender (a) (*un candidat*)

damage (*des dommages, des dégâts*)

denial (*le déni*)

denier (a) (*qqn qui nie qqc*)

doom-mongering (*le catastrophisme*)

drought (a) (*une sécheresse*)

emitter (an) (*un émetteur*)

environmentalist (an) (*un écologiste*)

flat payment (a) (*un paiement forfaitaire*)

flaw (a) (*un défaut*)

flooding (a) (*une inondation*)

follow-up (a) (*une suite*)

foresight (*la prévoyance*)

fossil fuel (a) (*un combustible fossile*)

global warming (*le réchauffement climatique*)

green energy (a) = renewable energy (a) (*une énergie verte, écologique, renouvelable*)

greenhouse effect (the) (*l'effet de serre*)

greenhouse gas emissions (*des émissions de gaz à effet de serre*)

heatwave (a) (*une vague de chaleur*)

hoax (a) (*une imposture*)

impediment (an) (*un obstacle*)

leadership (*la direction / les qualités d'un dirigeant*)

light-bulb (a) (*une ampoule*)

natural resources (*les ressources naturelles*)

oil = petroleum (*le pétrole*)

oil spill (an) (*une nappe de pétrole, une marée noire*)

pipe (a), pipeline (a) (*un oléoduc*)

policy maker (a) (*un législateur, un décideur*)

polluter (a) (*un pollueur*)

pollution (*la pollution*)

prediction model (a) (*un modèle de prévision*)

scientist (a) (*un scientifique*)

solar power (*l'énergie solaire*)

stock phrase (a) (*une expression toute faite*)

subsidies (*des subventions*)

supplies (*les réserves*)

tax hike (a) (*une hausse d'impôts*)

tidal power (*l'énergie marémotrice*)

wildfire (a) (*un feu de forêt*)

wildlife (*la faune et la flore*)

wind power (*l'énergie éolienne*)

b. Adjectives / Adverbs

adamant (*catégorique*)

adverse (*négatif*)

assessed (*évalué, estimé*)

controversial (*controversé*)

deadly (*mortel*)

diehard (*intransigeant, radical*)

dismissed (*ignoré, laissé de côté*)

drastic (*draconien, extrême*)

effective (*efficace / en vigueur*)

energy-efficient (*à économie d'énergie*)

full-blown (*véritable / généralisé*)

hasty (*précipité*)

instrumental (*qui joue un rôle important*)

landmark (*marquant, qui fait date*)

low-lying (*bas*)

mounting (*croissant*)

non-renewable (*non renouvelable*)

overblown (*exagéré*)

overused (*surexploité*)

previous (*précédent*)

significant (*significatif*)

solid (*irréfutable*)

sustainable (*durable*)

underway (*en cours*)

unethical (*immoral*)

unrestricted (*illimité*)

upstream (*en amont*)

well aware (*parfaitement conscient*)

widespread (*répandu, généralisé*)

c. Verbs

acknowledge (to) (*reconnaître*)

address sthg (to) (*s'attaquer à qqc*)

anger (to) (*mettre en colère*)

bandy (to) (*évoquer, faire circuler un terme*)

bury (to) (*enterrer*)

call for (to) (*exiger, requérir*)

champion (to) = support (to) (*soutenir*)

delude (to) (*induire en erreur*)

deny (to) (*nier, refuser d'admettre*)

embrace (to) (*adopter, adhérer à*)

harm (to) (*faire du tort, du mal*)

indulge in (to) (*céder, s'autoriser qqc*)

inflict (to) (*infliger*)

live up to (to) (*être à la hauteur de*)

look into (to) (*envisager qqc*)

loom (to) (*se profiler*)

mitigate (to) (*diminuer*)

monitor (to) (*superviser qqc*)

overlook (to) (*ignorer, négliger*)

phase sthg out (to) (*supprimer qqc progressivement*)

pollute (to) (*polluer*)

predict (to) (*prédire*)

prompt sb to do sthg (to) (*pousser qqn à faire qqc*)

raise awareness (to) (*sensibiliser, faire prendre conscience*)

rescue (to) (*secourir*)

reverse (to) (*revenir sur, faire marche arrière sur*)

spawn (to) (*engendrer, donner naissance*)

swamp (to) (*submerger*)

sweep through (to) (*balayer*)

tackle sthg (to) (*s'attaquer à qqc*)

usher in (to) (*inaugurer*)

veto (to) (*mettre un veto*)

weigh (to) (*peser*)

worsen (to) (*aggraver / s'aggraver*)

d. USEFUL EXPRESSIONS

be a driving force (to) (*jouer un rôle moteur*)

be at odds with (to) (*être en désaccord avec*)

claim lives (to) (*coûter des vies*)

create a stir (to) (*créer une polémique, un émoi*)

on record (*en date*)

on the verge of (*sur le point de*)

paint oneself in a corner (to) (*se mettre en difficulté*)

pour scorn on (to) (*déverser son mépris sur*)

push into the background (to) (*reléguer au second plan*)

put a strain on (to) (*mettre à rude épreuve*)

take for granted (to) (*prendre pour acquis*)

2. Grammar

a. LA VOIX PASSIVE

Le passif est l'expression d'un **point de vue** de l'énonciateur. On trouve beaucoup plus de structures passives en anglais qu'en français. La forme passive se construit toujours selon la structure suivante :

> *BE* + verbe au participe passé

C'est l'auxiliaire **BE** qui prend la marque du temps. S'il y a un complément d'agent, il est introduit par **BY**. On peut penser à la voix passive comme la dérivée de la voix active.

Temps	Voix active	Voix passive
Present	*People give great importance to questions related to the environment.*	*Great importance is given to questions related to the environment (by people).*
Past tense	*The columnist wrote a very critical article.*	*A very critical article was written (by the columnist).*
Present perfect	*The commission has released a new report on climate change.*	*A new report has been released on climate change (by the commission).*
Past perfect	*Governments had called on scientists to find solutions.*	*Scientists had been called on to find solutions (by governments).*
Future	*Scientists will find solutions.*	*Solutions will be found (by scientists).*

L'utilisation de la voix passive en anglais peut être l'équivalent :

• du **ON** français : *Solutions to the problem will be found.* (On trouvera des solutions au problème.)

• d'une **structure impersonnelle** : *What remains to be done?* (Que reste-t-il à faire ?)

• d'un **verbe pronominal (se + verbe)** : *The new report is called 'Changing the Planet'.* (Le nouveau rapport s'appelle « changer la planète ».)

Attention, **« être né »** est traduit en anglais pas une forme passive : *The Occupy Wall Street Movement **was born** after the crisis.* (Le mouvement Occupy Wall Street est né après la crise.)

Les verbes exprimant **une opinion générale** sont souvent à la voix passive en anglais. La structure est alors celle-ci : forme passive + to + verbe

→ *Scientists are said to be precise.* (On dit que les scientifiques sont précis).

→ *Climate is said to be getting warmer.* (On dit que le climat se réchauffe).

→ *Working conditions have been reported to be very bad in some countries.* (On dit/rapporte que les conditions de travail sont très mauvaises dans certains pays.)

Get peut parfois être auxiliaire du passif et il indique dans ce cas **le passage d'un état à l'autre** :

→ *He got fired.* (Il s'est fait licencier.)

→ *Temperatures got high.* (Les températures sont montées.)

→ *They got married last summer.* (Ils se sont mariés l'été dernier.)

→ *They got arrested for drunk driving.* (Ils se sont fait arrêter pour conduite en état d'ébriété.)

Grammar in use – Text #7

Comme on le voit dans le texte #7, la voix passive est très courante en anglais ; on en trouve ici de nombreux exemples.

Dans certains cas, la voix passive est employée quand la source de l'action est évidente, connue de tous, ou peu importante :

→ *unless drastic action **is taken*** (l. 5)

→ *the unrestricted use of fossil fuels **should be phased out** by 2100* (l.6)

→ *This fact **is admitted in the report** but **dismissed** because the period is too short.* (l. 25)

Dans d'autres cas, au contraire, c'est le complément d'agent (introduit par *by*) qui est mis en valeur. Dans les exemples suivants, c'est pour défendre son point de vue que l'éditorialiste choisit la voix passive :

→ *The IPCC is an intergovernmental organisation where the final summary for policy makers **is approved and negotiated by politicians**.* (l. 40)

→ *At the 2010 Climate Change conference in Cancún was presented a 321-page report **endorsed by more than 1,000 dissenting scientists*** (l. 43)

→ *If the IPCC **is controlled by politicians**…* (l. 50)

b. LES MODAUX

Généralités

Les modaux sont des auxiliaires ou semi-auxiliaires qui expriment la modalité, c'est-à-dire **une manière de qualifier une action**. Ils sont directement suivis du verbe sur lequel porte cette modalité. On peut donc faire varier le sens d'un verbe selon l'auxiliaire modal choisi.

> Les modaux :
>
> – **sont directement suivis de la base verbale**. L'erreur est souvent de rajouter *to* ou bien *–ing* ;
>
> – **ne se conjuguent pas**, ils n'ont donc jamais de « *s* », pas même à la 3e personne du singulier ;
>
> – ont une négation qui se construit ainsi : **modal + *NOT***.

CAN / COULD / BE ABLE TO

• *CAN / CAN'T et COULD / COULDN'T* **expriment la capacité ou l'incapacité, au présent et au passé.**

→ *I **can** speak English.* ➡ Je sais parler anglais.

→ *It **can** be dangerous.* ➡ Cela peut être dangereux.

→ *I **can't** play tennis.* ➡ Je ne sais pas jouer au tennis.

→ *He **can't** attend the meeting.* ➡ Il ne peut être présent à la réunion.

→ *He **could** run fast when he was young.* ➡ Il savait courir vite quand il était jeune.

→ *He **couldn't** make it on time.* ➡ Il n'a pas pu être à l'heure.

• *CAN / BE ABLE TO : quelles différences ?*

Au présent, *can* et *be able to* sont équivalents.

→ *She can drive / She is able to drive.* ➜ Elle sait conduire / Elle est capable de conduire.

• *BE ABLE TO* **est obligatoire :**

• **après un autre modal** : *He will be able to forgive her.* ➜ Il pourra lui pardonner. (On ne peut en aucun cas juxtaposer ***will*** et ***can***.)

• **lorsqu'on veut exprimer la capacité au** *present perfect* **ou au** *past perfect :*

→ *He has never been able to forgive her.* ➜ Il n'a jamais été capable de lui pardonner.

→ *He had never been able to forgive her.* ➜ Il n'avait jamais été capable de lui pardonner.

MAY / MIGHT

• *MAY* **peut exprimer la permission ou l'interdiction :**

→ *You may sit down.* ➜ Veuillez vous asseoir.

→ *You may not smoke on the premises.* ➜ Il est interdit de fumer dans les locaux.

• *MAY / MIGHT* **peuvent exprimer la probabilité au présent ou au passé :**

→ *It may rain tonight.* ➜ Il se peut qu'il pleuve ce soir (c'est très probable).

→ *It might rain tomorrow.* ➜ Il se pourrait qu'il pleuve demain (c'est un peu moins probable).

→ *It may have rained.* ➜ Il se peut qu'il ait plu.

→ *It might have rained.* ➜ Il se pourrait qu'il ait plu.

MUST / HAVE TO

• *MUST* **indique la quasi-certitude au présent ou au passé :**

→ *She must be on the phone.* ➜ Elle doit être au téléphone.

→ *She must have been caught in traffic.* ➜ Elle a dû rester bloquée dans les embouteillages.

• *MUST* **et** *HAVE TO* **indiquent deux degrés différents d'obligation :**

→ *I must stop smoking because it is too expensive.* ➜ Je dois arrêter de fumer car cela me coûte cher. (C'est moi qui décide que je vais arrêter de fumer.)

→ *I have to stop smoking 24 hours before the operation.* ➜ Je dois m'arrêter de fumer 24 heures avant l'opération. (Il s'agit ici d'un ordre des médecins, c'est une contrainte extérieure.)

• *MUSTN'T / DO NOT HAVE TO* :

→ *You **mustn't** talk to him.* ➜ Tu ne dois pas lui parler.

→ *You **don't have to** come tonight.* ➜ Tu n'as pas besoin de venir ce soir.

• **L'obligation au passé et au futur :**

→ *I **had to** work hard to get this job.* ➜ J'ai dû travailler dur pour obtenir ce travail.

→ *I **will have to** work hard to get this job.* ➜ Je vais devoir travailler dur pour obtenir ce travail.

SHOULD

• *SHOULD / SHOULDN'T* **sont employés pour conseiller ou déconseiller :**

→ *You **should** work harder.* ➜ Tu devrais travailler plus.

→ *You **shouldn't** expect too much of him.* ➜ Tu ne devrais pas en attendre trop venant de sa part.

Grammar in use — Text #8

• *CAN* : **la capacité**

The hoax is that there are some people who are so arrogant to think they are so powerful they <u>can</u> change climate. Man <u>can't</u> change climate. (l. 40)

→ **CAN et CAN'T expriment ici la capacité ou la non-capacité de l'homme à pouvoir changer le climat.**

*I'm hoping that after many years of darkness and blockade that this **can** be a first little vote beam of light through the wall...* (l. 59)

→ **CAN exprime ici l'idée que le vote récent du sénat puisse (ait la capacité de) représenter un espoir dans la lutte contre le réchauffement climatique.**

Answers

Mock exam #7

I. Textual comprehension

a. What is the main question discussed in the article?

In this article, the journalist wonders whether refusing to fight climate change can really be considered unethical. The question is raised after the release of a new alarming report by the IPCC, and the publication of an editorial claiming that citizens and governments have the moral obligation to fight for the sake of future generations. (*55 words*)

b. What is the position of the columnist regarding Martin Wolf's claim?

The columnist does not clearly state that he does not believe in global warming, but he expresses some doubts. According to him, his position is not immoral because the solutions proposed to fight global warming will endanger the economic wealth of future generations by bringing about new taxes and a loss of competitiveness. (*53 words*)

c. What are the two main criticisms levelled at the IPCC by the journalist?

The IPCC is accused of being irrational in its claim that temperatures are rising, since there is insufficient evidence to back it. The second criticism is that the IPCC is in fact dominated by political concerns instead of scientific ones. Many scientists disagree with the report's conclusions, but their voices seem to be ignored. (*54 words*)

d. Why does he think that the media is also responsible?

The media play an important role in this discussion, since they are spreading disquieting ideas about the future of the Earth without questioning the IPCC's assertions. The journalist ends his article with a warning: people should not trust mainstream media because their lack of criticism bears testimony to the poor quality of the information they spread. (*56 words*)

II. Essay

In your opinion, do developed countries have a greater obligation to fight global warming than developing countries?

Since the beginning of industrialization, throughout the past hundred and fifty years, developed countries have produced far more gas emissions than developing countries. Their dependence on energy (for cars, industries, home comfort), as well as the damage they have visited upon the earth in order to reach high levels of development, make them highly responsible for global warming. Should we therefore consider that they have a greater obligation to fight global warming than developing countries? Greenhouse gas emissions targets were the main focus of the 2015 Paris Agreement, but countries have yet to come up with joint guidelines on how to implement them.

On the one hand, one can argue that developed countries should certainly lead the way to find alternative solutions to cut carbon emissions rapidly. Their responsibility is not only historical but also linked to the ideology of private consumerism they have created. As major emitters, rich countries are largely responsible for the pollution of our planet and the global natural resource crisis. Their highly developed economies and advanced technological infrastructures have put a great strain on the environment. It follows then that rich countries were the driving force behind the first international discussions on climate change, such as the Kyoto Protocol in 1997 (even though the United States Senate refused to ratify it) or the Paris Agreement. The Kyoto Protocol was based on the principle of "climate justice", which states that responsibilities regarding gas emissions are shared by all countries but should be differentiated depending on their levels of development.

However, even though this principle is at the heart of international negotiations, I think that developing countries should participate in the effort to make the earth greener. Indeed, emerging countries like India and China have become important polluters. China, for instance, is now estimated to be the largest emitter of greenhouse gases (with the United States). Least Developed Countries, which now account for 13% of the total world population, need to be included in the discussion as well. In order to find the right balance, rich countries should help developing countries develop sustainable ways of living. This aid could be both financial and technological in nature.

In a context of financial and technological assistance, limiting pollution would no longer be an impediment to the development of LDCs, but rather an opportunity to innovate and develop clean technology. Poverty increases vulnerability to climate change, which is why I think poor countries should participate in the discussion: making the best of the changes that lie ahead of us should be a collective effort.

(424 words)

Mock exam #8

I. Reading comprehension

a. What is the current position of the American Senate on climate change?

Three recent votes have shown that the American Senate is unwilling to admit the responsibility of human activity regarding climate change. The Senate confirmed that climate change was a scientific fact but refused to acknowledge that greenhouse gas emissions were the cause of this phenomenon. (*45 words*)

b. Who is responsible for this position?

The greatest majority of Republican senators deny human responsibility. Some of them claim that they are not scientists and thus cannot confirm that humans influence climate change. For the most extreme deniers, mankind simply lacks the power to alter the climate. (*41 words*)

c. What is the consequence of this position?

The outcome of this denial is that the Senate refuses to take action against global warming. As a result, the United States appears to lack political will when it comes to the very pressing issue of climate change, which is expected to worsen in the next few decades. (*48 words*)

II. Synonyms

a. hoax (l. 9)

b. outright (l. 31)

c. stunned (l. 33)

d. adamant (l. 37)

e. arrogant (l. 41)

f. occurring (l. 59)

g. acknowledged (l. 64)

h. driver (l. 66)

III. Essay

American journalist and author Michael Grunwald said in an article published in 2014 in *Time Magazine*: "If global warming is our most important problem, it's not our most imminent one". Discuss this quote.

Although climatologists have gathered evidence proving that the climate is changing, many countries are reluctant to admit it. As most deal with social and economic issues of their own, it is understandable that some politicians believe global-warming fears are overblown. However, one can wonder why many chose to overlook verifiable scientific alarms.

Draconian cuts in carbon emissions have proved impossible for governments to enforce, as Western economies largely depend on non-renewable energies. A hasty change would have perilous economic consequences. Carbon taxes weigh heavily on taxpayers, and some countries, like Australia, decided to bury such initiatives. Similarly, President Donald Trump withdrew the United States' participation in the 2015 Paris Agreement, arguing that American business and jobs would be threatened, especially in the coal industry. Indeed, some politicians refuse to indulge in doom-mongering. In order to score political points, some parties choose not to implement unpopular reforms, but ignoring climate change can expose the world to a severe backlash.

Indeed, if politicians keep deluding themselves, the consequences will be serious, and no sector will be spared. Heatwaves claim the lives of thousands of people, repeated wildfires in the United States have destroyed millions of acres, while the drought in Australia keeps threatening the lives of citizens. These examples prove that climate change can seriously disrupt the economy of a country and affect society as a whole. Millions are invested in rescue services, while upstream work should be done to anticipate and limit further natural catastrophes. Consequently, pushing environmental issues into the background is not a viable option.

Further consensus must be found at an international level before it is too late. A green revolution requires ambitious measures, and it is not easy for governments to implement unpopular proposals. Contrary to what many politicians believe, I am convinced that the issue of global warming has turned into a full-blown climate crisis which needs to be addressed urgently.

(315 words)

5. Work in the 21st century

A. Key concepts and ideas

Over the course of the past few decades, many things have changed in the world of work. The last recession, **automation** and digital progress, or the increased presence of women in the **workforce** have considerably transformed the workplace and our perception of it.

The 2008 financial crisis and the **dramatic** scandals surrounding several banks and corporations **put work ethic in the foreground**. Work ethic is an **all-encompassing** concept that brings together many different perspectives, such as the way **employees** should behave at work, or on the contrary the way **companies** should behave **with regard to** their employees or society in general. From the employees' point of view, work ethic is a value commonly based on hard work and diligence. When applied to firms, being responsible ethically means creating sane working conditions for employees, or conducting business operations in an eco-friendly or sustainable manner, for instance.

Enron's bankruptcy is a typical case of **integrity failure** that will remain one of the biggest business scandals of our contemporary era. An American energy company based in Houston, Texas, the Enron Corporation, went bankrupt in 2001. Thanks to **accounting loopholes** and poor **financial reporting**, Enron was able to hide billions of dollars of debt. When the energy company **faltered**, thousands of investors, employees, and **pension holders** lost their jobs and life savings.

Nowadays, with hindsight and an increased awareness of what a sane **corporate culture** means, we no longer believe that integrity failures result from individuals behaving badly, and we know that integrity crises are the result of collective wrongdoings. The example of Wells Fargo, one of the United States' largest banks, which in 2016 faced federal investigation after its employees **fraudulently** used customers' information to create fake accounts and meet the sales targets demanded by the bank's executives, is a case in point, as it was proved that the employees' behavior was widespread in the bank and that the issue had failed to be addressed. In the past, similar corporate wrongdoings led to the coining of a new phrase: **corporate social responsibility** (CSR). CSR refers to business practices that encourage corporations to treat their employees ethically, contribute to the **social good**, and have a positive impact on the environment.

The arrival of the digital age has also had a strong impact on the way we work, as employees are increasingly led to work from home and asked for more flexibility in their working hours. With the advent of laptops and smartphones, employees can now work from any location. This phenomenon has changed our conception of the **workplace** and extended the standard eight-hour **workday**. Workplace flexibility means that changes are made concerning the location and the manner in which employees work. When done properly, flexibility allows both individual and business needs to be met.

A third factor impacting the way modern societies envision work is the increased presence of women in the workforce. Women are now **part and parcel** of the economy of industrial countries, boosting their GDP. Their increased visibility in corporations has led to a change of **mindset** concerning women and work. Despite this progress, women remain victims of "the glass ceiling", the invisible **barrier** that prevents them from reaching the highest positions on the corporate ladder.

In the wake of the Weinstein scandal, text #9 deals with the longstanding issue of workplace sexual harassment, which firms have been struggling to address, and describes the steps they can take to handle it efficiently. Text #10 examines the future of work and the possibilities offered by universal basic income (UBI) to compensate for the massive loss of jobs which may result from increasing technology in the workplace. As a limited **trial run** for UBI has been taking place in Finland, the article weighs the pros and cons of that particular **income scheme**.

B. Text #9 – Sciences Po Bordeaux

How Harvey Weinstein is altering the landscape of workplace sexual harassment

§1. Will Harvey Weinstein reshape the national discussion about sexual harassment at work?

§2. The scandal that rocked Hollywood and toppled the career of the famous producer has raised the discussion of workplace misconduct to
5 a new level. Coming on the heels of other sexual harassment scandals involving high-profile men like Bill O'Reilly and Roger Ailes of *Fox News*, the Weinstein case is prompting a re-evaluation of how harassment is handled in the workplace. […]

§3. Some efforts to address the situation have already begun. A large-
10 scale anti-harassment training program was introduced by the U.S. Equal Employment Opportunity Commission a day before the Weinstein allegations were first reported by *The New York Times* earlier this month. The program includes tools for responding to harassing behavior and teaches bystanders when and how to intervene. […]

15 §4. To truly put an end to harassment in the workplace, experts say not only must there be strong anti-harassment policies in place, there also must be real consequences for harassers. And most importantly, there must be a culture that doesn't ignore the behavior.

§5. "We're talking about an issue that is endemic to the American
20 workplace," said Sharmili Majmudar, director of strategic partnerships at Women Employed, a Chicago-based advocacy organization. "We have to look at two really large areas: One is how do we make it safe and easy for

people to report sexual harassment, and how do we ensure the workplace culture becomes one that is intolerant of it."

§6. That's especially important when there appears to be a big divide in how companies say they're handling the issue and the perception of employees. A recent survey by Sheryl Sandberg's LeanIn.org revealed that while a majority of American companies offer anti-harassment training, only a third of women say disrespectful behavior is quickly addressed.

§7. And the lack of progress appears to be most notable at the top echelons of corporations. An August survey of more than 400 directors of public and private companies found that sexual harassment had not been a topic of discussion at the board level. The survey, conducted by The Boardlist and Qualtrics, questioned a group of primarily female board members and found that they were uncomfortable bringing up the issue with their male counterparts.

§8. For decades, organizations have carefully crafted their anti-harassment policies and procedures, including employee training and anonymous email and phone hotlines for reporting inappropriate behavior. But most companies are reluctant to discuss those policies or share details about them. […]

§9. But having a policy isn't enough to address the problem, said Lauren Edelman, professor at the University of California at Berkeley. Employers and managers need to be proactive so they can help prevent a problem before it develops, she said.

§10. That means midlevel managers must be accountable for what happens in their departments, and companies should conduct anonymous surveys to measure whether employees have been harassed. The best companies take a critical extra step: They circle back to a victim after dealing with the issue, inform the employee of what changes are being made as a result of the complaint and ask if the employee feels comfortable with the outcome, attorney Flores said.

§11. Edelman said the Weinstein case and others before it might signal that employers are getting the message that banishing sexual harassment in all forms — whether persistent compliments that make a woman uncomfortable or more pervasive moves like inappropriate touching — is good for business. […]

§12. Beyond the often significant emotional, physical and economic harm to victims, there are high legal and financial costs for businesses. In 2015, the EEOC recovered $164.5 million through lawsuits filed over sexual harassment charges. This summer, Ford settled a sexual and racial discrimination suit brought by the EEOC for $10 million tied to misconduct allegations at two Chicago-area plants.

§13. Agreements to keep private settlements quiet are also an obstacle to stopping workplace harassment because nondisclosure agreements keep the incidents under wraps. "A lot of organizations had been keeping quiet when they found out that administrators or other important officials have

engaged in sexual harassment," Edelman said. "They've made private deals — as was reported in the Weinstein case — to pay off women or give
70 a slap on the wrist of the offender."

§14. For anti-harassment policies to be most effective, companies need to focus on helping end harassment rather than merely protecting a business from being sued, Edelman said.

§15. "Because just saying you have a zero-tolerance policy alone is
75 symbolic," Edelman said. "You have to back it up or it's not going to work."

Samantha Bomkamp and Corilyn Shropshire, *Chicago Tribune*, 27 October 2017.

1. Text and context

The Weinstein scandal began in October 2017 when allegations of sexual harassment, assault and rape surfaced against Harvey Weinstein, a Hollywood producer and head of the Weinstein Company. As dozens of women came forward with details of alleged incidents, it soon transpired that Weinstein's behavior had been an open secret and deliberately ignored by the film industry for decades. The Weinstein scandal was followed by many other accusations of workplace sexual misconduct against powerful men, and sparked international movements that discussed women's experience of sexual abuse, especially Me Too. In May 2018, Weinstein was charged with a first series of counts of sexual assault and rape, and as of June 2018, was awaiting trial.

The Equal Employment Opportunity Commission is a federal agency established in 1965 and responsible for enforcing laws against workplace discrimination. It hears and investigates complaints for discrimination on the basis of race, religion, sex (which includes issues of sexual harassment) or disability. It also offers training programs designed to improve employment practices.

2. Mock exam #9 – Sujet type Sciences Po Bordeaux

I. Understanding the text (☑ *60/200* points)

Answer the following questions *using your own words*. (Whenever relevant, explain the historical/political references, the author's position/tone, etc.) Write approximately 60 words for each answer. Do not quote the text.

a. Give three reasons why anti-harassment policies have not been the most effective.

b. Explain the meaning of the following sentence in its context: "Employers are getting the message that banishing sexual harassment in all forms […] is good for business" (line 54).

II. Writing task (☑ 100/200 points)

Write an essay (of approximately 250 words) on the following topic. You should use your own ideas and knowledge and support your arguments with examples and relevant evidence.

Are anti-harassment policies the most effective way to combat the behavior?

III. Translation (☑ 40/200 points)

Translate paragraph 13 (from "Agreements to keep private settlements quiet…" to "…a slap on the wrist of the offender.") into French.

C. Text #10 – Sciences Po Grenoble

Universal basic income debate sharpens as observers grasp for solutions to inequality

§1. Is a guaranteed paycheck from the government, with <u>no strings attached</u>, the answer to the relentless rise of automation?

§2. The concept might sound <u>far-fetched</u>, but a so-called universal basic income (UBI), is currently one of the most hotly debated policy topics
5   <u>being floated</u> as a means to address income inequality and the disruption that technology poses to the workforce. Indeed, developments in robotics and artificial intelligence have grave implications. A report issued this week found that more than a third of U.S. jobs were at risk from automation, upping the ante for policy makers to <u>cushion the blow</u> to workers.

10   §3. Advocates for UBI argue that a guaranteed paycheck could serve as a way to fight poverty and uncertainty in an evolving U.S. economy. Other countries including Switzerland, France, Scotland, Kenya, India and the Netherlands have also begun discussing the feasibility of a UBI while it is being tested in Finland.

15   §4. In the US the idea of a universal income has gained prominent backers such as Tesla's founder who supports UBI — joining a growing list of tech execs voicing support for the concept as a solution to unemployment that will be caused by the rise of robots. Skeptics, however, insist that

a guaranteed paycheck would actually reduce the incentive to work. In their view, a UBI may even crowd out programs like Social Security and Medicare.

§5. The increasingly polarizing concept was on full display this week, as UBI backers and antagonists <u>sparred</u> at a debate hosted by Intelligence Squared U.S. in New York City. The debate made for strange bedfellows, as a well-known labor organizer teamed up with an economic libertarian to argue in favor of UBI, while two aides to former president Barack Obama <u>pushed back on the idea</u>. "Despite job growth, the economy is <u>off to a bad start</u>, and many people are stuck in minimum wage jobs," said Andrew Stern, the former president of one of the largest labor unions in the country.

§6. With a turbulent economy giving rise to populism, Stern said the economic environment was creating a "U.S. of anxiety" over money. A universal income would "promote choice and freedom, and offer security to individuals," Stern added. Well-known libertarian Charles Murray agreed, saying that if the government eliminates spending on some other programs, "we can afford to do this in America."

§7. However, Jason Furman, a former Economic Adviser under Obama, rejected the suggestion, saying, "If you give someone a dollar, [that dollar] has to come from somewhere": a universal income would actually take America in the wrong direction and worsen economic conditions. "UBI <u>boosters</u>" argue that […] the welfare state today doesn't work, but these claims are false," Jared Bernstein, a former economic adviser to Biden, told the debate's participants. Myriad welfare programs currently "lift more than 40 percent of Americans out of poverty, and instituting a universal income in our country would undermine that progress," he said.

§8. A guaranteed paycheck would be expensive. In the U.S. it could cost more than $3 trillion to distribute just a $10,000 annual income to all citizens. Some economists suggested that cutting spending on defense and curbing tax credits could pay for UBI. Yet others warned about the cost to the federal government, with the latter calling UBI little more than "bad math".

§9. The discussion has taken on added urgency as economists nervously eye the wave of disruption posed by automation. "To ignore the possibility and not plan [for automation] would be a huge mistake" Stern said, invoking "studies that show there will be a massive disruption in jobs." A 2016 World Bank analysis estimated that roughly two-thirds of all jobs in developing nations around the globe are <u>susceptible</u> to replacement by automation. In the U.S. alone, it has been estimated that 47 percent of American jobs could potentially be displaced by robots and automated technology over the next 20 years.

§10. Yet not everyone <u>is sold on</u> the idea of robots taking control of the American workforce including billionaire investor Mark Cuban, who's pushed back aggressively against the idea of a guaranteed paycheck.

CNBC.com, 25 March 2017.

1. Text and context

Universal basic income is a proposed form of welfare payment for which all citizens may be eligible regardless of age, occupation or prior revenue, which is therefore not means-tested, and whose amount should cover a person's basic needs.

Libertarians are liberals who place strong emphasis on personal freedom and autonomy. They generally contend that government is first and foremost aimed at guaranteeing individual rights, and that its power should be limited. Yet left-libertarian and right-libertarian doctrines differ as regards the specifics of political and economic systems: while left-wing libertarianism advocates the end of capitalism and the establishment of collective property and organization, right-wing libertarianism defends laissez-faire economics and private property rights.

2. Mock exam #10 – Sujet annales Sciences Po Grenoble 2017

Cette épreuve comporte deux parties :

I. Compréhension d'un texte écrit (☑ Note /20)

Questions 1 to 10: Choose the answer that corresponds *most closely*.

1. The general position of the article is that automation is...
   a. a ruthless change that is hard to figure out.
   b. an unstoppable and worrying evolution.
   c. an incredible opportunity for those who seize it.

2. As reports are saying that a third of jobs are under threat from automation, the article suggests that...
   a. if predictions are right they might have to help out those who fall foul of automation.
   b. the authorities seek to protect themselves from an angry workforce.
   c. the government's duty to provide alternative employment for the workforce is obvious.

3. According to the article, which country has come closest to introducing UBI (paragraph 3)?
   a. Finland
   b. Scotland
   c. The US

4. Some prominent economists claim that… (paragraph 4)
   a. Social Security and Medicare might be strengthened by UBI.
   b. Social Security and Medicare might be replaced by UBI.
   c. Social Security and Medicare might be made irrelevant by UBI.

5. In the text the concept of UBI is said to be… (paragraph 5)
   a. likely to widen the divide between Republicans and Democrats.
   b. upsetting the high technology businesses.
   c. making it more and more difficult to remain neutral.

6. A debate was organized in NYC and… (paragraph 5)
   a. unusual debaters were present.
   b. guests that don't usually interact took part in it.
   c. some strange opinions were put forward.

7. "Instituting a universal income in our country would undermine that progress" (paragraph 7) means that…
   a. all in all, UBI would defeat its initial purpose.
   b. only some categories of workers would benefit from UBI.
   c. the government would have to dig deep into its budget to ensure the success of UBI.

8. According to the article, some economists feel that UBI… (paragraph 8)
   a. has been poorly calculated and unforeseen costs have not been taken into account.
   b. has been misunderstood as a boost for the economy.
   c. has led to partisan politics throughout the US.

9. Generally speaking, the business leaders mentioned in the article…
   a. approve of UBI.
   b. disapprove of UBI.
   c. *neither* a *nor b*

10. The article shows that…
   a. despite being criticized, the implementation of UBI is a tempting prospect for the US.
   b. the issue of UBI is the subject of opposing opinions in the political and economic spheres today.
   c. a consensus on UBI is within reach.

Questions 11 to 20: Choose the phrase which would best maintain the original meaning of the underlined section.

11. Paragraph 1: ...a guaranteed paycheck from the government, <u>with no strings attached</u>
 a. that would be strictly controlled
 b. that would be unconditional
 c. that would be sent free of charge

12. Paragraph 2: ...<u>the concept might sound far-fetched</u>
 a. the concept is a rather unusual and implausible idea
 b. the concept was first adopted in a foreign country
 c. the concept is being advertised everywhere

13. Paragraph 2: ...one of the most hotly debated policy topics <u>being floated</u>
 a. being tested
 b. being put forward
 c. under constant analysis

14. Paragraph 2: ...<u>cushion the blow to workers</u>
 a. alleviate the impact on workers
 b. push workers to react
 c. provide workers with new kinds of jobs

15. Paragraph 5: ...UBI backers and antagonists <u>sparred</u> at a debate
 a. confronted their views
 b. wholeheartedly disagreed
 c. listened intently

16. Paragraph 5: ...<u>pushed back on the idea</u>
 a. endorsed the idea unreservedly
 b. opposed the idea
 c. postponed the adoption of the idea

17. Paragraph 5: ...<u>the economy is off to a bad start</u>
 a. the economy is going to kick-start
 b. the economy's indicators have stopped improving
 c. the economy is not yet having the impact hoped for

18. Paragraph 7: ...UBI <u>boosters</u> are
 a. energetic and efficient advisors
 b. advocates
 c. first implementation stages

19. Paragraph 9: …jobs… <u>are susceptible to</u> replacement

    a. the robotization process has already begun.

    b. some jobs are likely to be automated.

    c. some jobs are more unstable than others.

20. Paragraph 10: …not everyone <u>is sold</u> on the idea of robots taking control of the American workforce

    a. promotes

    b. is taken in by

    c. believes

II. Rédaction (entre 140 et 160 mots) (☑ Note /20)

With UBI, some people might never work for a living. You have developed your opinion about this. In 140 to 160 words, state your opinion.

D. Beyond the texts

1. Vocabulary

a. Nouns

accounting loopholes (*des failles dans la comptabilité*)

adviser (an) (*un conseiller*)

advocacy organization (an) (*une association de défense des droits*)

aide (an) (*un assistant, un conseiller*)

antagonist (an) (*un adversaire*)

assault (an) (*une agression*)

automation (*l'automatisation*)

barrier (a) (*un obstacle*)

bedfellow (a) (*un associé, un collègue*)

benefit allowance (a) (*une allocation, une prestation sociale*)

board member (a) (*un membre du conseil d'administration*)

board of directors (a) = corporate board (a) (*le conseil d'administration d'une entreprise*)

business ethics (*le code déontologique des affaires*)

bystander (a) (*un témoin, un spectateur*)

career advancement (*la progression professionnelle*)

career-booster (a) (*un accélérateur de carrière*)

career path (a) (*une carrière*)

charge (a) (*une accusation, une charge*)

common good (the) = social good (the) (*le bien commun*)

company (a) = firm (a) (*une entreprise*)

complaint (a) (*une plainte*)

corporate culture (*la culture d'entreprise*)

corporate social responsibility (*la responsabilité sociétale des entreprises*)

damages (*des dommages et intérêts*)

discrimination suit (a) (*un procès pour discrimination*)

disruption (a) (*un bouleversement, une perturbation*)

employee (an) (*un employé*)

employer (an) (*un employeur*)

executive (an), exec (an) (*un cadre supérieur*)

feasibility (*la faisabilité*)

financial reporting (a) (*un rapport financier*)

fraud (*la fraude*)

glass ceiling (the) (*le plafond de verre*)

harasser (a) (*un harceleur*)

headhunter (a) (*un chasseur de têtes*)

inappropriate touching (*des contacts inappropriés*)

incentive (an) (*une incitation, une motivation*)

income scheme (an) (*un dispositif, un système de revenu*)

integrity failure (an) (*un manque d'intégrité*)

intern (an) (*un stagiaire*)

internship (an) (*un stage*)

labour force (the) (UK), labor force (the) (US) = workforce (the) (*la main-d'œuvre*)

labour union (a) (UK), labor union (a) (US) = trade union (a) (*un syndicat*)

lawsuit (a) (*un procès*)

means (a) (*un moyen*)

midlevel manager (a) (*un cadre moyen, intermédiaire*)

mindset (a) (*un état d'esprit*)

minimum wage (*le salaire minimum*)

misconduct (*la faute professionnelle / l'inconduite*)

motherhood (*la maternité, le fait d'être mère*)

occupation (an) (*une profession*)

outcome (an) (*un résultat, une issue*)

paycheck (a) (*un salaire*)

pension holder (a) (*un ayant droit à la retraite*)

plant (a) (*une usine*)

replacement (a) (*un remplacement / un remplaçant*)

reverse discrimination (*la discrimination inversée*)

safety net (a) (*une mesure de protection*)

schedule (a) (*un emploi du temps*)

sexual harassment (*le harcèlement sexuel*)

skeptic (a) (*un sceptique*)

stage (a) = step (a) (*une étape*)

survey (a) (*une enquête, une étude*)

teleworker (a) (*un télétravailleur*)

tool (a) (*un outil*)

top executive position (a) (*un poste de cadre supérieur*)

training (*la formation*)

trial run (a) (*un essai*)

universal basic income (a) (*un revenu de base, un revenu universel garanti*)

way of life (a) (*un mode de vie*)

workday (a) (*une journée de travail*)

work ethic (*la conscience professionnelle*)

working conditions (*les conditions de travail*)

working hours (*les horaires de travail*)

work mates (*les collègues de travail*)

workplace (a) (*un lieu de travail*)

b. Adjectives / Adverbs

all-encompassing (*global, général*)

automated (*automatisé*)

coercive (*coercitif*)

diligently (*assidûment*)

disrespectful (*irrespectueux*)

dramatic (*spectaculaire*)

former (*ancien*)

fraudulently (*frauduleusement*)

grassroots (*populaire, citoyen*)

high-profile (*en vue*)

intolerant of (*qui ne tolère pas*)

libertarian (*libertaire*)

means-tested (*sous condition de ressources*)

polarizing (*clivant*)

prominent (*de premier plan*)

relentless (*implacable, incessant*)

roughly (*à peu près*)

so-called (*prétendu, soi-disant*)

strained (*usé*)

stuck (*coincé*)

uncomfortable (*mal à l'aide / gênant*)

unemployed (*sans emploi*)

untarnished (*sans tache*)

well-known (*connu*)

c. Verbs

alter (to) (*changer, transformer*)

ban (to) = prohibit (to) (*interdire*)

banish (to) (*bannir*)

be sued (to) (*être poursuivi en justice*)

bring up (to) (*évoquer*)

circle back to (to) (*revenir vers*)

compensate (to) (*compenser / dédommager*)

contend (to) (*affirmer*)

craft (to) (*élaborer, rédiger*)

crowd out (to) (*évincer*)

downsize (to) (*réduire*)

ensure (to) (*assurer /s'assurer*)

eye (to) (*examiner*)

falter (to) (*défaillir, chanceler*)

give up on sthg (to) (*abandonner, laisser tomber qqc*)

grasp for (to) (*chercher désespérément*)

harass (to) (*harceler*)

hone (to) (*affiner, parfaire*)

institute (to) (*instituer, établir*)

invoke (to) (*invoquer*)

keep out (to) (*mettre à l'écart*)

remedy sthg (to) (*trouver une solution à qqc*)

sharpen (to) (*devenir plus vif*)

shun (to) (*bannir, exclure*)

team up (to) (*faire équipe*)

think ahead (to) (*anticiper*)

topple (to) (*renverser, faire tomber / se renverser, s'effondrer*)

wipe off (to) (*effacer*)

d. Useful expressions

add insult to injury (to) (*pour couronner le tout*)

be liable to prosecution (to) (*être passible de poursuites*)

be on full display (to) (*être mis en lumière*)

be part and parcel of sthg (to) (*faire partie intégrante de qqc*)

fall short of expectations (to) (*ne pas être à la hauteur des espérances*)

have a long way to go (to) (*être loin du compte*)

hotly debated topic (a) (*un sujet qui donne lieu à de vifs débats*)

in all forms (*sous toutes ses formes*)

land a job (to) (*décrocher un emploi*)

on the heels of (*juste après*)

put sthg in the foreground (to) (*mettre qqc au premier plan*)

smoke and mirrors (*de la poudre aux yeux*)

up the ante (to) (*faire monter les enchères*)

voice support for (to) (*appuyer, apporter son soutien à*)

with regard to (*en ce qui concerne*)

zero-tolerance policy (a) (*une politique de tolérance zéro*)

2. Grammar

a. Les noms dénombrables et indénombrables

On appelle dénombrables (*countable*) les noms que l'on peut compter, dénombrer, à l'inverse des indénombrables (*uncountable*).

Les dénombrables (countable)

• Les noms dénombrables sont **des noms que l'on peut compter.**

→ *A* reform – ***two*** reforms

→ ***One*** boat – ***two*** boats

• Les dénombrables sont précédés des quantifieurs ***many*** (beaucoup) et ***few*** (peu).

→ *A* day – ***many*** days

→ *A* thing – ***few*** things

Les indénombrables (uncountable)

• renvoient souvent à des **notions abstraites, des noms de couleur ou de matière, des noms de maladie, des noms de langue**

• ne se mettent **jamais au pluriel**

• **ne sont pas précédés d'un déterminant**

→ *Music and cooking are ma passions.* (La musique et la cuisine sont mes passions.)

→ *Black, white and yellow are my favorite colors.* (Le jaune, le blanc et le noir sont mes couleurs préférées.)

→ *This jacket is made of wool.* (Cette veste est en laine.)

→ *I don't speak Spanish.* (Je ne parle pas l'espagnol.)

• sont précédés des quantifieurs *much* (beaucoup) et *little* (peu)

→ *Money – **much** money*

→ *Time – **little** time*

Il faudra toutefois faire précéder ces noms de l'article *the* si l'on veut évoquer une situation particulière.

*I don't have enough **money*** MAIS *She has already spent all **the money** she earned over the summer.*

Certains dénombrables peuvent devenir indénombrables

DÉNOMBRABLES	INDÉNOMBRABLES
A time = une fois	*Time* = le temps
A work = une œuvre	*Work* = le travail
A business = une affaire	*Business* = les affaires

Différence anglais / français

Certains noms dénombrables en français sont indénombrables en anglais et sont donc **suivis d'un verbe au singulier**. Si l'on veut désigner une unité, on pourra utiliser l'expression *a piece of.*

→ *This piece of advice was very useful.* (Son conseil m'a été très utile.)

→ *His **advice is** always useful.* (Ses conseils sont toujours utiles.)

A piece of furniture = un meuble	*Furniture* = des meubles
A piece of evidence = une preuve	*Evidence* = des preuves
A piece of information = une information	*Information* = des informations

DÉNOMBRABLES	INDÉNOMBRABLES
The scandal (l. 3)	*Sexual harassment* (l. 1)
Tools (l. 13)	*Workplace misconduct* (l. 4)
An issue (l. 19)	*Training* (l. 28)
A survey (l. 31)	*Inappropriate behavior* (l. 39)
The complaint (l. 51)	*Touching* (l. 56)
Agreements (l. 65)	*Harm* (l. 59)

b. LES SUBORDONNÉES DE CONDITION OU « IF SENTENCES »

Les subordonnées de condition se construisent le plus souvent avec la conjonction *if*. Une des difficultés principales de ces constructions tient à la concordance des temps. Il existe trois niveaux d'hypothèses pour ces constructions, qui vont du possible à l'impossible.

1. Ce qui est possible et reste réalisable dans le futur :

If + présent – *will* + verbe

→ *If it **is** well-paid, we **will take** this job.* (Si c'est bien payé, nous prendrons ce travail.)

→ *If you **promise** to work less, I **will marry** you.* (Si tu promets de travailler moins, je t'épouserai.)

• Parfois ***will*** dans la proposition principale peut être remplacé par ***must*** (obligation), ***can*** (capacité), ou ***may*** (probabilité) :

→ *If you **want** to have a successful career, you **must make** sacrifices.* (Si tu veux avoir une belle carrière, tu dois faire des sacrifices.)

→ *If we **obtain** more flexible hours, we **may stay** in your company.* (Si nous obtenons des horaires plus flexibles, il se peut que nous restions dans votre entreprise.)

2. Une hypothèse non réelle, quelque chose qui n'est pas réel dans le présent :

If + prétérit – *would* + verbe

→ *If you **were** more efficient, I **would hire** you.* (Si tu étais plus efficace, je t'embaucherais.)

• On dit que **would** ici a une valeur conditionnelle (c'est un **will** auquel on a ajouté un prétérit pour exprimer le doute/l'incertitude).

• **Would** peut être remplacé par **might** (probabilité) ou **could** (possibilité) dans la proposition principale :

→ *If I **knew** my boss better, I **could talk** to him.* (Si je connaissais mieux mon patron, je pourrais lui parler.)

→ *If you **asked** for a pay rise, you **might not be** so broke.* (Si tu demandais une augmentation, tu ne serais pas si fauchée.)

3. Exprimer un irréel du passé

> If + *had* + participe passé – *would* + *have* + participe passé

→ *If she **had made** a lot of money, she **would have moved** to a bigger flat.* (Si elle avait gagné beaucoup d'argent, elle aurait emménagé dans un plus grand appartement.)

• Les subordonnées de condition peuvent également être introduites par des conjonctions comme **unless** (sauf si, à moins que), **supposing** (à supposer que), **as long as** (à condition que, aussi longtemps), **in case** (au cas où) ; elles expriment souvent une condition réelle et on emploie fréquemment le présent après ces conjonctions.

→ ***Unless** he works less, she will let him go.* (S'il ne travaille pas moins, elle le quittera.)

→ ***Supposing** you have a second child, will you ask for a pay rise?* (À supposer que tu aies un second enfant, est-ce que tu demanderas une augmentation ?)

→ ***As long as** you agree to travel for work, you will keep your job.* (Aussi longtemps que tu acceptes de voyager pour le travail, tu garderas ton emploi.)

Grammar in use – Text #10

Le texte #10 contient deux subordonnées de condition :

If the government eliminates spending on some other programs, "we can afford to do this in America." (l. 34)

→ L'hypothèse formulée est présentée comme réalisable. Ici, l'auxiliaire modal *will* attendu dans la proposition principale est remplacé par *can* pour exprimer la capacité.

"If you give someone a dollar, [that dollar] has to come from somewhere" (l. 37)

→ L'hypothèse est d'autant plus réalisable qu'elle correspond à une logique irréfutable. La proposition principale exprime cette idée d'obligation logique par l'emploi de *have to*.

ANSWERS

Mock exam #9

I. UNDERSTANDING THE TEXT

a. Give three reasons why anti-harassment policies have not been the most effective.

Companies have taken a critical first step in adopting anti-harassment schemes but they still have a long way to go, especially since a persistent culture of silence still inhibits discussions of workplace harassment and its solutions. Moreover, many companies have fallen short of expectations for failing to implement their policies diligently, and most have yet to learn how to think ahead in dealing with harassment. (*65 words*)

b. Explain the meaning of the following sentence in its context: "Employers are getting the message that banishing sexual harassment in all forms [...] is good for business" (line 54).

Companies tend to realize that they have a lot to gain from cracking down on sexual harassment. Indeed, enforcing strict anti-harassment policies makes them less liable to prosecution for failing to provide their employees with a secure work environment, and protects them from having to pay heavy damages. Moreover, it might work better at keeping their reputation untarnished than covering up sexual harassment cases. (*64 mots*)

II. WRITING TASK

Are anti-harassment policies the most effective way to combat the behavior?

The hashtag #metoo was created in 2017 after charges of sexual harassment and assault were brought against Hollywood producer Harvey Weinstein. It gave victims of harassment a platform to tell their stories, and has built up into a worldwide movement intent on tackling the issue. Considering all that has been accomplished by activists since the Weinstein scandal, one can wonder what impact anti-harassment laws and workplace policies can now have in combating the behavior.

Indeed, private initiatives can more often than not be the driving force behind long-term changes of attitudes. Grassroots movements like Me Too or Time's Up have raised awareness about the prevalence of harassment and created opportunities for individuals to educate themselves, engage in interpersonal and collective conversations about the causes and effects of harassment, and propose solutions. Citizen activism can also provide support systems for victims, as Time's Up has by setting up a legal defense fund

for those less well-off seeking justice, and lobby decision-makers to improve existing regulations.

These are therefore not superfluous and do have a critical role to play in eradicating harassment. Obviously, only criminal laws and workplace policies can guarantee that offenders will be punished and victims protected and rightly compensated. Besides, it is governments and firms which have the leverage and resources to set up and regulate infrastructures aimed at providing expertise and tools as well as implementing and systematizing actual solutions to harassment, like the EEOC.

As things stand, there is no denying that there is more decision-makers can do to hone and enforce anti-harassment policies. Yet, they should definitely be part of the collective and comprehensive effort needed to end harassment.

(273 words)

III. Translation

Les accords destinés à ne pas ébruiter les règlements amiables empêchent également de mettre fin au harcèlement au travail, car ces accords de non-divulgation gardent les incidents sous le boisseau. « De nombreuses organisations restaient discrètes lorsqu'elles découvraient que des administrateurs ou d'autres responsables importants s'étaient livrés à des faits de harcèlement sexuel », déclare Edelman. « Elles se sont arrangées à l'amiable, comme cela a été rapporté dans l'affaire Weinstein, pour acheter le silence des femmes ou n'adresser qu'une simple réprimande au coupable. »

Mock exam #10

I. Compréhension d'un texte écrit

1. a. Au début et à la fin du texte, l'automatisation du travail et ses effets sur l'emploi sont présentés comme inéluctables (*relentless rise, there will be a massive disruption*), mais ces derniers sont encore insuffisamment connus (*A 2016 World Bank analysis estimated that roughly two thirds of all jobs […] are susceptible to replacement*).

2. c. Le gouvernement devrait prendre des mesures pour soutenir les travailleurs affectés par l'automatisation. On peut hésiter entre les réponses a et c, mais la réponse a ne précise pas qui devrait proposer ces solutions.

3. a. Le revenu universel est à l'étude dans plusieurs pays, mais n'est expérimenté que dans un seul d'entre eux, la Finlande. Il n'y est toutefois pas pérennisé.

4. b. On prêtera une attention particulière à la particule *out* du verbe *to crowd out*, qui exprime l'idée de sortir. Les mesures de Social Security et du Medicare ne seraient non seulement plus pertinentes en présence d'un revenu universel, mais bien vouées à disparaître.

5. a. Le revenu universel, qui a ses partisans (*backers*) et ses détracteurs (*antagonists*), est un sujet de plus en plus clivant (*polarizing*) ; dans le contexte bipartite américain, on peut donc imaginer qu'il oppose, à terme, les Démocrates et les Républicains. Il n'est par ailleurs pas question dans le texte de neutralité sur le sujet.

6. b. Certains intervenants du débat s'accordaient sur le revenu universel, qu'ils ont défendu, ce qui semblait de prime abord improbable (*strange bedfellows […] teamed up*) étant donné leur vision diamétralement opposée de l'économie.

7. a. Selon certains spécialistes, le revenu universel ne permettrait pas de résoudre la pauvreté. Au contraire, il l'aggraverait et saperait (*undermine*) les progrès accomplis par les mesures d'aide sociale existantes ; on n'obtiendrait donc pas l'effet escompté.

8. a. Le paragraphe 8 n'évoque pas les effets d'une possible mise en place du revenu universel sur l'économie ou le débat politique, mais bien les coûts qu'elle représenterait pour l'État. Or, pour certains observateurs, ils ont été mal évalués (*bad maths*).

9. c. On ne retiendra que les avis de dirigeants d'entreprise : le fondateur de Tesla (§4) est favorable au revenu universel, alors que l'investisseur Mark Cuban (§10) s'y oppose. En l'absence d'une tendance claire, on choisira la réponse c, qui signifie « ni a ni b ».

10. b. L'auteur ne fait pas état de synthèse, de consensus ou d'avancée sur le revenu universel, et n'en propose pas lui-même ; au contraire, la dernière phrase sous-entend que les divergences persistent.

11. b. L'expression *with no strings attached* signifie « sans condition », « sans contrepartie ». Elle n'a pas le sens plus précis d'absence de condition ou de contrepartie financière.

12. a. L'adjectif *far-fetched* signifie « tiré par les cheveux », « improbable ». Ici, l'emploi de *far* ne traduit pas l'idée d'un éloignement géographique.

13. b. *To float an idea* signifie « proposer », « soumettre une idée ». On peut se souvenir que *forward* indique un mouvement en avant, et en déduire que *to put forward* veut dire ici « avancer une idée », « suggérer ».

14. a. *A cushion* est un coussin ; par extension et de manière imagée, *to cushion* signifie « amortir », « atténuer » (*alleviate*).

15. a. On peut s'appuyer sur *at a debate* pour comprendre qu'il s'agit de s'affronter. Il existe bien dans *spar* l'idée d'un antagonisme, d'une confrontation, mais pas celle d'un désaccord ; la réponse b va donc trop loin.

16. b. *To push back* signifie « repousser » (on traduira même ici par « rejeter ») et ne doit pas être confondu avec *to put off* (reporter) ; ce dernier est bien synonyme de *postpone*, mais la réponse c est un faux-sens.

17. c. *Off to a bad start* veut dire « être mal parti », alors que *kick-start* signifie « relancer » ; les deux termes sont donc presque antonymes. *Off* peut exprimer l'idée

d'arrêt ou de fin, comme suggéré dans la réponse b, mais aussi celle de départ, qu'il faut retenir ici.

18. b. *Boosters* = *advocates* = défenseurs. *To boost* peut signifier « stimuler », mais aussi plus simplement « encourager » ; il s'agit de la même famille de sens, mais le degré d'intensité est différent.

19. b. En anglais, *susceptible* a deux sens : « sensible (à) » et « susceptible de » (*likely to*), qu'on retiendra ici.

20. c. *To be sold on* = croire, être convaincu de (et non « convaincre de »). Il ne fallait par ailleurs pas céder à la tentation de choisir une autre structure passive, car *to be taken in by* signifie « se faire avoir » et est ici un faux-sens.

II. Rédaction

With UBI, some people might never work for a living. You have developed your opinion about this. In 140 to 160 words, state your opinion.

Because our welfare state is strained, I believe that a universal basic income would definitely downsize bureaucracy as a much more efficient system would be implemented. Indeed, a unique income scheme would eliminate the confusion that exists between the different sources of income people may be eligible to. It could also be a way to give up on sanctions and widespread suspicions of fraud. A standard flat payment could as well wipe off extreme poverty and secure a decent way of life for those who have always been excluded from all benefit allowances. UBI would provide a safety net for all citizens and allow people who want to reduce their working hours to do so. It could result in a fairer distribution of jobs with more opportunities for those who have long been unemployed. I strongly believe that UBI can improve working conditions and contribute to more equity and social justice.

(151 words)

6. Europe and its challenges

A. Key concepts and ideas

As early as the 19th century, the idea of a European community began to **germinate** in the minds of politicians and intellectuals. Though Victor Hugo was the first to voice the idea of a "United States of Europe", Europe was born much later, in the 1950s, emerging from the **rubble** of two **bloody** world conflicts. Robert Schuman, Jean Monnet, Konrad Adenauer, Alcide de Gasperi, and Winston Churchill were among the most fervent supporters of the project, as they firmly believed that a European community was the only way to **secure** peace for the future.

The European **Coal** and **Steel** Community (ECSC) was established in 1951, but 1957 remains a landmark date for Europe, as the Treaty of Rome was signed by the six founding states (Belgium, France, West Germany, Italy, the Netherlands and Luxembourg) that year. 1957 also coincided with the creation of the European Economic Community (EEC) and the European Atomic Energy Community (Euratom). The 1985 Schengen Agreement was another important step, as it proposed the gradual abolition of border controls in the Schengen Area. Yet it is only since 1993, when the Maastricht Treaty **came into force**, that we can formally speak of a European Union (EU). This treaty also led to the adoption of the single European currency, the euro. The Maastricht Treaty has been amended several times, most recently by the Lisbon Treaty in 2009 which aims to facilitate **decision-making** within the EU and improve the **functioning** of its institutions.

Today the European Union counts 28 member states: Austria, Belgium, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

One of the most concrete effects of the European Union for citizens was without a doubt the introduction of the **single currency**, the euro, on January 1st, 2002. Currently, the Eurozone is composed of 17 member states: Austria, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia and Spain. The euro was introduced to encourage trade, growth and economic stability, while giving Europe more **weight** on the international stage. However, the financial crisis of 2008 **laid bare** the fragility of the euro, as countries could no longer **devalue** their currency to stimulate their economy. Some of the currency's **staunchest** detractors **gained ground,** and **Euroscepticism** has run high ever since, only to decrease slightly after the European economy recovered from the recession.

As for the United Kingdom and Ireland, they have occupied a **peculiar** position within the European Union. While both countries joined the EU in 1973, they refused to join the Schengen agreement and have continued to operate border controls, arguing that they do not want to lose authority over their immigration policy. Although Ireland

adopted the Euro, the United Kingdom **has kept to** the pound sterling, having benefited from an **opt-out** from the Maastricht Treaty in 1992 to do so. Euroscepticism has been an ongoing feature of British politics, with British leaders often diehard **Eurosceptics** interested mostly in the free trade area. In the Brexit campaign, such defiance was exacerbated by anxieties over immigration, which were exploited by parties like UKIP to such extent that they became the dominant factor and overshadowed the core issues related to **EU membership**.

As text #11 shows, the United Kingdom's reputation has been damaged by the Brexit vote, but at the time this piece was written, all was yet to be negotiated as to the UK's future relationship with Europe. The author was thus optimistic Theresa May would know how to leverage and preserve British assets and interests. **Little did they know that** the negotiations with the bloc would be particularly **fraught**, and that the terms of the withdrawal would **drive an** even deeper **wedge between** the British Conservatives.

Text #12 lists a wide range of dysfunctions that could jeopardize the European Union's future. According to political scientist Douglas Webber, Europe **is losing ground** to the United States and international organizations like the IMF, but also to Russia, which **seeks** to **exert a** political and economic **hold over** some of its former satellite states. As a consequence, Europe no longer stands for the **inspirational** model it once was. The EU's declining influence is the result of a complex bureaucracy, **unbridgeable** divisions between member states, and a lack of common political will. Europe's inability to solve the migrant crisis or the conflict in Ukraine **evidences** the fact that it lacks efficient political and military tools. Added to the lasting Greek debt crisis and the rise of nationalist parties, Europe's future is not bright according to Douglas Webber.

B. Text #11 – Sciences Po Paris

A fair 100 days of May – and now for the hard part

Theresa May has passed her first 100 days in office in a way which, if not flawless, has confounded most of her critics. When she succeeded David Cameron as prime minister in July, most neutrals breathed a sigh of relief, given the alternative of a divisive campaign. She took to her new role with
5   the assurance of somebody who had always hoped, even expected, to do it. Setting out an ambitious agenda, which she elaborated on at the Tory party conference, made sense, as did the appointment of three prominent supporters of Brexit — Boris Johnson, David Davis and Liam Fox — in key positions for determining Britain's post-European Union future.

10   History, however, is littered with examples of prime ministers who, after a successful first 100 days, find the realities of government are no honeymoon. Gordon Brown is the most obvious recent example.

John Major, who scaled extraordinary heights of popularity immediately after he succeeded Margaret Thatcher — enough to see him through to
15 a surprise election victory in 1992 — soon got bogged down by party management.

That is one challenge for Mrs May. Keeping both sides of the Tory party happy as Britain heads towards the EU exit door will not be an easy task. Tory leavers are anxious for a quick and clean break, while
20 remainers are hoping for a deal that keeps Britain as close to the EU as is feasible. Parliament, meanwhile, is pressing for closer involvement in the process than Downing Street is prepared to concede. One thing is clear. The government's current stance of saying very little about what it wants to achieve in its negotiations with the EU, apart from largely meaningless
25 generalities, is precarious. [...]

After the Brexit vote there is not much goodwill for Britain in the rest of Europe and some of the language used by Mrs May and her ministers has not helped. Newspapers in Germany, some of them normally sympathetic to Britain, now talk of "Cold Britannia" or "Ukip country". Some in
30 Europe would no doubt love to paint Britain as a racist, economically failing outpost. Some would love to do so because pointing to the mote in our eye distracts from the beam in theirs.

That is why it is essential that the face of Britain that Mrs May presents to the EU and the rest of the world is an open, generous and economically
35 confident one. There is talk in Downing Street, as we report today, of using the threat of an aggressively competitive corporation tax rate of 10% as a weapon in Britain's negotiations with the EU. If they play tough on tariffs, in other words, we will respond by cutting tax to levels that will attract and retain multinational investment.

40 It is a curious strategy. A 10% corporation tax rate, which we urged in our post-Brexit blueprint for Britain, should be introduced because it is the right thing to do, not used as a negotiating tool. The Treasury will say the public finances are too fragile, which explains Philip Hammond's reluctance to adopt his predecessor George Osborne's post-referendum
45 promise of a reduction of the tax to 15%. But it is exactly the kind of thing an economically confident nation should be doing. It would also dispel some of the fears of an anti-business agenda in government that were aroused by loose talk about lazy businessmen and the merits of big government.

50 Similarly, the right policy on EU migrants already living in Britain is plainly not to use them as pawns in a diplomatic game. Existing EU migrants came here in good faith. They have, overwhelmingly, contributed to the economy. We should continue, too, to be a magnet for skilled migrants from Europe and the rest of the world. Well before she invokes
55 article 50, the prime minister should make clear that the rights of EU nationals already settled in Britain will be preserved.

After completing a successful first 100 days, Mrs May has more on her plate than just managing Britain's route into a post-Brexit future, although inevitably that task will dominate her premiership. She has a difficult domestic agenda which risks disappointment, particularly among
60   the "just managing" families she has promised to champion. But it is likely that over the next few years three tough women will be in charge in Britain, America and Germany. Hopefully, Mrs May will prove to be the best of the lot. That would be something to celebrate.

The key to it all, and to Britain's future success, is not steering a line
65   between "hard" and "soft" Brexit but ensuring an open and optimistic Brexit. The world needs Britain and Britain needs the world.

The Sunday Times, 23 October 2016.

1. Text and context

PREMIERSHIP OF THERESA MAY

Theresa May is the leader of the Conservative Party and has been the United Kingdom's Prime Minister since July 2016. She held several positions as Shadow Secretary during the Conservatives' stint in the opposition from 1997 to 2010, and went on to serve as Home Secretary in David Cameron's government once the Tories came back to power. She succeeded Cameron after his resignation, and even though she herself supported the "Remain" vote in the Brexit referendum, her cabinet has reflected the Eurosceptic wing of the Conservative Party and was immediately tasked with implementing the Brexit (with **Boris Johnson** as Foreign Secretary, **David Davis** as Brexit Secretary, **Liam Fox** as Trade Secretary, and **Philip Hammond** as Chancellor of the Exchequer). As for domestic policies, May has attempted to balance further budget cuts with much-needed financial support for public services, more particularly the NHS. Since the 2017 general election and the forceful return of Labour, she has entered an agreement with the Democratic Unionist Party to support her minority government.

THE CONSERVATIVE PARTY

The Conservative Party, or Tory Party, is the UK's center-right party, one of the two main political parties along with Labour, and the most dominant in British government during the 20th century. Overall, conservative politics revolve around limiting state intervention in the economy, promoting individual responsibility and enterprise, and preserving traditional values and institutions. In most recent decades, it is certainly Margaret Thatcher's premiership which left the most lasting imprint in the Conservative legacy;

from 1979 to 1990, she undertook the privatization and deregulation of the British economy, marginalized the trade unions, and reduced welfare programs. There were Thatcherite accents in the "Big Society" politics which David Cameron (2010-16) advocated at the beginning of his term in office to revive the British economy and address the public deficit, yet the current prevailing brand of British conservatism is best described as a mix of economic and social liberalism.

COLD BRITANNIA

The phrase "Cold Britannia" is a pun on the title of a 18th-century patriotic poem and song, "Rule, Britannia!", which celebrated Britain and its naval power. A similar yet reverse pun, "Cool Britannia", was used to describe Britain's rejuvenated economy, politics and culture in the second half of the 1990s.

UKIP

UKIP is the United Kingdom Independence Party, a right-wing nationalist and populist party founded in the early 1990s with the goal of withdrawing the UK from the European Union. It has campaigned on a Eurosceptic and anti-immigration platform and, between 2004 and 2017, gathered momentum in European and local elections. With 24 seats, it became the largest British party in the European Parliament in 2014, and it proved instrumental in the organization and the result of the 2017 Brexit referendum. However, UKIP has since collapsed and lost most of its representation to the Conservatives in local and general elections.

ARTICLE 50

Article 50 of the Treaty on European Union outlines the procedure for member states willing to withdraw from the EU. The triggering of Article 50 notifies the European Council with a member's intention to withdraw, and opens a period of up to two years to negotiate the terms of a withdrawal agreement and define future relations. The UK invoked Article 50 on 29 March 2017.

2. Mock exam #11 – Sujet annales Sciences Po Paris 2017

I. TEXTUAL COMPREHENSION (☑ 10/20 POINTS)

After reading the text carefully, reply in English and *in your own words* to the following questions.

a. What challenge is Theresa May confronted with after her first 100 days?

b. How has Britain been considered by other European countries since the Brexit vote?

c. What should Theresa May's policy on EU migrants be, according to the journalist?

d. What does the journalist intend to show in the conclusion of the text?

II. Essay (☑ 10/20 points)

Write a short, well-argued essay in English (*two pages*) on one of the two subjects below. Circle the number which corresponds to the essay chosen.

1. "Britain should continue to be a magnet for skilled migrants from Europe and the rest of the world." Discuss.

2. Do you think the vote in favour of Brexit was the right one?

C. Text #12 – Sciences Po Bordeaux

Europe's power is waning

§1. As the 21st century opened, a number of observers of international politics were optimistic that the new century would be 'European', that a politically more and more integrated Europe would shoulder aside the US, Asia and other possible competitors and become the world's pre-eminent
5 power. The last decade, however, has provided more evidence of the EU's impotence than of its power. One only has to think of its weak responses to crises such as Russia's annexation of Crimea, the Arab Spring and now the rise of the 'Islamic State' in Iraq and Syria to realise how limited its influence is. In retrospect, the EU probably attained the pinnacle of its
10 international influence when, in the years preceding its enlargement in Central and Eastern Europe in 2004, it played a major role in easing the post-Communist countries' transformation into fairly stable and peaceful capitalist democracies.

§2. […] Europe was able to wield a great deal of power over its post-
15 Communist neighbourhood because of these countries' strong aspirations to accede to the EU. It remains powerful vis-à-vis those countries that still want to become members. Thus, more recently, it was able to use Serbia's wish to join the EU to secure a settlement of the conflict over the status of the minority community of Serbs in Kosovo. Meanwhile, however,
20 the list of serious candidates to join the EU has grown shorter and, as recent events in Ukraine, North Africa and the Middle East have sorely

demonstrated, Europe's effectiveness in shaping political developments beyond its immediate boundaries has been greatly diminished.

§3. Not only the EU's declining scope for wielding the 'accession card' to influence neighbouring states, but also deep divisions among its member states have undermined its capacity to respond effectively to big security crises. The strongly divergent strategic cultures of the big member states have consistently made it impossible for the EU to exercise military power effectively. The EU has not come even remotely close to realizing the ambition of the EU Security and Defence Policy, signed in 1999, to create a "rapid reaction force" comprising 60,000 troops from the member states to intervene in security crises abroad. The EU's military ineffectiveness has naturally been exacerbated by member states' defence spending cuts over the last decade.

§4. **When the euro was conceived, there were also hopes that the single currency would make the EU the world's great monetary power. Thus, the former French president, Valéry Giscard d'Estaing, for example, predicted that the euro would be the "world's leading currency". But these hopes too have been dashed. Although today it is the currency used by some 334 million Europeans, it has so far failed to pose a serious challenge to the primacy of the US dollar as an international currency reserve: in 2012, the U.S. dollar was still 2.5 times more widely held in global foreign exchange reserves than the euro.** The creation of the euro has hardly enabled the EU to bolster its influence in international monetary and financial affairs. Indeed, in the course of the Eurozone crisis since 2010, the participation of the IMF in the bailouts of several Eurozone members (Greece, Portugal and Ireland) and the IMF's involvement in the provision of financial aid to other EU member states have widened the scope for non-European countries to exercise power over the EU and its member states rather than the other way around.

§5. The EU is certainly not a military, or 'hard', power. It is not a monetary power. As a trading power it is in decline. It may have already peaked as a regulatory power. Could it nonetheless still have a future as a 'soft' power, one that, by virtue of example, as a zone of economic and political freedom and relative peace and prosperity, can influence the course of events elsewhere in the world? Towards the end of the 20th century, countries in numerous other regions were motivated by the EU's single market project to create regional organisations and accords. There were expectations that European integration would generate a "regional domino effect", but a decade later, in the wake of the global and Eurozone financial and other crises, the exemplary power of the EU has receded. With the benefit of hindsight, the 1990s look like a golden – but ephemeral – age of regionalism. Any discussion on creating common currencies in other regions of the world has ebbed. The EU's 'soft' power has not resisted the decline of its 'hard' and economic power, but rather has waned in step with these.

§6. If one assumes that the EU's relative economic decline is inevitable owing to faster economic growth in other regions, the only way in which the EU and its member states can conceivably aspire to be a big power in world affairs in the future is by integrating more closely politically and not only speaking with one voice, but also acting with one will. If anything, however, member states are less capable today than they were a decade ago of adopting and implementing common policies. The rapid rise of 'anti-European' political parties across much of Europe in recent years will make it harder than ever for the EU to unite and promote its interests in international politics. The prospects of the 21st century turning out to be 'European' are thus receding very quickly.

Douglas Webber, *INSEAD Knowledge*, 13 October 2014.

1. Text and context

RUSSIA'S ANNEXATION OF CRIMEA

The Ukrainian territory of Crimea was annexed by Russia in March 2014 in the wake of the Ukrainian Revolution, also called Euromaidan. In February 2014, people took to the streets after Ukrainian President Viktor Yanukovitch refused to sign an EU proposal that would have led to more involvement in Western Europe's economies. His final decision not to close the deal was quite unexpected, as most Ukrainians were in favor of the EU. Riots resulted in the ousting and resignation of the President, and a new interim government was put in place. Russia took advantage of the confusion to establish its authority over Crimea, which is mostly composed of a pro-Russia population.

THE ARAB SPRING

The Arab Spring was a wave of uprisings and anti-government protests that started with the Tunisian Revolution in December 2010, and spread to many countries in North Africa and the Middle East. The term Arab Spring is a reference to the 1989 collapse of communist regimes that formerly belonged to the Communist bloc in Eastern Europe (such as the Velvet Revolution in Czechoslovakia): in the 1990s, under the pressure of civil riots, many countries adopted a democratic regime and a market economy. As for the Arab Spring, it resulted in the ousting of long-lasting and corrupted authoritarian regimes, but local counterrevolutionary moves and civil wars have prevented the emergence of stable democratic systems.

THE ISLAMIC STATE

The Islamic State is a transnational jihadist group, also known as the Islamic State of Iraq and Syria (ISIS) or the Islamic State of Iraq and the Levant

(ISIL). Its Arabic equivalent is the acronym DAESH. Born in 2013, the group became one of the main forces fighting and controlling territories in Syria and Iraq, where it created an Arabic emirate, or caliphate, in June 2014. Since 2015, local forces and Western troops have gradually regained cities once lost to the Islamic State, which has thus redirected its efforts to fostering an international network of jihadists ready to operate throughout the world.

2. Mock exam #12 – Sujet type Sciences Po Bordeaux

I. Understanding the text (☑ 60/200 points)

Answer the following questions *using your own words*. (Whenever relevant, explain the historical/political references, the author's position/tone, etc.) Write between 50 to 100 words for each answer. Do not quote the text.

a. According to Webber, what have been Europe's greatest achievements?

b. How does Webber account for Europe's waning power?

II. Writing task (☑ 100/200 points)

Write an essay (of approximately 250 words) on the following topic. You should use your own ideas and knowledge and support your arguments with examples and relevant evidence.

According to you, is there a European identity?

III. Translation (☑ 40/200 points)

Translate the passage in bold characters (from "When the euro was conceived…" to "…more widely held in global foreign exchange reserves than the euro.") into French.

D. Beyond the texts

1. Vocabulary

a. NOUNS

annexation (an) (*une annexion*)

appointment (an) (*une nomination*)

authoritarian regime (an) (*un régime autoritaire*)

balance (*l'équilibre*)

bargaining chip (a) (*une monnaie d'échange*)

blueprint (a) (*un plan*)

brand (a) (*un style, un type*)

Brexiteer (a) = Leaver (a) (*un partisan du Brexit*)

bureaucracy (*la bureaucratie*)

charter member (a) = founding member (a) (*un membre fondateur*)

collapse (a) (*un effondrement*)

common currency (a) (*une monnaie commune*) = single currency (a) (*une monnaie unique*)

competitor (a) (*un concurrent*)

corporation tax (a) (*un impôt sur les sociétés*)

critic (a) (*un critique, un détracteur*) ≠ criticism (a) (*une critique*)

customs (*la douane*)

decision-making (*la prise de décision*)

disappointment (*la déception*)

distrust (*la méfiance*)

disunion (*la désunion*)

Downing Street (UK) (*le gouvernement britannique*)

EU membership (*l'appartenance à l'Union européenne*)

European enlargement (the) (*l'élargissement de l'Union européenne*)

Eurosceptic (a) (*un eurosceptique*) ≠ Europhile (a) (*un europhile*)

Euroscepticism (*l'euroscepticisme*)

Eurozone (the) (*la zone euro*)

functioning (the) (*le fonctionnement*)

general election (a) (*une élection législative*)

goodwill (*la bonne volonté, la bienveillance*)

hardliner (a) (*un jusqu'au-boutiste*)

implementation (*la mise en œuvre, l'exécution*)

ineffectiveness (*l'inefficacité*)

involvement (*l'implication*)

legacy (a) (*un héritage*)

member state (a) (*un État membre*)

nationalism (*le nationalisme*)

office (an) (*une fonction, un poste*)

opt-out (an) (*un droit de retrait*)

ousting (an) (*un renvoi*)

outlier (an) (*qqn qui se tient à la marge*)

outpost (an) (*un avant-poste*)

pawn (a) (*un pion*)

pinnacle (the) (*le sommet*)

political spectrum (the) (*l'éventail politique*)

populism (*le populisme*)

premiership (a) (*un mandat de Premier Ministre*)

primacy (*la suprématie*)

prospect (a) (*une perspective, une possibilité*)

protectionism (*le protectionnisme*)

pun (a) (*un jeu de mots*)

Remainer (a) (*un opposant au Brexit*)

resignation (a) (*une démission*)

rubble (*les décombres*)

self-determination (*l'autodétermination*)

self-rule (*l'autonomie politique*)

sovereignty (*la souveraineté*)

state of grace (a) (*un état de grâce*)

steel (*l'acier*)

supranational umbrella (a) (*une protection supranationale*)

tariff (a) (*un droit de douane*)

uprising (an) (*un soulèvement*)

weight (*le poids*)

withdrawal (a) (*un retrait*)

b. ADJECTIVES / ADVERBS

anxious for (*désireux de*)

bloody (*sanglant*) ≠ bloodless (*sans effusion*)

conclusive (*concluant*)

conservative (*conservateur*)

failing (*défaillant*)

feasible (*faisable*)

flawless (*parfait, sans défaut*)

forceful (*vigoureux*)

fraught (*tendu*)

global (*mondial*)

hardly (*à peine*)

ill-advised (*peu judicieux*)

inspirational (*inspirant*)

introverted (*introverti, renfermé*)

just managing (*qui s'en sort tout juste*)

littered with (*jonché de / truffé de*)

meaningless (*insignifiant*)

meanwhile (*pendant ce temps-là*)

nationalist (*nationaliste*)

optimistic (*optimiste*)

outward-looking (*tourné vers l'extérieur*)

overwhelmingly (*majoritairement*)

peculiar (*bizarre, curieux*)

plainly (*tout simplement*)

populist (*populiste*)

precarious (*dangereux*)

pre-eminent (*notable, important*)

prevailing (*prédominant*)

rejuvenated (*rajeuni*)

settled (*installé*)

split (*divisé*)

staunch (*fervent*)

sympathetic to (*favorable à*)

Thatcherite (*thatchérien*)

unbridgeable (*insurmontable*)

undeniable (*indéniable*)

unstable (*instable*)

c. Verbs

account for (to) (*expliquer / constituer*)

achieve (to) (*accomplir, atteindre / réussir*)

arouse (to) (*susciter, éveiller*)

assume (to) (*supposer*)

come into force (to) (*entrer en vigueur*)

confound (to) (*déconcerter*)

credit (to) (*attribuer*)

denigrate (to) = disparage (to) (*dénigrer*)

devalue (to) (*dévaluer*)

dispel (to) (*dissiper*)

dwell on (to) (*s'attarder, s'appesantir sur*)

ebb (to) (*refluer, décliner*)

elaborate (to) (*développer, préciser*)

evidence (to) (*prouver, attester*)

favour (to) (UK), favor (to) (US) (*préférer*)

foster (to) (*entretenir, promouvoir*)

gain ground (to) (*gagner du terrain*) ≠ lose ground (to) (*céder du terrain*)

gather momentum (to) (*monter en puissance*)

germinate (to) (*germer*)

hamper (to) = hinder (to) = impede (to) = obstruct (to) (*gêner, entraver*)

head (to) (*diriger / se diriger*)

jeopardise (to) (UK), jeopardize (to) (US) (*mettre en danger, menacer*)

keep to sthg (to) (*se tenir à qqc*)

lay bare (to) (*mettre à nu*)

outline (to) (*exposer, présenter / préciser*)

recede (to) (*s'estomper, reculer*)

retain (to) (*conserver*)

revive (to) (*raviver, relancer*)

secure (to) (*garantir, assurer / protéger*)

seek (to) (*chercher*)

set out (to) (*exposer, présenter*)

take to (to) (*s'adapter à*)

task sb with doing sthg (to) (*charger qqn de faire qqc*)

trigger (to) (*déclencher*)

wield (to) (*exercer*)

d. Useful expressions

cede influence (to) (*céder de son influence*)

drive a wedge between people (to) (*monter les gens les uns contre les autres*)

exert a hold over (to) (*exercer un pouvoir sur*)

get bogged down (to) (*s'enliser, se trouver paralysé*)

good riddance (*bon débarras*)

have a lot on one's plate (to) (*avoir du pain sur la planche*)

he would do well to (*il ferait mieux de*)

in retrospect (*rétrospectivement*)

in the wake of (*dans le sillage de*)

leave a lasting imprint (to) (*laisser une empreinte durable*)

little did he know that (*il ne savait pas que*)

look unfavorably on (to) (*voir d'un mauvais œil*)

loose talk (*des propos vagues / des propos inconsidérés*)

onus is on him to (the) (*il lui incombe la charge, la responsabilité de*)

scale heights of popularity (to) (*atteindre des sommets de popularité*)

see the mote in sb's eye and not the beam in one's own eye (to) (*voir la paille qui est dans l'œil du voisin mais pas la poutre qui est dans le sien*)

sever ties (to) (*rompre les liens*)

steer a course (to) = steer a line (to) (*naviguer entre*)

take to the streets (to) (*manifester*)

under the heel of (*sous la coupe de*)

with the benefit of hindsight (*avec le recul*)

2. Grammar

a. LE PRESENT PERFECT

Ce temps porte bien son nom puisqu'il combine **un présent** et **un « parfait »** qui en français désigne un point de vue exprimant un lien entre le passé et le présent. Il y a par ailleurs deux formes de *present perfect :*

• Le *present perfect* simple : have/has + verbe au participe passé
→ *Europe has faced an economic crisis.*

• Le *present perfect* continu : have/has + been + gérondif
→ *Europe has been facing an economic crisis.*

Le *present perfect* se construit de la manière suivante :

Personnes	Forme affirmative	Forme négative	Forme interrogative
She/he/it	*The euro has lost value.*	*The euro hasn't lost value.*	*Has the euro lost value?*
We/you/they	*Europeans have lost confidence.*	*Europeans haven't lost confidence.*	*Have Europeans lost confidence?*

Le *present perfect* indique que, selon le point de vue de l'énonciateur, **l'événement relaté est antérieur au moment considéré mais également en lien avec le présent**. Autrement dit, l'énonciateur adopte un point de vue présent sur un fait antérieur au présent.

Le *present perfect* peut donc être utilisé dans les situations suivantes :

• **L'action antérieure n'est pas encore séparée du moment présent :** *Theresa May has given a speech on Europe. Have you listened to it?* (Theresa May a fait un discours sur l'Europe. Est-ce que tu l'as écouté ?)

• **L'action vient d'avoir lieu :** *The Scots have just voted against Independence!* (Les Écossais viennent de voter contre l'indépendance !)

• **L'action a commencé dans le passé, mais elle continue dans le présent :** *Europe has existed for more than fifty years.* (L'Europe existe depuis plus de cinquante ans.)

• **L'énonciateur fait le bilan présent d'un fait passé** : *We confirm that the austerity measures have given no results in Europe.* (Nous confirmons que les mesures d'austérité n'ont donné aucun résultat en Europe.)

• Attention, dans les expressions du type « *it's the first/second time…* », l'anglais a besoin du *present perfect* (tandis que le français se contente du présent) : *It's not **the first time** that the UK **has raised** doubts about its European membership.* (Ce n'est pas la première fois que la Grande Bretagne exprime des doutes sur son appartenance à l'Europe)

La forme progressive du *present perfect* exprime une action qui a commencé dans le passé et déborde sur le présent :

→ *Europe has been facing economic problems ever since the euro was introduced in 2000.* (L'Europe connaît des problèmes économiques depuis l'introduction de l'euro en 2000.)

Voici quelques **marqueurs temporels** qui accompagnent le *present perfect :*

→ *Now : We have now found a solution for the euro crisis.* (Nous avons maintenant trouvé une solution à la crise de l'euro.)

→ *Until now, up to now, so far* (jusque-là, jusqu'à présent) : *Up to now, the greatest majority of Scots have been pro-Europe.* (Jusque-là, la grande majorité des Écossais était/s'est montrée pro-européenne.)

→ *since, ever since* (depuis) : *The Erasmus project has existed since 1987.* (Le projet Erasmus existe depuis 1987.)

Grammar in use — Text #11

Dans l'article #11, on remarque que lorsque l'auteur revient sur des faits révolus liés au résultat du référendum sur le Brexit, à la prise de fonction de Theresa May, ou aux mandats de ses prédécesseurs, le temps employé est le *preterit* :

→ *A 10% corporation tax rate, which we **urged** in our post-Brexit blueprint…* (l. 39)

→ *Setting out an ambitious agenda, which she **elaborated** on at the Tory Party conference, **made** sense, as **did** the appointment of three prominent supporters of Brexit* (l. 6)

→ *John Major, who **scaled** extraordinary heights of popularity immediately after he **succeeded** Margaret Thatcher…* (l. 12)

D'autres faits relatés dans l'article ne concernent pas uniquement le passé, mais sont en lien avec le présent puisqu'il s'agit par exemple du bilan de l'action entreprise par Theresa May au cours de ses 100 premiers jours de mandat, lesquels s'achèvent au moment de l'écriture de l'article. Il est également question du bilan de l'immigration au

Royaume-Uni. La situation passée décrite reste vraie et conserve tout son sens lorsque le journaliste tire ses conclusions. Le temps employé est donc le *present perfect* **:**

→ *Theresa May* **has passed** *her first 100 days in office in a way which, if not flawless,* **has confounded** *most of her critics.* (l. 1)

→ *some of the language used by Mrs May and her ministers* **has not helped** (l. 26)

→ *They* **have***, overwhelmingly,* **contributed** *to the economy.* (l. 51)

b. Chiffres et nombres

Les **dates** s'écrivent de trois façons en anglais :

→ *15 June 2015 / 15th June 2015 / June 15, 2015 (US)*

On met une virgule lorsque l'on compte en milliers ou milliards :

→ *1,250 people*

→ *50,000 dollars*

Les **décennies** s'écrivent au choix comme suit :

→ *The 1990s*

→ *The 90's*

→ *The nineteen-nineties*

→ *The nineties*

Les **années** s'écrivent ainsi :

→ *1984: Nineteen eighty-four*

→ *2000: In the year two-thousand*

Les siècles s'écrivent ainsi :

→ *The 21st century, the 20th century*

→ *The twenty-first century, the twentieth century*

Pour exprimer **les décimales**, l'anglais utilise un point tandis que le français utilise une virgule :

→ *6.5% of the population voted for him.*

Lorsque l'on veut exprimer **une quantité supérieure à un** en anglais, il faut mettre l'unité de mesure au pluriel :

→ *1.9 kilometers is quite a long distance on foot.*

Dozen, hundred, thousand, million, billion sont invariables lorsqu'ils sont accompagnés d'un nombre précis ou de *few* et *several* :

> → ***Two dozen eggs.***
> → ***More than 7 million people live in New York City.***
> → ***I need a few hundred dollars more.***
> → ***I wish I had several thousand dollars in the bank.***

Dozen, hundred, thousand, million, billion se mettent au pluriel lorsqu'ils ne sont pas précédés d'un nombre précis :

> → ***I have been there dozens of times.***
> → ***Millions of people watched the show on TV.***
> → ***Thousands of dollars are needed to carry out this project.***

Précédé d'un nom, le nombre ne prend pas d'article :

> → ***Proposition 8 was said to be unconstitutional*** (Proposition 8 est le référendum visant à amender la constitution de l'état de Californie pour interdire le mariage homosexuel).
> → ***Read chapter 2 for next week.***
> → ***He died during World War II.***

Grammar in use – Text #12

> → *As **the 21st century** opened* (l. 1)
> → ***60,000 troops*** (l. 31)
> → *some **334 million Europeans*** (l. 40)
> → *The U.S. dollar was still **2.5 times** more widely held in global foreign exchange reserves* (l. 42)
> → ***the 1990s** look like a golden age of regionalism* (l. 63)

ANSWERS

Mock exam #11

I. TEXTUAL COMPREHENSION

a. What challenge is Theresa May confronted with after her first 100 days?

Theresa May's state of grace may soon be over, as is habitual for British Prime Ministers after their first 100 days in office. Indeed, the onus is on her to negotiate a Brexit deal with Europe that does not cause further division among the Conservatives, who have been split between Eurosceptic hardliners and partisans of a soft Brexit. (*58 words*)

b. How has Britain been considered by other European countries since the Brexit vote?

Other European members now look unfavorably on the British, with the German media more particularly offering harsh depictions of Britain as an introverted and racist country with a declining economy. Yet, according to the journalist, those critics have been turning a blind eye to their own countries' limitations while hypocritically disparaging Britain. (*52 words*)

c. What should Theresa May's policy on EU migrants be, according to the journalist?

The journalist argues that the British economy has largely benefited from the presence of EU citizens and that Theresa May would do well not to use them as bargaining chips in the Brexit negotiations. On the contrary, she should offer guarantees as to their future in Britain and, overall, Britain should retain its tradition of welcoming skilled foreigners. (*58 words*)

d. What does the journalist intend to show in the conclusion of the text?

Instead of dwelling on the specifics of the Brexit deal, it would be in Britain's best interest to focus on adopting an outward-looking and generous mindset, so as to make the most of its programmed withdrawal from the EU. According to the journalist, this will be crucial to Britain's future presence on the world stage. (*55 words*)

II. Essay

Nous faisons le choix de traiter le sujet 2.

Do you think the vote in favour of Brexit was the right one?

Since Theresa May triggered Article 50 of the Treaty on European Union, European and British officials have been working on the terms of the United Kingdom's withdrawal from the EU, which will come into effect on 29 March 2019. The impending Brexit agreement will shape the two parties' future relations, as well as considerably alter both European and British politics. In view of these possible political and economic consequences, one can wonder whether the British have made an ill-advised decision to sever ties with the EU.

Some Europeans think that Europe will be better off without the British, who have been an awkward member of the EU since the very beginning. Indeed, the UK has a special status in Europe: though the country is one of the EU's founding members, it has always maintained a certain distance with it. For instance, it is not part of the monetary union, and it decided against the Schengen Agreement which abolished borders within the Union. Many Europeans could therefore say "good riddance" when the UK finally leaves, as Brexit may make political and economic decisions easier in Europe. Conversely, the British may rejoice in being able to reclaim their national sovereignty and to free themselves from laws passed down from Brussels or the European Court of Justice. Brexit could thus allow the UK to reconsider its immigration policy, as well as its trade relations with the Commonwealth or with emerging markets like India or China. As a member of the EU, it has indeed been required to give precedence to other European member states, which prevents it from diversifying its international trading partners. Many are also convinced that the UK will perform better once it is no longer hampered by the heavy EU red tape.

Aside from these remarks, the truth is that Brexit may well be a disaster for the UK. Indeed, millions of British jobs depend on the European Union and will be slashed once the withdrawal is effective. Because of the isolated position of the country, foreign companies may also be less likely to invest or could simply stop trading with the UK. As for the EU, the British exit may worsen the distrust of European institutions, and badly hurt the European bloc on several fronts. It will upset the internal political balance of Europe, and the Union may become even more dominated by Germany and France. Besides, the EU may be considerably exposed without the political and diplomatic power of the UK, as Europe is surrounded by unstable neighbors – Turkey and Russia to the East, North Africa and the Middle East to the South. It is also undeniable that without the UK and its special relation with the United States, the bloc may have far less clout abroad. On top of these geostrategic concerns, Europe has a lot to lose from an economic standpoint as well, since the UK, as the second-largest European economy after Germany, accounts for a large portion of the Union's gross domestic product.

Furthermore, without the liberal voice of Britain, Europe will probably become more economically conservative, a trend that may hinder its competitiveness.

In conclusion, I believe that in the face of current problems, such as the migrant crisis, the solution for both Europe and the UK is not less union but more union. If the future of Europe without the British is now uncertain, Brexit will also have unforeseen consequences on British politics and economy. Theresa May herself had warned before the referendum that being isolated from the EU may indeed divert foreign investments away from the UK. For all these reasons, the British government should now think twice before choosing between a soft Brexit and a hard Brexit.

(616 words)

Mock exam #12

I. UNDERSTANDING THE TEXT

a. According to Webber, what have been Europe's greatest achievements?

Webber mainly credits Europe with having secured peace and economic stability in countries that had long been under the heel of the Soviet Union. The European Union fostered hopes of an alternative model to Central and Eastern European countries. Webber also claims that the European Union and its wish for a single currency did set an example for many regions back in the 1990s, but because the experiment was not very conclusive, it is no longer an inspirational model. (*79 words*)

b. How does Webber account for Europe's waning power?

According to Webber, the deeply rooted divisions between charter members of the European Union and more recent member states prevent the implementation of a common defense strategy. Indeed, no military agreement has ever been reached. Moreover, the EU proved inefficient when it failed to rescue some European states from the financial crisis, and lost its influential power to the IMF. Today, the Union's main threat stems from Eurosceptic parties, as the European Union no longer enjoys a favorable reputation. Webber is quite pessimistic regarding the possibility of Europe getting its influence back. (*92 words*)

II. WRITING TASK

According to you, is there a European identity?

The European identity is extremely hard to define as it has become increasingly plural over the past 60 years. Europe grew from 6 founding states to 28 member states, and it is difficult for European citizens to perceive what they all have in common. The

2014 European elections showed that people have been losing interest in European issues, and I believe more should be done to promote a sense of community.

As a reaction to globalization, today people tend to favor what is national or local, which may partly explain why Europe no longer generates much enthusiasm. The initial wish for a super-nation that would extend beyond national borders has faded. When asked about their attachment to the European Union, people are quite divided. In 2017, the Eurobarometer Survey revealed that only a minority of people, 41%, had trust in the European Union, a figure that has been consistently underwhelming. In addition, the ongoing economic hardships and high unemployment rates will probably keep reinforcing distrust of the European Union.

Despite this trend, some European initiatives have met with great success, undoubtedly fostering a European identity. The highly successful student-exchange program Erasmus has created a new generation of Europeans, and it is reportedly responsible for a million births in mixed marriages. Italian writer Umberto Eco went as far as suggesting that Erasmus should extend to all professionals in order for people to get to know one another throughout Europe.

Evidence of a European identity exists in sports tournaments, exchange programs, and cultural events. If Europe were able to achieve more political unity, European citizens would most definitely reconsider their sense of belonging to a community.

(274 words)

III. Translation

Lorsque l'euro fut conçu, il y avait également l'espoir qu'une monnaie unique ferait de l'Europe une grande puissance monétaire sur le plan international. C'est la raison pour laquelle l'ancien président français, Valéry Giscard d'Estaing, avait prédit par exemple que l'euro serait la première monnaie mondiale. Cet espoir s'est toutefois complètement envolé. Bien que cette monnaie soit aujourd'hui celle de 334 millions d'Européens, elle n'a pas réussi à défier la domination du dollar américain en tant que fonds de réserve international.

7. The decline of America?

A. Key concepts and ideas

Is American power in **decline**? With a national debt of $21 trillion, and in the midst of shifting geopolitical power, many commentators are wondering whether America's **hegemony** over the world is **dwindling**. In an article published in *The Nation* in June 2017, editor Tom Engelhardt argues that America's power and clout has been "rotting out", and goes so far as to describe Donald Trump, who was elected on **pledges** to "make America great again" and put "America first" in foreign relations, as the "first declinist candidate for president". This current **gloom** is actually sustained by an **overflow** of declinist theories also produced by intellectuals and members of the media elite. In *It Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back* (2011), Professor of American Foreign Policy Michael Mandelbaum and journalist Thomas Friedman agree that the United States is going through a wave of declinism (its fifth since the Sputnik Crisis) and examine the four major structural problems that it needs to address. In *The Post-American World* (2008), journalist Fareed Zakaria claims that America's power will be **enfeebled** by emerging countries like China or India, though the superpower is not about to recede from the international stage any time soon. The **breathtaking** rise of the Chinese economy is obviously at the center of contemporary worries, as it could surpass the United States in the upcoming decades.

Even though there are grounds to be worried, one should keep in mind that these **pessimistic** theories are nothing new; indeed, the United States is **prone to bouts of** declinism. Ever since the country asserted its supremacy over the world (economically, militarily and culturally), fears of decline have been at the core of the American **psyche**. **Doomsayers** have been **vocal** since the founding of America, and this frame of mind has endured. During the Cold War, the Soviet Union was identified as Public Enemy Number 1, whereas in the 1980s America started to worry about the rise of Japan and its own vanishing competitiveness. In the end, everything turned out fine for the US: the Soviet Union collapsed in 1991, and Japan slid into recession.

However, one may grant pessimists that we could be witnessing a shift of global power to the East and that, from a more domestic point of view, Americans have lost their faith in the "American Dream". Social inequalities are indeed increasing at an unprecedented pace, with the richest 1% of the American population now owning 40% of the country's wealth. According to the longstanding ideal of the American Dream, if you work hard, anything is possible. But nowadays the opportunities for **social advancement** look dire. As the middle-class is being **deprived** by a highly competitive economy, the most relevant question is not whether America will prosper in the future, but rather who will benefit from the riches. Nowadays, America's poorest citizens also earn less than their European **counterparts**, which was not the case a few decades ago. The situation is especially unsettling for the younger generations, who no longer believe in a bright future. As a matter of fact, educational inequality and rising college tuition

fees are the most obvious symptoms of growing income disparities in the US. But the most revealing manifestation of America's deterioration is the loss of **social cohesion**, as revealed by violent events such as the Charlottesville **unrest** of 2017 (civil disorder following demonstrations by white supremacists and other racist protesters, who were opposed by anti-racist activists).

Nonetheless, on a more optimistic note, the United States can still **boast** of **unmatched** assets. The country remains a superpower whose position is dominant on the international stage. America possesses the world's most sophisticated **military gear** and a huge defense budget, allowing it to intervene anywhere it wants, most recently in Syria. Current figures also show that its economy remains strong and that US employment has recovered fully from the latest recession. Intellectually speaking, American universities have maintained their position as the best in terms of research and higher education.

The two articles presented in this chapter offer different perspectives on the United States. Article #13 is a review of Josef Joffe's latest book, entitled *The Myth of America's Decline: Politics, Economics, and a Half Century of False Prophecies* (2014). Josef Joffe is the publisher-editor of *Die Zeit* (a widely read weekly German newspaper); in his book, he shows how **prophecies** regarding the decline of American power have often been used to strategic ends by politicians. Text #14, an article published in *The New York Times* in 2018, deals with the persistence of racism in America. The author argues that the issue goes beyond visible incidents such as Donald Trump's racist outbursts, and that it has been largely ignored. He suggests that it is both structural and institutional, and that it contradicts American claims of superiority.

B. Text #13 — Concours commun

America, always rising and falling

A satellite. A jungle. A gas line. A movie. An acronym.

If the American superpower stretched out on a psychiatrist's couch and revealed its private terrors and most closely guarded insecurities, these are the images it would recall from its nightmares — the ones that roused it in
5   a panic, afraid that its power and self-image were slipping away.

Sputnik was first, convincing America that it was losing the space race and could lose the Cold War, no matter that it was not and would not. Vietnam followed, an anguish that would take a generation to shake off. The malaise of the 1970s, with its oil embargoes and embassy hostages,
10   was soon overrun by worries of an indomitable Japan. *Rising Sun*, a summer blockbuster movie based on a Michael Crichton novel, marked the height

of America's Japan paranoia in the early 1990s — just as the Japanese economy was plunging off a cliff.

Josef Joffe is fascinated by these bouts of self-doubt that "torment the American imagination." In *The Myth of America's Decline*, he examines five decades of this malady, leading us to China, the latest bogeyman lurking under the bed. […]

But Joffe, a journalist and fellow at Stanford University's Hoover Institution, wants to understand "the psychology of declinism." Why would a superpower with such overwhelming advantages convince itself every decade or so that it just doesn't rate? "America has remained a split screen for the mind," Joffe writes, "a frightful dystopia like *Brave New World* or a heavenly place on earth like Thomas More's *Utopia*." […]

The latest linear thinking involves the all-powerful Chinese economy. Joffe dates the paranoia to 2003, when investment bank Goldman Sachs issued its now famous report, "Dreaming with BRICs: The Path to 2050." The investment firm built on recent trends to declare that by mid-21st century, China's economy would lead the planet, with India in third. The other members of the BRIC clan (B for Brazil, R for Russia) made the challenge seem to be coming from all directions. But these countries "had nothing in common save great size and a catchy acronym," Joffe writes, "and by the early 2010s, their fantastic growth rates were dropping like, well, bricks."

Joffe takes the long view; sentences such as "China and Western Europe were about even in per capita income when Christ was born" are not unusual in this book. And with China's frenetic growth already slowing, Joffe argues that, long term, China can't prevail. Its model of state capitalism — he calls it "modernitarianism," defined as "markets minus freedom" — leads to corruption, favoritism and inefficiency; its rising wages don't reflect equivalent increases in worker productivity; and its population is aging so much that "a burgeoning army of pensioners and infirm will eat up investment funds as a fire will consume oxygen."

Most important, its people's rising expectations will eventually leave Chinese leaders with no good options: They must either loosen their grip and enable a democratic transition that would further slow growth, or they must continue to repress and risk a new Tiananmen, with the economic crash that would follow. "No matter how the red emperors try to extricate themselves, they will pay the price of waning growth or worse," Joffe warns.

But he still has some convincing to do. A September nationwide survey for the financial site *TheStreet.com* finds that Americans rate the United States as the world's dominant economy by 59 percent to 28 percent over China. But when they are asked who will be on top in five to seven years, the gap shrinks to 43 to 36 percent. Joffe reserves an especially toasty circle of hell for the declinists — the politicians, historians, economists and journalists who stoke such worries and continually declare America's

demise. Indeed, for long stretches, the book is less an assessment of U.S. prospects and more a trashing of those who traffic in declinism. They aren't just wrong, Joffe contends, but often maliciously so.

60   John F. Kennedy, Ronald Reagan and Barack Obama all peddled declinism for electoral ends, he writes: "The country is on the skids, but tomorrow it will rise again — if only you, the people, will anoint me as your leader." Doom is also an effective career-booster for Washington wonks; right now, there is no better way to sell a policy initiative to politicians or

65   the public than to scream that the Chinese are beating us to it. […]

Carlos Lozada, *The Washington Post*, 7 November 2013.

1. Text and context

The malaise of the 1970s. This expression refers to a speech delivered by President Jimmy Carter in 1979, during which he declared that Americans were suffering from a crisis of confidence that threatened democracy. At the time, the country was facing difficult times, marked by the oil crisis of 1979, the numerous assassinations of the preceding decades (John F. Kennedy, Robert Kennedy, Martin Luther King Jr.), and the double trauma of the Vietnam War and the Watergate.

Brave New World is a novel by American writer Aldous Huxley (the title was inspired by a quote from Shakespeare's play The Tempest), published in 1932. In this science fiction novel set in a futuristic London, the author imagines all the technological changes that could transform English society by 2540, such as reproductive technology or methods to acquire knowledge while sleeping.

Utopia is a controversial novel written in Latin by Thomas More in 1516 (it was translated into English in 1551). Thomas More was a lawyer, a philosopher and a Renaissance humanist. His most famous work, Utopia, depicts the perfect political system of an imaginary island called Utopia, which contrasts with the defects of European states. The novel gave birth to a new literary genre called utopia or dystopia. Utopian or dystopian works describe ideal or deficient societies.

2. Mock exam #13 – Sujet type concours commun

I. Reading comprehension (☑ 8/20 points)

Please use your own words and *do not* copy from the text. 40-50 words per question.

a. What does Josef Joffe try to understand in his book? (☑ 2 points)

b. What is his point regarding China? (☑ 3 points)

c. Why have politicians used declinist theories in the past? (☑ 3 points)

II. Synonyms (☑ 4/20 points)

Find *one* synonym in the text for the following words. Be careful, the words are given in the order of the text but some may be verbs and are given in the infinitive form.

a. remember   e. direction

b. forget   f. untie

c. unyielding   g. downfall

d. crisis   h. failure

III. Essay (☑ 8/20 points)

Write an essay of 300 words (+/–10%) on the following subject:

To what extent can declinist theories be harmful to a country?

C. Text #14 – Concours commun

The heartbeat of racism is denial

When our reality is too ugly, we deny reality. It is too painful to look at. Reality is too hard to accept.

Mental health experts routinely say that denial is among the most common defense mechanisms. Denial is how the person defends his
5   superior sense of self, her racially unequal society.

Denial is how America defends itself as superior to "shithole countries" in Africa and elsewhere, as President Trump reportedly described them in a White House meeting. […] It's also how America defends itself as superior to those "developing countries" in Africa, to quote how liberal
10   opponents of Mr. Trump might often describe them.

Mr. Trump appears to be unifying America — unifying Americans in their denial. The more racist Mr. Trump sounds, the more Trump country denies his racism, and the more his opponents look away from their own racism to brand Trump country as racist. Through it all, America remains
15 a unified country of denial.

The reckoning of Mr. Trump's racism must become the reckoning of American racism. Because the American creed of denial — "I'm not a racist" — knows no political parties, no ideologies, no colors, no regions.

[A few weeks ago], Senator Richard J. Durbin, Democrat of Illinois, […]
20 rightfully described Mr. Trump's words as "hate-filled, vile and racist," and added, "I cannot believe that in the history of the White House in that Oval Office, any president has ever spoken the words that I personally heard our president speak yesterday."

But Mr. Trump is no exception. In framing Mr. Trump's racism as
25 exceptional, in seeking to highlight the depth of the president's cruelty, Mr. Durbin, a reliably liberal senator, showed the depth of denial of American racism.

Begin with the eight presidents who held slaves while in the Oval Office. Then consider how Abraham Lincoln urged black people to leave
30 the United States. "Even when you cease to be slaves, you are yet far removed from being placed on an equality with the white race," Lincoln told five black guests at the White House in 1862. So "it is better for us both, therefore, to be separated." […]

Presidential history also includes the social Darwinism of Theodore
35 Roosevelt, the federal-government-segregating, "Birth of a Nation"-praising Woodrow Wilson — and the bigotry that came from the mouths of presidents who are generally seen as essential to racial progress. President Lyndon B. Johnson said "nigger" nearly as often as Ku Klux Klansmen did.

This denial of racism is the heartbeat of racism. Where there is suffering
40 from racist policies, there are denials that those policies are racist. The beat of denial sounds the same across time and space. […]

Fifty years ago, Richard Nixon transformed this historic heartbeat of denial into an intoxicating political philosophy. His presidential candidacy appealed to George Wallace-type segregationists while also
45 attracting Americans who refused to live near "dangerous" black residents, obstructed the desegregation of schools, resisted affirmative action policies, framed black mothers on welfare as undeserving, called the black family pathological and denigrated black culture — all those racists who refused to believe they were racist. […]

50 Mr. Trump opened his candidacy with racism, calling Mexicans criminals and rapists. Since taking office, he has looked away from the disaster zone in Puerto Rico, he has called some violent white supremacists "very fine people," and he has described Nigerians as living in "huts."

When someone identifies the obvious, Mr. Trump resounds the beat of
55 denial as he did before he was president: "I'm the least racist person that
you've ever met," that "you've ever seen," that "you've ever encountered."

These are ugly denials. But it's the denials from those who stand in
strong opposition to this president that are more frustrating to me: denials
that their attacks on identity politics are racist. Denials that the paltry
60 number of people of color in elite spaces marks racism. […]

Because we naturally want to look away from our ugliness[,] we paint
over racist reality to make a beautiful delusion of self, of society. We defend
this beautiful self and society from our racist reality with the weapons of
denial.

65 Denial is fueled by the stigma associated with being a racist. Feeding
the stigma is how "racist" is considered almost like an identity, a brand.

But a racist is not who a person is. A racist is what a person is, what a
person is saying, what a person is doing.

Racist is not a fixed category like "not racist," which is steeped denial.
70 Only racists say they are not racist. Only the racist lives by the heartbeat
of denial.

The antiracist lives by the opposite heartbeat, one that rarely and
irregularly sounds in America — the heartbeat of confession.

Ibram X. Kendi, *The New York Times*, 13 January 2018.

1. Text and context

Social Darwinism is the theory, widely held in the 19th and early 20th centuries, that Darwin's concept of natural selection also applies to humans, and that social inequalities are best explained and justified by the survival of the fittest. Such belief was then used to support racism, and imperialist and colonialist policies.

The Birth of a Nation is a silent film directed by D.W. Griffith and released in 1915, which deals with the American Civil War and the Reconstruction era. Considered a major work in the history of American cinema for its technical innovations and artistic quality, it is also infamous for its racist portrayal of black people and its celebration of the Ku Klux Klan. It was screened at the White House for President Woodrow Wilson (1913–21) in March 1915.

The Ku Klux Klan (KKK) is a hate organization whose aim is the defense, promotion and restoration of **white supremacy** — i.e. the belief that white people are naturally superior to other race groups — in the United States, through the use of terror and violence. A first KKK group was active in the

South (the former slave states that made up the Confederacy) in the 1860s and 1870s, as black people were freed and granted civil rights after the Civil War; it eventually disappeared after Jim Crow laws instated legal segregation. A second group was organized from 1915 and disseminated nationally, stemming from White Anglo-Saxon Protestants' (WASP) hostility towards immigration and the US' increasingly diverse ethnic mix. A third group arose during the civil rights movement of the 1960s, and has been active to this day; according to the South Poverty Law Center's estimates, there are currently 5,000 to 8,000 KKK members, some with connections to other nationalist and right-wing extremist organizations.

Segregation. Even though Congress amended the Constitution to abolish slavery and give black people citizenship and equal rights immediately after the Civil War, the federal government proved unable to enforce the 13th, 14th and 15th Amendments and oppose racial discrimination and legal segregation. By the end of the 19th century, Southern states' legislatures implemented Black Codes and Jim Crow laws, special rules that stripped black people of their newly-acquired rights, denied them equal opportunities (e.g. to housing, education or employment) and organized their separation from white people in public places. In 1896, segregation was upheld by the Supreme Court's Plessy v. Ferguson decision, which sanctioned the "separate but equal" doctrine. Only in the 1950s and 1960s did a series of landmark decisions spurred on by the civil rights movement progressively dismantle segregation: in 1954, Brown v. Board of Education prohibited segregated education; in 1964, the Civil Rights Act outlawed all forms of discrimination and segregation; in 1965, the Voting Rights Act secured the voting rights of racial minorities.

Affirmative action refers to policies and procedures aimed at improving opportunities for minorities by giving them preference in higher education, employment, government contracts or public aids. It began under President Lyndon Johnson (1963-69) as part of the then civil rights legislation, and was thought of as a way to make up for the historical exclusion of minorities and for the biases which prevented them from enjoying true equal opportunities. It remains in force today but has been increasingly restricted by the Supreme Court over the years.

2. Mock exam #14 – Sujet annales concours commun

I. Reading comprehension (☑ 8/20 points)

Answer the following questions in full sentence form using your own words. You should answer in 40 to 60 words.

a. What does the author mean when he states that Trump "unifying Americans in their denial"? (l. 11) (☑ 3 points)

b. The author argues that Trump is not an "exception" (l. 24): what is implied by this and how is this claim justified? (☑ 2 points)

c. Whose denials are most upsetting to the author? Explain why. (☑ 3 points)

II. Synonyms (☑ 4/20 points)

Find *one* synonym in the text for the following words. (NB: The words are given in the order of the text, but not necessarily in the same verbal form or using the same syntax.)

1. to label or to stigmatize

2. assessment

3. to put into words or to present in a certain way

4. intolerance

5. not worthy

6. to echo

7. small or insignificant

8. to feed

III. Essay (☑ 8/20 points)

Write an essay of 300 words (+/–10%) on the following subject:

To what extent can we say that racism remains a major challenge to be overcome?
(NB: You are not obliged to deal exclusively with the United States, but are free to widen your discussion to include the situation in Europe or other regions of the world.)

D. Beyond the texts

1. Vocabulary

a. Nouns

affirmative action policies (US) (*des politiques de discrimination positive*)

affluence (*la richesse*)

anguish (an) (*une angoisse*)

background (a) (*un milieu, un contexte*)

bigotry (*l'intolérance*)

bogeyman (a) (*un croquemitaine*)

bout of (a) (*un accès de*)

candidacy (a) (*une candidature*)

counterpart (a) (*un homologue*)

creed (a) (*des principes*)

decline (*le déclin*)

defence mechanism (a) (UK), defense mechanism (a) (US) (*un mécanisme de défense*)

delusion (a) (*une illusion, un fantasme*)

demise (a) (*une chute / un décès*)

depth (*la profondeur / la gravité*)

developing country (a) (*un pays en voie de développement*)

distortion (a) (*une déformation*)

doomsayer (a) (*un prophète de malheur*)

elitism (*l'élitisme*)

enforcement (*l'application*)

expectation (an) (*une attente*)

extent of (the) (*l'étendue, la mesure de*)

failure (*l'échec*)

gloom (*le marasme*)

growth rate (a) (*un taux de croissance*)

heartbeat (a) (*un moteur*)

hegemony (*l'hégémonie*)

identity politics (US) (*des politiques d'identité*)

inability to (the) (*l'incapacité à*)

income gap (an) (*une inégalité de revenus*)

malaise (a) (*un malaise*)

middle-earners (the) (*les classes moyennes*)

military gear (*l'équipement militaire*)

opportunity (an) (*une occasion, une chance*)

outburst (an) (*un emportement*)

overflow (an) (*un déluge*)

paranoia (*la paranoïa*)

per capita income (*le revenu par tête*)

plot (a) (*un complot*)

prophecy (a) (*une prophétie*)

psyche (*le psychisme*)

racial equality (*l'égalité raciale*)

rank (a) (*un rang*)

retrograde move (a) (*un retour en arrière*)

revenue (*des recettes*)

riches (the) (*les richesses*)

scarcity (*la rareté*)

segregationist (a) (*un ségrégationniste*)

self-doubt (*le doute de soi*)

sense of self (the) (*la perception de soi*)

social advancement = social promotion (*la progression sociale*)

social cohesion (*la cohésion sociale*)

social flatlining (*l'immobilité sociale*)

social ladder (the) = social scale (the) (*l'échelle sociale*)

social unrest (*l'agitation sociale*)

stagnation (*l'immobilité*)

statement (a) (*une déclaration*)

stigma (a) (*une honte*)

ugliness (*la laideur*)

uproar (an) (*une protestation, un tollé*)

upward mobility (*l'ascension sociale*)

utopia (a) (*une utopie*)

white supremacist (a) (*un suprémaciste blanc*)

wonk (a) (*un bûcheur*)

working class (the) (*la classe ouvrière*)

zero-sum game (a) (*un jeu à somme nulle*)

b. Adjectives / Adverbs

affluent (*riche, prospère*)

all-powerful (*tout-puissant*)

bigoted (*intolérant*)

breathtaking (*incroyable*)

bright (*radieux*)

catchy (*accrocheur*)

confident (*confiant, assuré / sûr, certain*)

deprived (*défavorisé*)

disappointed in sb / with sthg (*déçu par qqn / qqc*)

discriminatory (*discriminatoire*)

dishonest (*malhonnête*)

distorted (*déformé*)

enfeebled (*affaibli*)

heavenly (*merveilleux*)

impending = upcoming (*imminent*)

indomitable (*indomptable*)

infamous (*notoire*)

intoxicating (*enivrant*)

nationwide (*national*)

outmatched (*dépassé*)

painful (*douloureux*)

paltry (*dérisoire*)

paranoid (*paranoïaque*)

pessimistic (*pessimiste*)

prone to (*enclin à*)

proper (*correct, exact, juste*) / properly (*correctement*)

reliable (*fiable*)

removed from (*loin, éloigné de / enlevé, supprimé*)

reportedly (*d'après certaines informations*)

rightfully (*légitimement*)

steeped (*profondément ancré*)

undeserving (*indigne*)

undue (*excessif / injustifié, illégitime*)

unequal (*inégal*)

unmatched (*inégalable*)

unsettling (*déconcertant*)

vocal (*qui se fait entendre*)

c. Verbs

advance (to) (*avancer / faire avancer*)

appeal to (to) = attract (to) (*attirer, plaire à*)

boast (to) (*se vanter*)

bolster (to) (*appuyer, soutenir*)

brand (to) (*étiqueter, cataloguer*)

counterbalance (to) (*contrebalancer*)

dismantle (to) (*démanteler*)

draw up (to) (*établir, rédiger*)

dwindle (to) = wane (to) (*diminuer, décroître*)

expose (to) (*montrer, révéler*)

fail (to) (*échouer*)

frame (to) (*formuler, décrire*)

highlight (to) (*souligner*)

hoard (to) (*accumuler*)

instate (to) (*établir, instaurer*)

kick-start (to) (*relancer*)

look away from (to) (*détourner les yeux de*)

look down upon (to) (*regarder de haut, dédaigner*)

lurk (to) (*se tapir / planer*)

make up for (to) (*compenser, rattraper / se rattraper*)

match (to) (*associer, assortir / aller avec, correspondre / égaler, se valoir*)

outlaw (to) (*proscrire*)

peddle (to) (*colporter, propager*)

pledge (to) = vow (to) (*promettre*)

prevail (to) (*dominer*)

shake sthg off (to) (*faire disparaître qqc*)

shrink (to) (*diminuer*)

single out (to) (*isoler, démarquer*)

slide down (to) (*glisser au bas de, dégringoler*)

slip away (to) (*s'estomper, disparaître*)

spur on (to) (*encourager*)

strip sb of sthg (to) (*retirer qqc à qqn*)

d. Useful expressions

address the roots of an issue (to) (*s'attaquer aux racines d'un problème*)

all things considered (*tout bien considéré*)

be a top priority / a top concern (to) (*être une préoccupation majeure*)

be in keeping with (to) (*être dans la continuité, dans la lignée de*)

be on the skids (to) (*être mal en point*)

fall prey to (to) = fall victim to (to) (*être victime de*)

lag behind (to) (*être à la traîne*)

loosen the grip on (to) (*relâcher la mainmise sur*)

mounting evidence shows that (*il est de plus en plus évident que*)

prove one's point (to) (*étayer ses propos*)

stoke fears (to) (*alimenter des craintes*)

2. Grammar

a. LES QUANTIFIEURS

Les quantifieurs sont des outils grammaticaux qui se placent avant les noms ou les pronoms afin de désigner une certaine **quantité** ou un certain **nombre** d'éléments. Le tableau qui suit permet de classer les quantifieurs selon le degré de quantification qu'ils représentent :

Totalité d'un ensemble de deux éléments	• *Both* : permet de désigner les deux éléments d'un ensemble. *Both of* : s'utilise devant un pronom.	• *Both Tom and Jerry are animals.* • *Both of us were late.*
	• *Either* : permet de désigner l'un ou l'autre des deux éléments mentionnés. Il est suivi d'un nom au singulier.	• *I can sleep on either side of the bed.* (Je peux dormir d'un côté ou de l'autre du lit.)
Totalité d'un ensemble de plus de deux éléments	• *All* (*tout*) : désigne un bloc sans en distinguer les éléments. Il peut être suivi du pluriel ou du singulier. Attention : avec un nombre on ne met pas « *the* » après « *all* ».	• *We are staying all week-end. He washed all the dishes.* • *She smiles all the time.* • *All this mess is because of you.* • *All three men were red-haired.* (Les trois hommes étaient roux.)
	• *Each* (*chaque*) : permet de désigner chaque élément d'un ensemble considéré. Il est toujours singulier.	• *Each child has his own temper.* (Déterminant) • *Each of you is nice.* (Pronom)
	• *Every* (*chaque* ou *tout*) : passe en revue les éléments d'un bloc pour les totaliser. Il est toujours suivi du singulier.	• *Every student graduated with honors.* (Tous les étudiants ont reçu leur diplôme avec mention.)
Une grande quantité de	• *A lot of* (*beaucoup de*) : désigne une grande quantité dans un bloc. Attention : le verbe s'accorde avec le nom qui suit.	• *A lot of people came.* • *A lot of birds were seen today.*
	• *Much* (*beaucoup de*) : même sens que « *a lot of* », mais il est suivi d'un indénombrable au singulier.	• *I don't have much money.* • *I haven't got much time.*
	• *Many* (*beaucoup*) : même sens que « *a lot of* » et « *much* », mais il est suivi d'un indénombrable au pluriel.	• *I have many posters in my room.*
	• *Most of* (*la plupart de*) : a un sens différent car il désigne la presque totalité d'un bloc. NB : on n'emploie pas le « *of* » lorsqu'on fait une généralité.	• *Most of my friends are funny.* • *Most of you speak English.* • *Most animals can swim.*

Une certaine quantité de	• *Some/some of* (du, de la, des) : désigne un nombre imprécis ou une quantité imprécise.	• *Some plants need a lot of water.* • *Do some of you want to come?*
	• On suppose qu'il existe une certaine quantité de quelque chose (à la différence de « *any* »). Il est donc utilisé dans les énoncés affirmatifs et interrogatifs.	• *Would you like some tea?* (Supposition : il y en a, j'en ai fait.)
	• *Any* : désigne un nombre imprécis ou une quantité imprécise, mais il s'utilise le plus souvent dans des phrases interrogatives ou négatives.	• *Do you have any coffee?* • *Do you have any idea about your time of arrival?* (Est-ce que tu connais ton heure d'arrivée, par hasard ?)
	• Dans les phrases affirmatives, « *any* » exprime une idée d'indifférence entre plusieurs éléments.	• *Any color you choose will do.* (N'importe quelle couleur que tu choisis fera l'affaire.)
Une petite quantité	• *A few* (quelques) : permet d'isoler quelques éléments d'un bloc. Il s'utilise devant des dénombrables au pluriel.	• *I have a few bottles of wine in my cellar. A few friends are coming tonight.*
	• *A little* (un peu de) : permet d'isoler quelques éléments d'un bloc, mais s'utilise devant des indénombrables au singulier.	• *I need a little help from my friends.*
Une quantité insuffisante	• *Few* (peu) : est utilisé lorsque la quantité ou le nom est jugé insuffisant. Il s'utilise devant des dénombrables au pluriel.	• *He has got few friends.*
	• *Little* (peu) : permet d'isoler quelques éléments d'un bloc, mais s'utilise devant des indénombrables au singuliers.	• *I received little attention from my father.*
Une quantité nulle	• *Neither* (ni l'un ni l'autre) : s'utilise avec un nom dénombrable au singulier.	• *Neither boy can swim.* (Aucun des deux garçons ne sait nager.) (Déterminant) • *Neither will come.* (Aucun des deux ne viendra.) (Pronom)
	• *No* (aucun) : désigne une quantité nulle d'éléments.	• *I have no opinion on that matter.* • *He has no friends.*
Les nombres	• Cardinaux : ils désignent une quantité précise ; ils ont un rôle de déterminant. NB : les numéros composés (nombres + *dozen*, *hundred*, *thousand*) sont considérés comme des adjectifs. Ils ne prennent pas la marque du pluriel. En français on dit « les cinq premières voitures », en anglais on dit « *the five first cars* » ! Idem avec : *last*, *next*, *only*, *other*.	• *He is forty-six years old.* • *Two thousand children.* • *Five hundred dollars.* • *The last ten beers.* (Les dix dernières bières.) • *The other two boys.* (Les deux autres garçons.)
	• Ordinaux : ils indiquent la position dans un ordre ; ce sont des adjectifs. Ils sont précédés de l'article défini « *the* ».	• *He is the first one to arrive.*

Dans le texte #13, on trouve de nombreux quantifieurs.

• **Des nombres ordinaux :**

→ he examines *five* decades of this malady (l. 15)

→ *…who will be on top in **five** to **seven** years* (l. 53)

• **Des nombres cardinaux :**

→ *Sputnik was **first*** (l. 6)

→ *with India in **third*** (l. 28)

• **Plusieurs manières d'exprimer la totalité :**

→ *why would a superpower […] convince itself **every** decade or so that it just doesn't rate?* (l. 19)

→ *John F. Kennedy, Ronald Reagan and Barack Obama **all** peddled declinism for electoral ends* (l. 60)

• **Une quantité imprécise de quelque chose :**

→ *But he still has **some** convincing to do.* (l. 50)

• **Une quantité nulle utilisée avec un comparatif :**

→ *there is **no better** way to sell a policy initiative* (l. 64)

• **Remarquons aussi les pourcentages et les prépositions avec lesquelles ils s'utilisent :**

→ Americans rate the United States as the world's dominant economy by 59 percent to 28 percent over China (l. 51)

→ *the gap shrinks **to 43 to 36 percent*** (l. 54)

b. Le présent simple et le présent continu (simple present and present progressive)

L'anglais possède deux formes distinctes pour exprimer le présent, qui n'ont pas le même emploi et ne se construisent pas de la même façon. Voyons tout d'abord comment se construisent ces deux temps.

Le présent simple

Personnes	Forme affirmative	Forme négative	Forme interrogative
I, we, you, they	*I look toward the future.*	*Do I speak my mind?*	*They do not/don't talk much.*
He, she, it	*He looks toward the future.*	*Does she speak her mind?*	*He does not/doesn't talk much.*

• Lorsqu'un verbe se termine par les lettres **–s, -sh, -ch, -x, -z ou –o, la troisième personne du singulier se termine par –es :** *She **goes** to the swimming pool every day.* (Elle va à la piscine tous les jours.)

• Lorsqu'un verbe se termine par une **consonne + -y, la troisième personne du singulier se termine par –ies** : *She **carries** her baby on her back.* (Elle porte son bébé sur le dos.)

Le présent continu (ou progressif)

Personnes	Forme affirmative	Forme négative	Forme interrogative
I	*I am looking at you.*	*Am I telling the truth?*	*I am not working.*
He, she, it	*She is looking at you.*	*Is she telling the truth?*	*He is not/isn't working.*
We, you, they	*You are looking at me.*	*Are they telling the truth?*	*We are not/aren't working.*

• Lorsqu'un verbe se termine par un **–e, celui-ci disparaît à la forme continue** : *make = **making**. They are **making** a cake.* (Ils font un gâteau.)

• Lorsqu'un verbe se termine par un **–c, on y ajoute un k** : *to picnic = **picnicking**. They are **picnicking**.* (Ils pique-niquent.)

• On double la consonne finale lorsque le verbe ne comporte qu'une seule syllabe et se termine par une voyelle brève et une consonne : ***to stop = stopping, to nod = nodding, to swim = swimming…***

• On double la consonne finale lorsque le verbe contient deux ou plus de deux syllabes, si la dernière syllabe est accentuée et ne contient qu'une seule voyelle : ***to prefer = preferring, to begin = beginning…***

Usage du présent simple

• Le présent simple s'emploie lorsque l'énonciateur présente **des faits bruts, qu'il ne commente pas** : *Ice melts at 0° C.* (La glace fond à 0 degré Celsius.)

• Le présent simple permet de décrire **un fait habituel** : *Americans dine early in the evening.* (Les Américains dînent tôt le soir.)

• Le présent simple permet de rapporter **une suite d'actions successives** (il est donc employé aussi pour des indications scéniques) : *She comes in, opens the window, walks out again.* (Elle entre, ouvre la fenêtre, et ressort de la pièce.)

• Ce temps peut également être utilisé pour désigner **un fait à venir** (dans un futur proche) : *She leaves at 5pm tomorrow.* (Elle part à 17 heures demain.)

Usage du présent continu

• Le présent continu s'emploie **lorsque l'événement relaté est en cours de déroulement** : *What is she looking at?* (Qu'est-ce qu'elle regarde ?)

• Ce temps **permet également d'insister sur un fait ou une action** : *If you vote for him, you're giving credit to his conspiracy theories.* (Si tu votes pour lui, tu donnes raison à ses théories complotistes.)

• **Les verbes de position** (*to sit, to lie, to stand*) sont souvent utilisés avec le présent progressif : *She is sitting on a bench* ; *she is lying on her bed* ; *we are standing by the window.* (Elle est assise sur un banc ; elle est allongée sur son lit ; nous sommes debout près de la fenêtre.)

• Parfois, ce temps est utilisé pour exprimer **une opinion négative** à propos du fait énoncé ; dans ce cas, le présent continu est utilisé avec un adverbe de fréquence (*always*, *systematically*, *forever*…) : *He is always speaking negatively of the US.* (Ses propos sur les États-Unis sont toujours négatifs.)

• Le présent continu peut aussi **renvoyer à l'avenir** ; il exprime alors une intention : *We're leaving at 5pm tomorrow.* (Nous partons à 17 heures demain.)

Grammar in use – Text #14

Le texte #14 utilise beaucoup le présent simple, qui est le temps de référence de l'article. En effet, il s'agit ici de décrire les mécanismes du racisme et de sa dénégation dans la culture et l'histoire américaines. L'auteur les présente comme des faits bruts :

→ *Because the American creed of denial – "I'm not a racist" – **knows** no political parties* (l. 17)

→ *Presidential history also **includes** the social Darwinism of Theodore Roosevelt* (l. 34)

→ *Because we naturally **want** to look away from our ugliness […], we **paint** over racist reality* (l. 61)

Il est parfois fait référence plus explicitement à une forme d'habitude (ou d'absence d'habitude) :

→ *Mental health experts **routinely say** that denial **is** among the most common defense mechanisms.* (l. 3)

→ *…presidents who **are generally seen** as essential to racial progress.* (l. 37)

→ *…one that **rarely and irregularly sounds** in America* (l. 72)

À l'inverse, de rares verbes sont conjugués au présent continu. L'utilisation de ce temps décrit une action en cours de déroulement :

→ *A racist is what a person is, what a person **is saying**, what a person **is doing**.* (l. 67)

La forme continue permet également d'insister ici sur la dimension négative des faits.

Answers

Mock exam #13

I. Reading comprehension

a. What does Josef Joffe try to understand in his book?

The author of the book is interested in finding out why Americans have recurrent episodes of pessimism regarding their strength as a country, a phenomenon called "declinism". The book analyzes the last fifty years of American history to uncover the origins of this state of mind. (*46 words*)

b. What is his point regarding China?

He argues that the US should not be scared of China's rise as an economic power because it is already slowing down. China will face structural changes in the future (more democracy, an aging population), which will upset its balance. All things considered, China does not represent a real threat. (*50 words*)

c. Why have politicians used declinist theories in the past?

Declinism has been used to strategic ends by many politicians: their aim is to make citizens worry about America's future in order to win their votes and be elected. Declinism also serves to convince the electorate that political reforms are necessary. (*41 words*)

II. Synonyms

a. recall (l. 4)

b. shake off (l. 8)

c. indomitable (l. 10)

d. bouts (l. 14)

e. trends (l. 27)

f. loosen (l. 44)

g. crash (l. 47)

h. demise (l. 57)

III. Essay

To what extent can declinist theories be harmful to a country?

Declinism is a form of pessimism regarding the future evolution of a country. Declinist theories tend to emerge in a period of crisis, when a country loses confidence upon witnessing changes in its cultural, political or economic hegemony. During the second half of the 20th century, many writings discussing America's general loss of power were published. However, the US is not the only country to have fallen victim to declinism:

according to an article of the *New York Times* from February 2017, France's obsession with its own failings makes for a "booming decline industry". Can these theories, which spread a message of doom, be harmful to a country?

In a sense, yes, declinism is harmful since it maintains citizens in a state of depression and shatters their hopes of a bright future. Declinism seems especially detrimental to the younger generations because their trust in society is sapped when they would need to be confident in order to move ahead in life. What is more, gloomy prospects usually serve a political aim, which is to manipulate the electorate by diffusing fear. More often than not, declinist theories extrapolate a crisis and work as prophesies which turn out to be false.

However, the production of declinist literature also serves a purpose, which is to be critical of a country's assets. In the case of the United States, the recent bout of pessimism correctly assesses deep geopolitical changes and seems to point to the country's insecurities as regards its place and responsibilities in this changing world order. Today, the US must take returning or new political and economic forces into account, such as the BRIC countries or the European Union trading block.

In conclusion, I would say that declinism expresses the desire for a more balanced world order, one in which there is no longer a single superpower, but many powers that balance each other out.

(313 words)

Mock exam #14

I. Reading comprehension

a. What does the author mean when he states that Trump "is unifying Americans in their denial"? (l. 11)

According to the author, Trump's bigoted statements serve to expose the collective racism of Americans and, more importantly, their shared inability to acknowledge it. To him, those who side with Trump by denying he is racist, and those who criticize him but fail to see the beam in their own eyes are all racist and dishonest. (*56 words*)

b. The author argues that Trump is not an "exception" (l. 24): what is implied by this and how is this claim justified?

The author reveals that Trump is in keeping with a long tradition of American presidents who were also racist. To prove his point, he draws up a list of the discriminatory attitudes of several former presidents, some of whom are usually thought of as having advanced the cause of racial equality, like Lincoln or Johnson. (*55 words*)

c. Whose denials are most upsetting to the author? Explain why.

The author is especially disappointed in Trump's progressive opponents, whom he blames for minimizing the extent of racism in American society and for failing to admit that they too impede the promotion of minorities and look down upon poorer countries. In his opinion, they are partially wrong to single Trump out when they happen to be racist themselves. (*58 words*)

II. Synonyms

1. brand (l. 14)

2. reckoning (l. 16)

3. framing (l. 24)

4. bigotry (l. 36)

5. undeserving (l. 47)

6. resounds (l. 54)

7. paltry (l. 59)

8. fueled (l. 65)

III. Essay

To what extent can we say that racism remains a major challenge to be overcome?

When Barack Obama was elected president in 2008, many in the US hoped it would confirm the shift towards a post-racial society. However, the election of Donald Trump now seems to signal a retrograde move, and as racist manifestations repeatedly make the headlines in America and across Europe, it rather appears that racism is alive and well.

There are genuine reasons to believe that Western societies have come a long way from the racist beliefs that supported racial intolerance and inequalities in previous centuries. During the 20th century, major world events, such as decolonization, led countries and international organizations to rethink notions of racial superiority and move away from forms of institutionalized racism. In the US, the civil rights movement of the 1950s and 1960s put an end to legal segregation against black people. Unequal treatment has been strictly prohibited by American laws ever since, with further affirmative action policies to support equal opportunities for all American citizens regardless of their race.

Yet, in spite of undeniable progress, the case of the African-American community serves to show that significant racial inequalities still exist, and points to persistent structural racism in the US. The employment rate and the median wealth of black people have been consistently lower than white people's and, perhaps more crucially, cases of police killings in recent years have evidenced the undue violence suffered by black people. Hispanic Americans too are generally discriminated against, Hispanic immigrants more specifically have been overtly stigmatized by the Trump administration over concerns for the national economy and security. In Europe, similar fears are stoked

by racist far-right parties eager to push their anti-immigration agenda into government, as has been the case in Austria and Italy.

Ultimately, racism has persisted well into the 21st century despite measures to protect the rights of minorities. As beliefs may take time to change, I think there should be continuous efforts to enforce equal opportunities as long as racial bias and injustice are not eradicated.

(328 words)

8. Freedom and security

A. Key concepts and ideas

The advent of new technologies has forced us to redefine our relationship to freedom and security. Nowadays, it has indeed become extremely easy for users to publish, share and store **data** online. Social media or **cloud computing**, for example, allow multiple users to upload and download resources from either their **desktop** or **laptop computer** or their smartphone, but in spite of their alluring promise of efficiency, new technologies have failed to guarantee **safety** and **reliability** for both private and professional users. Today, companies risk being spied on more than ever; state authorities and isolated individuals have already managed to **hack** systems that were supposed to have **top-of-the-line** protection. Indeed, when migrating **files** online, users or professionals outsource their data and relinquish some of it to a **third party**. This can result in cyberattacks, threats and intrusions of all kinds. Documents can be damaged, stolen or **deleted**, and **classified** data can be **leaked**. Users also leave **traceable digital footprints** when they go online, and their personal data can be collected, analyzed (**data mining**) and exploited for commercial or political gain, all without their **consent**. In March 2018, it was revealed that Cambridge Analytica, a consultancy hired by several American presidential candidates, had taken advantage of Facebook's configuration to **harvest** information from up to 87 million profiles, which it used in the 2016 presidential campaign to target and influence American voters.

Nowadays, companies and citizens are also being monitored by state agencies that have the power to hold personal data for an unlimited period of time. In the United States, the National Security Agency (NSA) is in charge of collecting and compiling data in order to prevent foreign agents from accessing information that could be **harmful** to the country. Its surveillance missions were largely expanded after the terrorist attack of 9/11: once President Bush signed The Patriot Act in October 2001, the NSA was allowed to collect all communications from suspected terrorists. As years went by, the NSA started collecting data from Microsoft, Yahoo, Google, YouTube, Skype and telecom companies; it was thereby able to **track** the phone and email conversations of millions of people. Over the last decade, **privacy** activists have voiced fears that the NSA violated fundamental civil liberties stated in the First Amendment of the Constitution. In 2013, the NSA was hit by a major scandal when Edward Snowden, who worked for the American government, revealed that the agency's massive surveillance program operated way beyond American borders and was clearly **overreaching** its authority. As a consequence, many civil liberties groups decided to **file a lawsuit** against the NSA, arguing that the agency had breached the Constitution. President Obama, who had renewed the Patriot Act in 2011, did call for the end of **warrantless wiretapping** in 2014, but most of his privacy-protection bills were unconvincing and deemed insufficient by the Senate; as for President Trump, he also opposed reforming the Patriot Act.

In a similar effort to tackle crime and terrorism, the United Kingdom has equipped many public areas with **CCTV** (Closed-Circuit Television) and used technologies for face or number plate recognition. According to a report dating back to 2013, there were then around 5 million surveillance cameras in the UK. This figure infuriated privacy campaigners, who claim that liberties and democracy are under attack and oppose such things as the storage and retention of personal data. Many of them contend that we are living in a "Big Brother" surveillance society, thereby referencing George Orwell's dystopian novel *1984* (1949). In 2017, the European Court of Human Rights heard cases brought by some privacy campaigners ("Big Brother Watch", among others) to challenge the British government after it was proved that the state regularly **infringes on** people's liberties.

Article #15 shows how social media have become omnipresent, shape the way individuals think, and can be manipulated by the **powers that be**, as most recently demonstrated by the Russian interference in the 2016 American presidential campaign, which the author **hints** at in the text. American investigations have indeed found evidence that the Russian government likely ordered the hacking of American presidential candidates' email accounts, intrusions in **voter registration** databases, and online influence campaigns in order to favor Donald Trump over Hillary Clinton. In light of such threats to political stability and democracy, the author of the article calls for the urgent regulation of Internet platforms. Article #16 focuses on those who blow the whistle and reveal classified documents when they evidence a violation of the law. The journalist argues that these new kinds of informers should be given more protection from the state, as they play a key role in the good functioning of democracy.

B. Text #15 – Sciences Po Bordeaux

Social media junkies and dealers

§1. We were warned. The venture capitalist and Netscape founder Marc Andreessen wrote a widely read essay in 2011 entitled, "Why Software Is Eating the World." But we didn't take Andreessen seriously; we thought it was only a metaphor. Now we face the challenge of extracting the world
5   from the jaws of Internet platform monopolies. […]

§2. Each new wave of technology increased productivity and access to knowledge. Each new platform was easier to use and more convenient. […] For decades, it made the world a better place. We assumed it always would.

10   §3. Then came 2016, when the Internet revealed two dark sides. One is related to individual users. Smartphones with LTE mobile infrastructure created the first content-delivery platform that was available every waking

moment, transforming the technology industry and the lives of two billion users. With little or no regulatory supervision in most of the world,
15 companies like Facebook, Google, Amazon, Alibaba, and Tencent used techniques common in propaganda and casino gambling, such as constant notifications and variable rewards, to foster psychological addiction.

§4. The other dark side is geopolitical. In the United States, Western Europe, and Asia, Internet platforms, especially Facebook, enable the
20 powerful to inflict harm on the powerless in politics, foreign policy, and commerce. Elections across Europe and in the US have repeatedly demonstrated that automated social networks can be exploited to undermine democracy. The Brexit referendum and the US presidential election in 2016 also revealed that Facebook provides significant relative
25 advantages to negative messages over positive ones.

§5. I am confident that the founders of Facebook, Google, and other major Internet platforms did not intend to cause harm when they adopted their business models. They were young entrepreneurs, hungry for success. They spent years building huge audiences by reorganizing the
30 online world around a set of applications that were more personalized, convenient, and easier to use than their predecessors. […] The advertising business models they chose were leveraged by personalization, which enabled advertisers to target their messages with unprecedented precision.

§6. But then came the smartphone, which transformed all media and
35 effectively put Facebook, Google, and a handful of others in control of the information flow to users. The filters that give users "what they want" had the effect of polarizing populations and eroding the legitimacy of fundamental democratic institutions (most notably, the free press). And the automation that made Internet platforms so profitable left them
40 vulnerable to manipulation by malign actors everywhere – and not just authoritarian governments hostile to democracy.

§7. As Andreessen warned us, these companies, with their global ambition and reach, are eating the world economy. In the process, they are adopting versions of Facebook's corporate philosophy – "move fast and
45 break things" – without regard for the impact on people, institutions, and democracy. A large minority of citizens in the developed world inhabits filter bubbles created by these platforms – digital false realities in which existing beliefs become more rigid and extreme.

§8. In the US, approximately one-third of the adult population has
50 become impervious to new ideas, including demonstrable facts. Such people are easy to manipulate, a concept that former Google design ethicist Tristan Harris calls "brain hacking."

§9. Western democracies are unprepared to deal with this threat. […] We are at a critical juncture. Awareness of the risks posed by Internet
55 platforms is growing from a small base, but the convenience of the products and psychological addiction to them are such that it may take a generation to effect change from the user side, as it did with anti-smoking

campaigns. […] Awareness that the platforms can be manipulated to undermine democracy is also growing, but Western governments have yet
60   to devise a defense against it.

§10. The challenges posed by Internet platform monopolies require new approaches beyond antitrust enforcement. We must recognize and address these challenges as a threat to public health. One possibility is to treat social media in a manner analogous to tobacco and alcohol, combining
65   education and regulation.

With the World Economic Forum meeting in Davos, the threat from Internet platform monopolies should be a top concern for attendees. For the sake of restoring balance to our lives and hope to our politics, it is time to disrupt the disrupters.

Roger McNamee, *Project Syndicate*, 25 January 2018.

1. Text and context

Marc Andreessen is a software engineer and an IT entrepreneur and investor, who in the 1990s developed and distributed Mosaic and Netscape Navigator, some of the earliest user-friendly web browsers and the most widely used before Microsoft's Internet Explorer took over the market.

The World Economic Forum is an international nongovernmental organization made up of the world's leading business firms. Its annual meeting in Davos, Switzerland, gathers business leaders, policy makers, NGOs and academics to discuss global economic, political and social issues. The organization has been criticized by anti-globalist activists for its elitism and its promotion of global capitalism.

2. Mock exam #15 – Sujet annales Sciences Po Bordeaux

I. UNDERSTANDING THE TEXT (☑ 60/200 POINTS)

Answer the following questions *using your own words*. (Whenever relevant, explain the historical/political references, the author's position/tone…) Write approximately 60 words for each answer. Do not quote the text.

a. Explain what the author means when he speaks of the "dark sides" of the Internet. (§3) (☑ 30 points)

b. What does the phrase "brain hacking" mean and what might be its consequences? (§8) (☑ 30 points)

II. Writing task (☑ 100/200 points)

Write an essay (of approximately 250 words) on *one* of the following topics. You should use your own ideas and knowledge and support your arguments with examples and relevant evidence.

a. Do you agree with the author when he states that Internet platforms may "undermine democracy"? (§9)

b. Do you believe in e-democracy?

III. Translation (☑ 40/200 points)

Translate paragraph seven (from "As Andreessen warned us, these companies…" to "…existing beliefs become more rigid and extreme.") into French.

C. Text #16 – Concours commun

A whistleblower's horror story

This is the age of the whistleblower. From Chelsea Manning to Edward Snowden to […] ex-HSBC employee Hervé Falciani, whistleblowers are becoming to this decade what rock stars were to the Sixties — pop culture icons, global countercultural heroes.

5 But one of America's ugliest secrets is that our own whistleblowers often don't do so well after the headlines fade and cameras recede. The ones who don't end up in jail like Manning, or in exile like Snowden, often still go through years of harassment and financial hardship.

Two years ago this month, Winston was being celebrated in the news 10 as a hero. He'd blown the whistle on Countrywide Financial, the bent mortgage lender that one could plausibly argue nearly blew up the global economy in the last decade with its reckless subprime lending practices. […]

But today, Winston is tasting the sometimes-extreme downside of 15 being a whistleblower in modern America. […] He says he's spent over a million dollars fighting Countrywide (and the firm that acquired it, Bank of America) in court. At first, that fight proved a good gamble, as a jury granted him a multi-million-dollar award for retaliation and wrongful termination.

20   But after Winston won that case, an appellate judge not only wiped out that jury verdict, but allowed Bank of America to counterattack him with a vengeance.

Last summer, the bank vindictively put a lien on Winston's house (one he'd bought, ironically, with a Countrywide mortgage). The bank
25   eventually beat him for nearly $98,000 in court costs.

That single transaction means a good guy in the crisis drama, Winston, had by the end of 2014 paid a larger individual penalty than virtually every wrongdoer connected with the financial collapse of 2008. […]

Yet Winston would likely bear all of this more easily were it not for
30   bitterness over the fact that the sacrifices of whistleblowers like himself have too often resulted in dead ends or worse in recent years.

In the finance sector, many of the biggest cooperators have seen their evidence disappeared into cushy settlement deals that let corporate wrongdoers off the hook with negligible fines.

35   This is a serious problem, given that anyone considering coming forward is usually paying at least some attention to how the government has dealt with other cooperators. […] "What I worry about," says Winston today, "is that someone is going to see wrongdoing, and then see what's happened to people like me, and decide it's not worth it." Winston joined
40   Countrywide, which was booming financially at the time, in 2005.

Unbeknownst to him, his new firm was at the forefront of a mass movement to pump the global economy full of fraudulent, born-to-lose subprime loans, a movement destined to rapidly overinflate the global economy with debt and cause a catastrophic recession. […]

45   Winston tried to sound the alarm within the company. He thought he was doing the firm a favor, that the bosses somehow just didn't realize their mistake.

As it turned out, Countrywide execs knew exactly what they were doing, and Winston quickly went the way of most whistleblowers, losing
50   his job when Bank of America acquired the firm in 2008. […]

"I was offered a lot of money to make it all go away, quietly, but I thought to myself, do I want to be that person?" he said. "And I realized that I couldn't take it. I needed to see someone held accountable." […]

But four years later, we're still waiting for the first criminal conviction
55   against any individual for crisis-era corruption. […] What we've seen instead is a series of cash deals with the most corrupt companies. […] Winston's old company got one of the best deals. Last summer, Bank of America — now responsible for all of Countrywide's liability — was allowed to buy its way out of years of fraud and other abuses with a
60   "historic" $17 billion settlement. […] "I just can't believe, after all of this, that it all gets swept under the rug," he said, shaking his head. […]

Even the government's attempts to encourage whistleblowers were misguided. Eric Holder talked extensively about aiding cooperators by

making more resources available to them — essentially, offering them higher monetary rewards for coming forward.

But nobody in the financial services industry comes forward just for the money. The easy money is already there to be had, just by keeping your mouth shut. What Wall Street whistleblowers really need, above all else, is to see real cases made using their evidence, which is exactly what we haven't seen in recent years. Otherwise, the sacrifices — which range from merely miserable to life-altering and catastrophic — aren't worth it. […]

The pattern of whistleblowers coming forward and seeing their information either misused or absorbed into pain-free cash settlements may push the next generation of potential witnesses in a more cynical direction.

"The number one concern is that it incentivizes people to do nothing," Fleischmann says. "The likely thing people will do in the future is just quit."

Winston today insists he would do the same thing, if he had to do it all over again. […] "People won't worry about it now," says Winston. "But one day they'll wonder why their air is polluted or their drinking water isn't safe. And this will be the reason why."

Matt Taibbi, *Rolling Stone*, 18 February 2015.

1. Text and context

Whistleblowers are people who reveal classified or secret information about potential corruption, law violation, fraud, or any other kind of corporate or state scandal. The name derives from the expression ''to blow the whistle on somebody'', meaning to publicly expose someone's wrongdoings.

Whistleblowers can join international organizations such as **Wikileaks**, created in 2006 by Australian Internet activist Julian Assange. Wikileaks used its website to publish information leaked by private **Bradley Manning** about the war in Afghanistan, Iraq or Guantanamo Bay.

Julian Assange was granted political asylum by Ecuador, but Manning (whose first name is now Chelsea, as he underwent a sex change in 2014) was found guilty of espionage and imprisoned between 2010 and 2017.

The former CIA agent and government contractor **Edward Snowden** is another famous whistleblower who disclosed classified information about the National Security Agency (a federal agency whose role is to collect data for intelligence purposes).

As for Franco-Italian systems engineer **Hervé Falciani**, he stole data from the bank he was working for, HSBC, and provided a list of potential tax evaders. The list, dubbed the "Lagarde list", was released in 2012.

2. Mock exam #16 – Sujet annales concours commun 2015

I. WRITTEN COMPREHENSION (☑ *8/20* POINTS)

Read the article and answer the following questions:

a. Using your own words, explain what the consequences of denouncing illegal practices can be for whistleblowers. (☑ 2 points)

b. What does Michael Winston refer to when he says "I just can't believe […] that it all gets swept under the rug" (l. 60)? (☑ 3 points)

c. Using your own words, explain what the American government has done to encourage whistleblowers to come forward and what else (according to the journalist) should be done. (☑ 3 points)

II. SYNONYMS (☑ *4/20* POINTS)

Find synonyms in the article for the following words. Words appear *in the same order as in the text*, but not necessarily in the same form.

a. to disappear	e. comfortable
b. careless	f. to go unpunished
c. vengeance	g. to lead
d. unfair	h. to encourage

III. WRITTEN EXPRESSION (☑ *8/20* POINTS)

Write an essay of 300 words (+/–10%) on the following subject:

Some consider whistleblowers as heroes of the war on corporate and government secrecy and corruption, others as self-appointed vigilantes in a futile and dangerous struggle to impose transparency. From your reading of the article and by drawing on recent examples in world news, defend and develop your personal position.

D. Beyond the texts

1. Vocabulary

a. Nouns

advent of (the) (*l'avènement de*)

advertiser (an) (*un annonceur*)

advertising (*la publicité*)

attendee (an) (*un participant*)

CCTV (*la vidéosurveillance*)

censorship (*la censure*)

cloud computing (*l'informatique dématérialisée, en nuage*)

compliance (*la conformité*)

consent (a) (*un consentement*)

content delivery (*la diffusion de contenus*)

convenience (*la commodité, l'utilité*)

conviction (a) (*une condamnation / une conviction, une croyance*)

court (a) (*un tribunal*)

court fees (*des frais de justice*)

data (*des données*)

database (a) (*une base de données*)

data mining (*l'exploration de données*)

dead end (a) (*une impasse*)

desktop computer (a) (*un ordinateur de bureau*)

digital age (the) (*l'ère numérique*)

digital footprint (a) (*une empreinte numérique*)

disclosure (a) (*une révélation*)

disloyalty (*la déloyauté*)

disrupter (a) (*un perturbateur*)

exposure (*l'exposition*)

face recognition (*la reconnaissance faciale*)

file (a) (*un dossier*)

fine (a) (*une amende*)

hacking (*le piratage informatique*)

handful of (a) (*une poignée de, quelques*)

headline (a) (*un gros titre*)

high earner (a) (*qqn qui gagne un salaire élevé*)

ICT = Information and Communications Technology (*les TIC, les technologies de l'information et de la communication*)

Internet literacy (*l'éducation à Internet*)

laptop computer (a), a laptop (a) (*un ordinateur portable*)

leak (a) (*une fuite*)

intelligence (*le renseignement*)

junkie (a) (*un drogué*)

malpractice (a) (*une malversation*)

misinformation (*la désinformation*)

mortgage lender (a) (*un organisme de crédit*)

NGO (a) = Non Governmental Organisation (UK), Non Governmental Organization (a) (US) (*une ONG*)

novelty (*la nouveauté*)

number plate (a) (*une plaque d'immatriculation*)

pattern (a) (*un schéma, une tendance*)

penalty (a) (*une sanction / une pénalité*)

privacy (*la vie privée*)

propaganda (*la propagande*)

record (a) (*une trace, une archive*)

reliability (*la fiabilité*)

retaliation (a) (*des représailles*)

reward (a) (*une récompense*)

ruling (a) (*une décision de justice*)

safety (*la sécurité*)

search engine (a) (*un moteur de recherche*)

set of (a) (*un ensemble de*)

settlement (a) (*un accord*)

social network (a) (*un réseau social*)

third party (a) (*un tiers*)

user (a) (*un utilisateur*)

venture capitalist (a) (*un investisseur en capital-risque*)

voter registration (*l'inscription sur les listes électorales*)

web browser (a) (*un navigateur Internet*)

wiretapping (*les écoutes téléphoniques*)

wrong (a) (*un tort*)

wrongdoer (a) (*un malfaiteur*)

wrongdoings (*des fautes, des mauvaises actions*)

wrongful termination (a) (*un licenciement abusif*)

b. ADJECTIVES / ADVERBS

accountable for (*responsable de*)

accustomed to (*habitué à*)

all-consuming (*dévorant*)

alluring (*séduisant*)

anti-globalist (*altermondialiste*)

bent (*véreux, pourri*)

classified (*classé secret*)

convenient (*commode, pratique*)

damaging = detrimental = harmful (*néfaste, nocif*)

demonstrable (*démontrable*)

disillusioned (*désabusé, désenchanté*)

empowered (*autonome, indépendant*)

extensively (*beaucoup, considérablement*)

fraudulent (*frauduleux*)

impervious (*fermé, imperméable, réfractaire*)

like-minded (*qui partage les mêmes idées*)

malign (*pernicieux*)

notably (*notamment*)

ongoing (*en cours*)

paperless (*dématérialisé*)

profitable (*rentable, lucratif*)

reckless (*téméraire*)

tailored (*personnalisé, adapté, sur mesure*)

top-of-the-line (*dernier cri*)

traceable (*traçable*)

warrantless (*injustifié ; sans mandat*)

c. VERBS

bend (to) (*plier / se pencher / contourner*)

blow up (to) (*faire exploser*)

breach (to) (*transgresser*)

broadcast (to) (*diffuser*)

call into question (to) (*remettre en question*)

cause harm (to) = inflict harm (to) (*nuire*)

delete (to) (*supprimer, effacer*)

devise (to) (*concevoir*)

disclose (to) (*révéler*)

divert (to) (*détourner*)

entice (to) (*inciter*)

erase (to) (*effacer*)

erode (to) (*éroder, s'éroder / faiblir, affaiblir*)

evade tax (to) (*se soustraire à l'impôt*)

give away (to) (*livrer*)

grant sb sthg (to) (*accorder qqc à qqn*)

hack (to) (*pirater*)

harvest (to) (*récolter*)

hint (to) (*laisser entendre*)

incentivise (to) (UK), incentivize (to) (US) (*inciter, encourager*)

infringe on (to) (*empiéter sur*)

leak (to) (*divulguer*)

leverage (to) (*maximiser, optimiser*)

magnify (to) (*amplifier*)

muzzle (to) (*museler*)

overreach (to) (*dépasser, outrepasser*)

pinpoint (to) (*identifier / localiser*)

polarise (to) (UK), polarize (to) (US) (*opposer*)

pump sthg into (to) (*injecter qqc dans*)

release (to) (*publier*)

retrieve (to) (*retirer*)

shake (to) / rock (to) (*ébranler*)

shape (to) (*déterminer*) / reshape (to) (*modifier*)

track (to) (*tracer, localiser*)

wipe out (to) (*éliminer, éradiquer*)

d. Useful expressions

at the forefront (*au premier plan*)

be at a critical juncture (to) (*être à un tournant*)

be in charge of (to) (*être responsable de*)

blow the whistle (to) (*dénoncer, balancer*)

cover up a scandal (to) (*étouffer un scandale*)

crux of the matter (the) (*le cœur du problème*)

every waking moment (*à chaque instant*)

file a complaint (a) (*porter plainte*)

file a lawsuit (to) (*intenter un procès*)

for the sake of (*pour / dans l'intérêt de*)

from rags to riches (*de la misère à la richesse*)

off the hook (*tiré d'affaires*)

powers that be (the) (*le pouvoir en place*)

sound the alarm (to) (*tirer la sonnette d'alarme*)

storage and retention of personal data (the) (*le stockage et la conservation des données personnelles*)

strike the right balance (to) (*trouver le bon équilibre*)

sweep under the rug (to) (*mettre sous le tapis, faire disparaître*)

take over the market (to) (*prendre le contrôle du marché*)

unbeknownst to him (*à son insu*)

with a vengeance (*avec force*)

2. Grammar

a. LES ADVERBES

Les adverbes sont des mots invariables qui servent à modifier le sens d'un autre mot ou groupe de mots (verbes, adjectifs, adverbes, déterminants, pronoms, groupes nominaux), voire d'une phrase entière (à la différence des adjectifs, qui ne peuvent modifier qu'un nom).

Forme

Beaucoup d'adverbes sont construits à partir d'adjectifs auxquels on a rajouté le suffixe **–ly** (*slow* = *slowly* ; *angry* = *angrily*). La plupart des adverbes sont des mots autonomes (*often, much, always…*). Certains mots sont à la fois adverbes et adjectifs (*fast* = rapide, rapidement ; *late* = tard, en retard ; *yearly* = annuel, annuellement).

Attention ! Certains adjectifs se terminent en *–ly*, mais ne sont pas des adverbes pour autant (*costly* = coûteux ; *deadly* = mortel ; *lonely* = seul).

Position dans la phrase

La difficulté reste souvent de savoir où placer l'adverbe dans la phrase, car il peut avoir **quatre positions** :

• Devant le mot sur lequel il porte : *He is a remarkably clever boy.* (C'est un garçon remarquablement intelligent.)

• En tête de proposition : *Maybe she is late.* (Elle est peut-être en retard.)

• Devant le verbe ou bien entre l'auxiliaire et le verbe : *She unexpectedly changed her mind.* (Elle a changé d'avis de manière inopinée.)

• À la fin de la proposition : *I don't like him very much.* (Je ne l'aime pas beaucoup.)

Les adverbes se placent différemment dans la phrase selon leur sens ; le tableau suivant indique la nature sémantique des adverbes et leur place la plus fréquente dans la phrase.

Adverbes exprimant un point de vue	Généralement en position initiale, séparé du reste de la phrase par une virgule	*frankly* (franchement), *personally* (personnellement), *honestly* (honnêtement), *seriously* (sérieusement), *clearly* (clairement), *actually* (en fait)… Ex : *Clearly, they don't get along.* (Ils ne s'entendent pas, c'est évident.)
Adverbes de manière	Généralement après le complément ou entre le sujet et le verbe	*angrily* (avec colère), *quietly* (calmement), *strangely* (étrangement), *suddenly* (soudainement), *slowly* (doucement)… Ex : *She walked home slowly.* (Elle est rentrée chez elle en marchant doucement.) *They quietly went to bed.* (Ils sont allés se coucher sans faire de bruit.)

Adverbes de lieu	Toujours en fin d'énoncé	*here* (ici), *there* (là-bas), *above* (plus haut), *behind* (derrière), *upstairs* (en haut)… Ex : *He is standing behind me.* (Il est debout derrière moi.) *I feel good here.* (Je me sens bien ici.)
Adverbes de temps	Généralement en fin d'énoncé **already, finally, last* et *soon* peuvent se placer entre le sujet et le verbe	*afterwards* (par la suite), *soon* (bientôt), *weekly* (de façon hebdomadaire), *once* (autrefois), *then* (alors)… Ex : *I will come afterwards.* (Je viendrai après.) *He is coming soon.* (Il viendra bientôt.) *She will soon leave France.* (Elle va bientôt quitter la France.)
Adverbes de fréquence	Généralement entre le sujet et le verbe **Mais toujours après le verbe be* lorsqu'il est conjugué	*always* (toujours), *usually* (d'habitude), *often* (souvent), *sometimes* (parfois), *never* (jamais), *seldom* (rarement) Ex : *She is always complaining.* (Elle se plaint constamment.) *I have never seen him.* (Je ne l'ai jamais vu.)
Adverbes de degré	Toujours avant l'adjectif ou l'adverbe qu'ils modifient	*totally* (totalement), *too* (trop), *so* (tellement), *nearly* (presque), *a little* (un peu), *hardly* (à peine), *utterly* (complètement) Ex : *We totally understand.* (Nous comprenons parfaitement.) *They hardly spoke to us.* (Ils nous ont à peine parlé.)

Grammar in use – Text #15

Plusieurs exemples tirés du texte 15 nous permettent de comprendre le sens et la position de certains adverbes dans la phrase.

• Deux cas où un adverbe de manière porte sur l'ensemble de la proposition :

→ *But we didn't take Andreessen **seriously*** (l. 3)

→ *and **effectively** put Facebook, Google, and a handful of others in control of the information flow to users.* (l. 34)

• Un cas où un adverbe de manière porte sur le nom qui le suit :

→ ***especially** Facebook* (l. 19)

• Deux cas où un adverbe de fréquence porte sur le verbe qui le suit :

→ *We assumed it **always** would [be].* (l. 8)

→ *Elections across Europe and in the US have **repeatedly** demonstrated…* (l. 21)

• Deux cas où un adverbe de degré porte sur l'adjectif ou le groupe nominal qui le suit :

→ *a **widely** read essay* (l. 2)

→ ***approximately** one-third of the adult population* (l. 49)

b. Lᴀ ɴᴇ́ɢᴀᴛɪᴏɴ

Le passage à une phrase négative est parfois source d'erreurs car selon le verbe choisi, la construction peut varier. Les difficultés se posent également lorsque l'on veut exprimer une double négation.

Avec le verbe être : BE + NOT

- Dans une phrase déclarative : *The journalist **is not** very convincing.*
- Dans une phrase interrogative : ***Isn't** the journalist biased in his article?*

Avec tout autre verbe : DO + NOT + VERBE

- Dans une phrase déclarative : *They **do not** agree with him.*
- Dans une phrase interrogative : ***Don't** you share my viewpoint?*

Avec les modaux : MODAL + NOT

- Dans une phrase déclarative : *They **cannot** come, they must not speak, he may not go.*
- Dans une phrase interrogative : ***Shouldn't** they speak to him? Couldn't he stay?*

Les contractions

Les formes contractées sont déconseillées pour les concours. Préférez *she is not* à *she isn't* ou encore *cannot* à *can't*. En revanche, lorsque vous formulez une question, les abréviations sont nécessaires : ***Don't** you think? **Aren't** you happy? **Mustn't** we go?*

Dans les temps composés, NOT doit être placé après le premier auxiliaire.

- → *He might **not** have seen her.*
- → *He should **not** have been here.*

Dans les infinitives, NOT se place avant le verbe.

- → *To be or **not** to be, that is the question.*
- → *They decided **not** to reform the healthcare system.*

Double négation : NOT + ANY

Il est incorrect à l'écrit de construire une phrase avec *not* et *no,* on utilise donc ***ANY***.

Phrase affirmative	Phrase négative
I see a light	*I do not see any light*
They did something right	*They did not do anything right*
I talked to someone	*I did not talk to anyone*
I have nothing to say	*I do not have anything to say*

Constructions négatives

Une construction négative se construit sans *NOT* mais exprime l'idée de négation au moyen d'un adverbe.

→ *He **never** speaks* (jamais).

→ *He **hardly** talks to her now* (à peine, presque jamais).

→ *I can **scarcely** believe it* (à peine).

→ *They could **barely** walk* (à peine, presque plus).

La corrélation NEITHER / NOR

→ *She **neither** voted for the Republicans **nor** the Democrats.* (Elle n'a voté ni pour les Républicains, ni pour les Démocrates.)

Rappel : la forme affirmative de cette corrélation est *either / or : She is either on the phone or on her computer.* (Elle est soit au téléphone, soit devant son ordinateur.)

Grammar in use – Text #16

• **Construction de la négation avec l'auxiliaire *DO* :**
→ *whistleblowers often **don't do** so well* (l. 5)
→ *the bosses somehow just **didn't realize** their mistake* (l. 46)

• **Avec *BE*, on ajoute *NOT* à la suite du verbe :**
→ *it's **not** worth it* (l. 39)
→ *the sacrifices […] **aren't** worth it* (l. 70)

• **La position de *NOT* dans les temps composés :**
→ *what we **haven't seen** in recent years* (l. 69)

• **Négation des modaux :**
→ *And I realized that I **couldn't** take it* (l. 52)
→ *I just **can't** believe* (l. 60)
→ *People **won't** worry about it now* (l. 81)

Answers

Mock exam #15

I. Understanding the text

a. Explain what the author means when he speaks of the "dark sides" of the Internet. (§3)

The author exposes the downsides which have accompanied the progress of Internet technologies, and the threats that they pose to both individuals and societies. Social media platforms are indeed specifically designed to constantly engage users, which makes them all-consuming and addictive. Besides, they can be diverted from their primary purpose and used to infringe on individual freedoms or bend and constrain democratic processes. (*63 words*)

b. What does the phrase "brain hacking" mean and what might be its consequences? (§8)

Because Internet platforms are also designed to pinpoint individual habits and deliver tailored contents, they *de facto* limit users' exposure to multiple ideas and opinions. This tends to lower their capacity to tolerate novelty and contradiction, which makes them more vulnerable to "brain hacking", intentional misinformation by third parties. Ultimately, this is detrimental to political debate and citizens' confidence in institutions, and subverts democracy. (*64 words*)

II. Writing task

Nous faisons le choix de traiter le sujet 2.

Do you believe in e-democracy?

The concept of electronic democracy refers to the use of ICT to enhance democratic processes. At a time when many Western citizens have become disillusioned with politics, the Internet especially may be an appealing solution to reinvent representative democracy. Yet recent incidents involving online technologies have cast a shadow on the potentialities of digital agoras.

At first glance, the Internet seems a relevant medium for the exercise of democracy, as it provides individuals with valuable information, tools and spaces to form enlightened political decisions and be empowered to participate in local citizens' initiatives. As for governments, they can use the functionalities of the Internet to organize citizen consultations; since 1999, the British Parliament, supported by the Hansard Society, has regularly incorporated public participation into its decision-making. ICT can indeed

offer solutions to problems of scale or scarcity of time and, by using it towards more participatory or deliberative democracy, governments can increase transparency and renew citizens' interest in politics.

However, it appears that issues encountered in traditional democracy are magnified rather than solved by e-democracy. Studies have shown that most Internet users actually tend to favor information that confirms their existing beliefs and engage mainly with like-minded people, to the detriment of opposing views and open debate. Many also fail to critically assess online sources, to such extent that the growing influence of misinformation and conspiracy theories cannot be ignored. Internet platforms and their contents can indeed be perverted to manipulate users and deliberately undermine democracy, as evidenced by the Russian interference in the 2016 American election.

All in all, I therefore believe that citizens and governments should tread cautiously when using ICT for democratic ends, and that Internet literacy and regulation should be crucial features of both traditional and e-democracy.

(291 words)

III. Translation

Ainsi qu'Andreessen nous en avait avertis, ces entreprises à l'ambition et à la portée planétaires minent l'économie mondiale. Ce faisant, elles adoptent des variantes de la philosophie d'entreprise de Facebook, « bouger vite et tout casser », sans se préoccuper des effets sur les personnes, les institutions et la démocratie. Une importante minorité de citoyens des pays développés vit dans des bulles de filtres créées par ces plateformes, des univers numériques factices dans lesquels les opinions existantes deviennent plus inflexibles et extrêmes.

Mock exam #16

I. Written comprehension

a. Using your own words, explain what the consequences of denouncing illegal practices can be for whistleblowers.

It is impossible for whistleblowers to lead a peaceful life once they have leaked information. Some are sent to jail, others have no choice but to live in exile. Some have to spend thousands of dollars in court fees while being unemployed. Most go from riches to rags. (*48 words*)

b. What does Michael Winston refer to when he says "I just can't believe […] that it all gets swept under the rug" (l. 60)?

Winston is deeply disappointed that not a single top executive was ever questioned by judicial authorities, as most scandals have been covered up thanks to financial agreements. Winston is quite disillusioned and seriously doubts the capacity of the American financial system to call its ongoing methods into question. (*48 words*)

c. Using your own words, explain what the American government has done to encourage whistleblowers to come forward and what else (according to the journalist) should be done?

We understand that the American government's response was inappropriate, as financial rewards cannot entice people who already are high earners to give away information. According to the journalist, the crux of the matter is not money but justice. Less people will be likely to speak out if companies remain unpunished. (*50 words*)

II. Synonyms

a. recede (l. 6)

b. reckless (l. 12)

c. retaliation (l. 18)

d. wrongful (l. 18)

e. cushy (l. 33)

f. let off the hook (l. 33-34)

g. was at the forefront (l. 41)

h. incentivizes (l. 77)

III. Written expression

Some consider whistleblowers to be heroes of the war on corporate and government corruption, while others see them as self-appointed vigilantes in a futile and dangerous struggle to impose transparency. From your reading of the article and by drawing on recent examples in world news, defend and develop your personal position.

The globalization of information has reshaped journalistic investigation. Times have changed since journalists exposed the Watergate scandal and reported the findings of the FBI. Today, thanks to the Internet, information is broadcast almost immediately, and anyone can be a journalist. This has generated a quest for transparency and truth that can have devastating effects on companies and governments. Over the past few years, scandals have multiplied and deeply marked people's minds. To call whistleblowers heroes is probably exaggerated, but I do believe that states cannot remain healthy without people who dare to speak out.

I think people see whistleblowers as heroes because they have grown accustomed to corruption, fraud, and disloyalty. Low turnouts in the 2017 French legislative elections, for example, prove that people have lost interest in politics and are often revolted by the culture of impunity that seems to be the norm today. So when individuals stand up against malpractices, they become heroes in the eyes of those who have suffered from similar wrongdoings. More than 1.1 million people expressed their support to Edward Snowden in a campaign urging Barack Obama for presidential pardon in 2017.

Many journalists have also stood up in favor of whistleblowers, most notably those at the *Guardian*, which first published Snowden's disclosures. One could actually argue that, to a certain extent, whistleblowers have become the counter power the media used to be. Journalists can be pressured and, worse, muzzled. Yet today, thanks to the spreading of digital information, whistleblowers have the power to release documents instantly and shake the foundations of an entire system.

To conclude, it is only logical that extreme surveillance should lead to extreme leaking. When governmental methods resemble those used by totalitarian regimes, a counter power is an absolute necessity. So far, I believe that most whistleblowers' actions have been justified.

(302 words)

9. A changing world order

A. Key concepts and ideas

The international order has entered a period of **uncertainty** and **flux**, which has been made more **noticeable** through the recent conflicts and political upheavals affecting many parts of the world. In spite of globalization, and even though today's world is highly **interdependent**, it remains a **jigsaw puzzle** of **sovereign states** – and sometimes autonomous regions – which need to understand each other's interests in order to achieve peace. This is what we call "**global governance**": the collective effort to address worldwide problems that go beyond the borders of individual **nation-states**.

The phrase "a changing world order" is not new: it was already commonly used at the end of the Cold War to describe the new geopolitical order that followed the **fall of the Berlin Wall** in 1989, and the **dissolution of the Soviet Union** in 1991. Nowadays, it refers to the fact that the United States is confronted with new rising powers and has been led to question its global leadership for various reasons. In other words, and as shown in text #17, unlike previous generations, Americans are no longer convinced that their country should be the **policeman of the world**, or are not willing to assume such responsibility anymore. President Trump has indeed **taken a stand against** the US' commitment to NATO, which he sees as disproportionate, and has suggested he would reduce American spending on the organization.

Many countries, like Russia and China, resent America's hegemony and would prefer a **multipolar** world order. A former superpower, Russia is trying to recover at least some of its lost status, whereas China, an emerging power, is under the impression that the US is trying to **constrain** its political and economic **rise**. The economic sanctions imposed on Russia following the 2014 annexation of Crimea and the support to pro-Russian protesters in the Donbass region of Ukraine accelerated the cooperation between Russia and China in the political, military and energy fields. Since its **trade relations** with the European Union have kept decreasing since 2012, Russia has had no other choice but to find alternative markets and has developed strong economic partnerships within the CIS Free Trade Area and with the other BRIC countries.

If the United States were to alter its **foreign policy**, it remains unclear what kind of system will replace the current one. A famous professor of political science, Joseph S. Nye, who is also at the origin of the theory of **soft power** (which refers to the use of economic or cultural influence, rather than military force or "hard power", in international relations), coined a new expression to **point to** the changing world order: he talks of "the rise of the rest". According to him, the world can no longer be structured around the hegemony of a single country: the future of diplomacy lies in the mutual **understanding** and help of several powerful countries.

President Obama's foreign policy reflected America's desire for military and diplomatic **retrenchment**. One of Obama's earliest goals was indeed the military withdrawal from Iraq, which took place in 2011. He also planned for American **troops** to withdraw from Afghanistan, a decision President Trump reversed. Another sign of a **reluctant** American leadership is the American government's long-awaited involvement in the Syrian Civil War, which started when pro-democracy protests **erupted** in March 2011. Outside efforts to assist rebel forces have been complicated by the refusal of NATO in 2011 to undertake any military action. As the Syrian people has been suffering from an unprecedented **humanitarian crisis**, France, Great Britain and the US governments agreed to provide the rebels with **lethal** arms, and eventually ordered **air strikes** against both the Islamic State and the Syrian government. At this stage, their involvement has been considered a **moral imperative**. However, European and American governments are increasingly **unwilling** to invest their resources in the resolution of conflicts abroad. The Syrian Civil War has also revealed a new balance of power, with Russia and Iran supporting the Syrian government.

However, the greatest challenge to countries across the world remains terrorism, with the deadliest attacks in 2016 carried out by Islamist groups in Iraq, Afghanistan and Nigeria. In many countries previously involved in the Arab Spring (Libya, Syria, Yemen), the attempted transition to democracy has been **plagued** by religious **extremism**, which has been facilitated by civil conflicts.

In addition to these major shifts in geopolitical balance, changes in international **trade** will undoubtedly play a defining role in the new world order, among others the post-Brexit trade relations between the United Kingdom and the European Union, and the Trump administration's protectionist trade policy. The US has indeed pulled the plug on negotiations for several **free-trade agreements** – the Transatlantic Trade Investment Partnership (TTIP) with Europe and the Trans-Pacific Partnership (TPP) – meant to reduce **trade barriers**, **facilitate exports**, **imports** and **overseas investments**, and cut **red tape**, and has engaged in **trade disputes** over tariffs on foreign steel and aluminum imports. While Americans have been eager to reduce their trade deficits, the International Monetary Fund has warned that such tensions might end up **derailing** global growth.

B. Text #17 – Sciences Po Paris

Trump's America does not care

Since the end of the Cold War, it has widely been assumed that U.S. foreign policy would follow one of two courses: either the United States would continue as primary defender of the international order it created after World War II, or it would pull back from overseas commitments,
5   shed global responsibilities, turn inward and begin transitioning to a post-American world. The second approach was where U.S. foreign policy seemed headed under President Barack Obama, and most saw the election of Donald Trump as another step toward withdrawal.

It turns out there was a third option: the United States as rogue
10 superpower, neither isolationist nor internationalist, neither withdrawing nor in decline, but active, powerful and entirely out for itself. In recent months, on trade, Iran, NATO defense spending and perhaps even North Korea, President Trump has shown that a president willing to throw off the moral, ideological and strategic constraints that limited U.S. action in
15 the past can bend this intractable world to his will, at least for a while. […]

At the core of [the liberal world] order was a grand bargain. To ensure the global peace that Americans sought after being pulled into two world wars, the United States became the main provider of security in Europe and East Asia. In Europe, the U.S. security guarantee made European
20 integration possible and provided political, economic and psychological safeguards against a return to the continent's destructive past. In East Asia, the American guarantee ended the cycle of conflict that had embroiled Japan and China and their neighbors in almost constant warfare since the late 19th century. […]

25 This bargain was the foundation of a liberal world order that benefited all participants, including the United States. But it left the United States' allies vulnerable, and they remain vulnerable today, [as they] count on the American security guarantee. […]

In the past, U.S. presidents were unwilling to exploit this leverage.
30 They believed the United States had a stake in upholding the liberal world order, even if it meant abiding by or paying lip service to international rules and institutions to provide reassurance. The alternative was a return to the great-power clashes of the past from which the United States could never hope to remain uninvolved. To avoid a world of war and chaos, the
35 United States was, up to a point, willing to play Gulliver tied down by the Lilliputians' ropes, in the interest of reassuring and binding the democratic community together. Europeans and others may have found the United States selfish and overbearing, too eager to use force and too willing to pursue its goals unilaterally, but even President George W. Bush's America
40 cared about them, if only because Americans had learned through painful experience that they had no choice but to care.

The United States' allies are about to find out what real unilateralism looks like and what the real exercise of U.S. hegemony feels like, because Trump's America does not care. It is unencumbered by historical memory.
45 It recognizes no moral, political or strategic commitments. It feels free to pursue objectives without regard to the effect on allies or, for that matter, the world. It has no sense of responsibility to anything beyond itself.

Is this what the American people want? Maybe. Many these days call for greater realism and less idealism in U.S. foreign policy. Here it
50 is. Trump's policies are pure realism, devoid of ideals and sentiment, pursuing a narrow "national interest" defined strictly in terms of dollars and cents and defense against foreign attack. Trump's world is a struggle of all-against-all. There are no relationships based on common values. There are merely transactions determined by power. It is the world that a
55 century ago brought us two world wars.

The United States' adversaries will do well in this world, for Trump's America does not want war. It will accommodate powers that can harm it. It will pay them the respect they crave and grant them their spheres of interest. Those that depend on the United States, meanwhile, will be
60 treated with disdain, pushed around and used as pawns. At times, they will be hostages to be traded for U.S. gain. The United States and the postwar liberal order protected them and helped them prosper, but it also left them vulnerable to any American leader willing to offer them up as sacrifices to appease aggressors. That is a kind of realism, too.

65 The United States rejected this approach to the world after 1945, choosing instead to take a broad, "enlightened" view of its interests. It built and defended a world order premised on the idea that Americans would be safe only if democratic and liberal values were safe. It regarded its interests and ideals as intimately bound together, its democratic alliances
70 as permanent. But that was a choice. The United States, with all its great power, could have gone in a different direction. Now it appears to have done so.

Robert Kagan, *The Washington Post*, 14 June 2018.

1. Text and context

The "Iran deal" (formally the Joint Comprehensive Plan of Action) is an agreement reached in 2015 by Iran, the United Nations Security Council and the European Union, which required Iran to halt its nuclear program and reduce its nuclear stockpile in exchange for an end to international economic sanctions. In May 2018, President Trump announced the United States' withdrawal from the deal, which he deemed insufficient. The remaining parties stated that they would carry it on as planned.

The 2017-18 North Korean crisis refers to the period of international tensions opened by the series of nuclear and missile tests conducted by North Korea from April to November 2017. Fueling fears of a possible nuclear conflict, President Trump engaged in a war of words with North Korean leader Kim Jong-un, responding with promises of United States military retaliation, and ordered a joint military exercise with South Korea in August 2017. Tensions started deescalating in 2018 when North and South Korea resumed their diplomatic relations and adopted an inter-Korean peace declaration. Efforts towards peaceful relations and denuclearization of the Korean Peninsula were later confirmed at a North Korea-US summit held between Kim Jong-un and Trump in Singapore on June 12th.

Gulliver and the Lilliputians are characters from Gulliver's travels, a satirical novel by Irish writer Jonathan Swift published in 1726. In the story, human-sized Gulliver is a giant to the tiny Lilliputians who capture him. They both admire and fear him, and eventually use him to protect and assist them in their war against the people of Blefuscu.

2. Mock exam #17 – Sujet type Sciences Po Paris

I. Textual comprehension (☑ 10/20 points)

After reading the text carefully, reply in English and *in your own words* to the following questions.

a. What was the grand bargain that supported the post-war world order?

b. What seems to be Donald Trump's foreign policy doctrine?

c. According to the columnist, what did former American presidents understand that Trump does not?

d. Why are the United States' allies rendered vulnerable by its foreign policy?

II. Essay (☑ 10/20 points)

Write a short, well-argued essay in English (*two pages*) on the subject below.

Discuss the following quote by American historian Walter LaFeber: "When exceptionalism is exploited, for instance to promote a partisan, political or military agenda, then its dark side is revealed."

C. Beyond the text

1. Vocabulary

a. NOUNS

adversary (an) (*un adversaire*)

advisory body (an) (*un organe consultatif*)

air strike (an) (*une frappe aérienne*)

ally (an) (*un allié*)

anti-Americanism (*l'antiaméricanisme*)

Arab Spring (the) (*le Printemps arabe*)

bargain (a) (*un marché*)

beacon (a) (*un guide, un flambeau*)

biological weapon (a) / chemical weapon (a) (*une arme biologique / une arme chimique*)

clout (*le poids, l'influence*)

commitment (a) (*un engagement*)

constraint (a) (*une contrainte, une restriction*)

cornerstone (a) (*une pierre angulaire*)

deescalation (a) (*une désescalade, un désamorçage*) ≠ escalation (an) (*une escalade, une intensification*)

defence spending (UK), defense spending (US) (*des dépenses militaires*)

denuclearisation, denuclearization (US) (*la dénucléarisation*)

dilemma (a) (*un dilemme*)

disdain (*le dédain, le mépris*)

ethnic cleansing (*la purification ethnique*)

export (an) (*une exportation*)

extremism (*l'extrémisme*)

flux (the) (*la fluctuation*) ≠ flow (a) (*un flux*)

foreign policy (*la politique étrangère*)

Foreign Secretary (the) (UK) (*le secrétaire d'État aux Affaires étrangères*)

foundation (a) (*une base, un fondement*)

free-trade agreement (a) (*un accord de libre-échange*)

global governance (*la gouvernance mondiale*)

humanitarian crisis (a) (*une crise humanitaire*)

import (an) (*une importation*)

investment (an) (*un investissement*)

jigsaw puzzle (a) (*un puzzle*)

leverage (a) (*un avantage*)

moral imperative (a) (*un impératif moral*)

nation-state (a) (*un État-nation*)

nuclear stockpile (a) (*un arsenal nucléaire*)

nuclear weapon (a) (*une arme nucléaire*)

partnership (a) (*un partenariat*)

red tape (*la lourdeur administrative*)

reluctance (*la réticence, la frilosité*)

restraint (*la retenue*)

retrenchment (*le retranchement*)

rise (a) (*une montée, une expansion / une augmentation*)

safeguard (a) (*un dispositif de protection*)

Secretary of State (the) (US) (*le secrétaire d'État américain*)

shift (a) (*un changement*)

soft power (*la puissance douce*)

sovereign state (a) (*un État souverain*)

spokesman (a) / spokesperson (a) (*un porte-parole*)

stake (a) (*un intérêt*)

State Department (the) (US) (*le Département d'État américain*)

trade (*le commerce*)

trade barrier (a) (*une barrière commerciale*)

trade dispute (a) (*un différend commercial*)

trade relations (*des relations commerciales*)

troops (*les troupes*)

troop surge (a) (*un envoi de troupes supplémentaires*)

uncertainty (*l'incertitude*)

understanding (*la compréhension*)

unilateralism (*l'unilatéralisme*)

upheaval (an) (*un bouleversement*)

warfare (*la guerre*)

warmonger (a) (*un belliciste*)

weapons of mass destruction (*des armes de destruction massive*)

West (the) (*l'Occident*)

Westerners (*les Occidentaux*)

willingness (*la volonté / la bonne volonté*)

b. ADJECTIVES / ADVERBS

beholden (*redevable*)

broad (*large, général*) ≠ narrow (*étroit, limité, restreint*)

declining (*en déclin, en baisse*)

devoid of (*dénué de*)

disposable (*jetable*)

Eastern (*de l'Est*)

enlightened (*éclairé*)

globalised (UK), globalized (US) (*mondialisé*)

hateful (*haineux*)

interdependent (*interdépendant*)

intractable (*réfractaire*)

isolationist (*isolationniste*)

lethal (*mortel*)

malignant (*malintentionné*)

multipolar (*multipolaire*)

mundane (*bassement pratique*)

noticeable (*remarquable*)

overbearing (*autoritaire, dominateur*)

overseas (*outremer, étranger*)

premised on (*fondé sur*)

realistic (*réaliste*)

reluctant = unwilling (*réticent*)

rogue (*sans scrupules*)

safe (*sûr*)

sectarian (*sectaire*)

unencumbered (*libre, sans entraves*)

unilaterally (*unilatéralement*)

uninvolved (*indifférent*)

Western (*occidental, de l'Ouest*)

willing to (*disposé à*)

c. Verbs

abide by (to) (*respecter, obéir à*)

accommodate (to) (*s'adapter, tenir compte*)

appease (to) (*apaiser, désamorcer*)

be at sb's mercy (to) (*être à la merci de qqn*)

belittle (to) (*rabaisser, dénigrer*)

constrain (to) (*limiter, restreindre / forcer, obliger*)

contain (to) (*endiguer*)

derail (to) (*dérailler / faire dérailler*)

embroil (to) (*impliquer*)

erupt (to) (*éclater, survenir*)

facilitate (to) (*faciliter*)

fuel (to) (*nourrir, alimenter*)

halt (to) (*arrêter, stopper*)

interfere (to) (*interférer*)

intervene (to) (*intervenir*)

invade (to) (*envahir*)

legitimate (to) (*légitimer*)

pervert (to) (*détourner*)

plague (to) (*gangrener*)

play along (to) (*jouer le jeu*)

point to (to) (*indiquer*)

prosper (to) (*prospérer*)

pull back (to) (*se retirer*)

push sb around (to) (*bousculer, malmener qqn*)

rally (to) (*mobiliser, rallier, rassembler*)

shed (to) (*se débarrasser de*)

throw off (to) (*se libérer de*)

thwart (to) (*contrecarrer*)

transition to (to) (*passer à*)

turn inward (to) (*se replier sur soi*)

undertake (to) (*entreprendre*)

uphold (to) (*maintenir, faire respecter*)

wage war (to) (*faire la guerre*)

d. Useful expressions

at the core of (*au centre de, au cœur de*)

be held hostage (to) (*être pris en otage*)

bend sb / sthg to one's will (to) (*plier qqn / qqc à sa volonté*)

be out for oneself (to) (*ne penser qu'à soi*)

coin an expression (to) (*inventer une expression*)

dissolution of the Soviet Union (the) (*la dissolution de l'Union soviétique*)

fall of the Berlin Wall (the) (*la chute du mur de Berlin*)

gain the upper hand (to) (*prendre le dessus*)

in ways he sees fit (*comme il l'entend*)

pay lip service to (to) (*apporter un soutien de façade à*)

pay respect to sb (to) (*présenter ses respects à qqn / rendre hommage à qqn*)

policeman of the world (the) = peacekeeper to the world (the) (*le gendarme du monde*)

sphere of influence / of interest (a) (*une sphère d'influence / d'intérêt*)

steamroll one's way into (to) (*avancer en écrasant tout sur son passage*)

take a backseat (to) (*occuper un rôle secondaire*)

take a stand against sthg (to) (*prendre position contre qqc*)

take the lead (to) (*prendre la tête*)   war on terror (the) (*la guerre contre le terrorisme*)

2. Grammar

LES PROPOSITIONS EN V—ING (GÉRONDIF)

À quoi servent-elles ?

• Ces propositions occupent une fonction de **nom** dans la phrase, et elles peuvent être **soit des sujets, soit des compléments du verbe**. Elles utilisent une base verbale suivie d'une terminaison en **–ING** (appelée **gérondif**).

→ *I like **learning grammar**.* (J'aime apprendre la grammaire.) Complément du verbe

→ ***Learning grammar** is something I like.* (Apprendre la grammaire me plaît.) Sujet

N.B. : À noter que le français utilise très souvent un infinitif pour traduire la proposition en V+ING.

• Dans le cas où la proposition en V+ING a un sujet, le gérondif est accompagné d'un déterminant possessif, d'un nom ou bien d'un nom au génitif :

→ ***His being impolite*** *annoyed everyone* (déterminant possessif).

→ ***Frank being impolite*** *annoyed everyone* (nom commun).

→ ***Frank's being impolite*** *annoyed everyone* (génitif).

N.B. : Traduction en français : Son impolitesse / l'impolitesse de Frank a énervé tout le monde.

• Ces prépositions peuvent exprimer parfois la simultanéité : *She was staring at him, **listening to what he was saying.*** (Elle le fixait du regard en écoutant ce qu'il lui disait.)

Le gérondif après les prépositions

• Le gérondif s'emploie après toutes les prépositions, y compris *TO* lorsque *TO* est préposition d'un verbe :

→ *He went out **without saying goodbye.*** (Il est sorti sans dire au revoir.)

→ *I look forward **to hearing from you.*** (J'ai hâte d'avoir de vos nouvelles.)

Complément de l'adjectif

• La proposition en V+ ING peut suivre directement un adjectif : *They are **busy washing the car***. (Ils sont occupés à laver la voiture.)

Actions révolues ou cause

• Pour faire référence à une **action révolue**, on utilise la structure suivante : *Having* + verbe au participe passé.

→ ***After having cleaned the dishes**, he went to work.* (Après avoir fait la vaisselle, il partit travailler.)

• Cette structure peut également exprimer la cause : ***Having eaten all my plate**, I left the table.* (Puisque j'avais fini mon assiette, je quittai la table.)

Évoquer des situations spécifiques : TO + V

• Dans le cas où on veut faire référence à une situation plus spécifique, on peut employer la structure infinitive *TO + V*.

→ ***To refuse** to eat such a good dinner would have been unthinkable.* (Refuser de manger un si bon dîner aurait été impensable.)

Grammar in use – Text #17

Les différentes propositions en V+ING du texte #17 indiquent que l'emploi du gérondif est courant en anglais. Observons la fonction et le sens de ces propositions à travers plusieurs exemples.

• Tout d'abord, il faut bien distinguer les formes verbales qui relèvent du présent continu, qui ne sont pas des propositions en V+ING et qui n'ont absolument pas la fonction de nom dans la phrase. On en trouve un exemple dans le texte :

→ *Trump's policies **are** […] **pursuing** a narrow "national interest"* (l. 50)

• Certaines propositions en V+ING sont compléments d'objet du verbe : "*even if it meant **abiding by** or **paying lip service** to international rules and institutions*" (l. 31)

• Certaines propositions en V+ING sont des compléments du nom, introduites par des prépositions :

→ *the United States had **a stake in upholding** the liberal world order* (l. 30)
→ *in **the interest of reassuring and binding** the democratic community together* (l. 36)

• Une proposition en V+ING est un complément circonstanciel de temps introduit par une préposition :

→ ***after being pulled** into two world wars* (l. 17)

• Une proposition en V+ING exprime la simultanéité :

→ *The United States rejected this approach to the world after 1945, **choosing** instead to take a broad, "enlightened" view of its interests.* (l. 65)

ANSWERS

Mock exam #17

I. TEXTUAL COMPREHENSION

a. What was the grand bargain that supported the post-war world order?

Because it would not have yet another world conflict threaten its national security following WWII, America reasoned that acting as peacekeeper to the world would earn it allies and mitigate the risks to its liberal democratic model. In moves that were mutually beneficial, it therefore supported the political and economic reconstruction of Europe, and prevented the escalation of regional conflicts. (*60 words*)

b. What seems to be Donald Trump's foreign policy doctrine?

Trump has put America first and has steamrolled his way into international negotiations in order to gain the upper hand, with next to no diplomatic sense and no regard for equitable outcome or global balance. According to the columnist, his foreign policy amounts to mundane power struggles and is the very definition of unilateralism. (*54 words*)

c. According to the columnist, what did former American presidents understand that Trump does not?

Trump's predecessors understood the moral imperatives of America's chosen function, and were aware that to pursue the world order they wanted in ways they saw fit, they needed to play along with global governance. They did not belittle other nations' interests and concerns, or their efforts to collaborate on joint values and resolutions. (*53 words*)

d. Why are the United States' allies rendered vulnerable by its foreign policy?

America's allies have long relied on it for their prosperity and security, which has made them dependent and, according to the columnist, puts them particularly at Trump's mercy. Indeed, he predicts that the American president, who has been known to keep his enemies closer than his friends, may well treat America's allies as beholden and disposable. (*55 words*)

II. ESSAY

Discuss the following quote by American historian Walter LaFeber: "When exceptionalism is exploited, for instance to promote a partisan, political or military agenda, then its dark side is revealed."

The sentiment that America is unique or special compared to other nations has always been the cornerstone of the United States and dates back to the country's very beginnings. As early as the 17th century, the first immigrants read religious texts that fueled their belief that America was a promised land, and that its people were elected by God. But since the 20th century, American exceptionalism has become more and more crucial to politics, specifically in the context of international relations. In this essay, I aim to show that even though the idea of American exceptionalism was central to the country's development and influence, it must be challenged when it borders on imperialism and hegemony.

America is often described as "the city upon the hill", an expression found in the Bible and first used by Puritan John Winthrop in 1630 to show that America's destiny was to stand as a beacon for freedom, democracy and religious tolerance. Since then, the expression has pervaded the political discourse and has been used by many presidents, such as Kennedy, Carter, or Reagan. The belief in American exceptionalism has shaped much of the United States' foreign policy and partly explains why it has always been prone to intervene politically whenever democracy was thought to be threatened. During much of the 20th century, wars were thus fought in the name of ideological commitment against fascism or communism and for the expansion of American liberal values. This interventionism led to a polarization of the world during the Cold War, as the two models were in conflict. In more recent years, the US invasion of Iraq (2003) or the direct military intervention in Syria (since 2017) have also been carried out in the name of freedom and international security, and for the sake of local populations. Yet because the frontier between exceptionalism and imperialism is often quite thin, there are multiple reasons to challenge such an ideology.

Indeed, the belief in America's exceptional fate has been used to justify the country's bloody history. The concept of Manifest Destiny, developed in the 19th century, legitimated Westward expansion and the eradication of Native Americans. In order to expand their territory, Americans behaved in an imperialistic fashion, and the annexation of Hawaii in 1898 remains one of the most notable examples. However, American imperialism is most striking beyond borders, because of the cultural, economic and military influence of the United States over other countries. American historian Joseph Nye first coined the expression "soft power" to explain how the country used persuasion to become the strongest nation on earth. Of course, as evidenced by the above examples, the US is also no stranger to the use of coercion, and in the case of Iraq or Afghanistan, war was succeeded by questionable American interference to replace local

politics and cultures by foreign democratic ideals. The idea that America is exceptional has thus often been perceived by the rest of the world, sometimes with good reason, as America's belief in its own superiority, thereby fueling anti-Americanism. Anti-American sentiment rose sharply when Americans failed to find weapons of mass destruction in Iraq, and most recently, Donald Trump's "America First" foreign policy has been met with repeated backlash.

American exceptionalism is to be examined from a historical perspective, and in many instances, it should not be confused with mere imperialism. It has often led the country to make decisions that have contributed to a safer world order, notably during World War II. Yet there is reason to believe that it is currently being perverted by Trump, for whom it translates into hegemony and unilateralism. I do not believe that American exceptionalism is outdated yet, but America must exercise modesty and restraint in order to stand united with the world, as opposed to against it.

(629 words)

Fiches ressources

Mind your grammar

Certaines fautes de grammaire récurrentes sont très pénalisantes ; pourtant vous devriez pouvoir les éviter facilement. Le tableau qui suit vous aidera à identifier rapidement et à corriger ces erreurs. Il n'est pas exhaustif et peut être complété par un relevé de vos propres erreurs et des rappels correspondants. Nous vous conseillons de le connaître sur le bout des doigts et, le jour du concours, de bien vous relire avant de rendre votre copie.

Il faut choisir l'une des variantes de l'anglais – britannique ou américaine – et s'y tenir dans l'ensemble de la copie.	UK: *a centre, favourable, defence, a programme, to stigmatise, travelled…* US: *a center, favorable, defense, a program, to stigmatize, traveled…*
Dans une copie, il faut utiliser les formes pleines des auxiliaires et des modaux, et non les formes contractées.	*I **am** convinced, he **is** criticized, they **are** mistaken, it **does not** apply, I **did not** agree, it **will not** work, we **cannot** deny…*
L'oubli du « S » de la troisième personne du singulier au PRÉSENT SIMPLE. !!! Il est souvent oublié avec les verbes se terminant par un « s » comme *to stress* → *He stresses*.	*A president **has** to be a good manager.* *A president **needs** good advisors.* *The journalist **says**, **reports**, **argues**… / the text **deals with**, **mentions**…*
Il faut bien distinguer l'emploi du *PRETERIT* (passé révolu) de celui du *PRESENT PERFECT* (lien entre passé et présent).	*The media **announced** the election results last night (1).* *≠ Donald Trump **has been** president of the United States since 2016 (2).* **En (1)**, le complément circonstanciel *last night* signale que l'action est révolue : on emploie donc le *preterit*. **En (2)**, *since 2016* (depuis 2016) indique que l'action commencée dans le passé est encore en cours : on choisit donc le *present perfect*.
Les ADJECTIFS sont invariables, il ne faut donc pas les accorder avec le nom, même lorsqu'il est au pluriel.	*social divisions, **important** issues, **different** questions*
Les COMPARATIFS et les SUPERLATIFS. Un adjectif court et un adjectif long ne se comportent pas de la même manière.	*This is an **easier** solution → This is **the easiest** solution.* *The operation was **more painful** this time → It was **the most painful** operation ever.* *I have a **better** solution → I have **the best** solution.* *This scenario is **worse** than the other → It is **the worst** scenario.*

Le POSSESSIF : on utilise l'apostrophe suivie d'un « *S* » après un nom singulier et l'apostrophe seul après un nom pluriel.	Singulier : *Today's* issue, the *president's* speech, the *reform's* ambition… Pluriel : *The **Americans'** ambition, the **unions'** popularity…*
!!! Attention, il est impossible d'avoir un cas possessif sur un adjectif.	*The American dream* (le rêve américain) ≠ *the Americans' dream* (le rêve des Américains)
Attention à la construction française <u>ne pas</u> + verbe **+ l'infinitif** qui se traduit autrement en anglais : *not to* + verbe à l'infinitif sans *TO*	*The World Health Organization recommends **not to eat** too much* (L'OMS recommande de ne pas trop manger).
Il faut bien distinguer *than* (comparatif) de *that* (conjonction).	*He is **better** at maths **than** me.* (Comparatif) *I don't think **that** this is really necessary.* (Conjonction)
Il faut connaître et bien distinguer les PRONOMS PERSONNELS sujets, compléments et possessifs, et les adjectifs possessifs.	**Sujets :** *I, you, he / she / it, we, they* **Compléments :** *me, you, him / her / it, us, them* **Pronoms possessifs :** *mine, yours, his / hers / its, ours, theirs* **Adjectifs possessifs :** *my, your, his / her / its, our, their*
!!! Il faut bien identifier l'antécédent et son nombre afin de choisir le bon pronom personnel, et ne pas oublier que les noms communs n'ont pas de genre grammatical en anglais. À la 3ᵉ personne du singulier, *it* et ses dérivés s'emploient donc pour tous les inanimés, et *he*, *she* et leurs dérivés uniquement pour des animés (de sexe masculin ou féminin respectivement).	*British citizens made **their** opinion clear on EU membership. **The government** cannot ignore **their** wishes, even if **it** disagrees.* (Les citoyens britanniques ont donné clairement leur avis sur l'appartenance à l'UE. Même s'il n'est pas d'accord, le gouvernement ne peut pas s'opposer à leur volonté.) *Our neighbor told us his wife has been unconsolable since **their** dog ran away.* (Notre voisin nous a raconté que sa femme est inconsolable depuis que leur chien s'est enfui.)
Il faut bien distinguer les pronoms RELATIFS *which* (antécédent inanimé) et *who* (antécédent animé).	*A president **who** knows how to run a team is a good president.* *A team **which** is efficient always wins.*
Le substantif *people* est un pluriel lorsqu'il désigne « les gens ».	*People **are** so polite and respectful in Paris.*
!!! D'autres substantifs courants ont un pluriel irrégulier.	*A man, a woman, a child* → **Men, women, children** *One foot* → *Two **feet*** *A life, a crisis, a policy…* → **Lives, crises, policies**… *A medium, a phenomenon…* → **Media, phenomena**…
Articles DÉMONSTRATIFS : il faut distinguer le singulier et le pluriel.	***This** chair is comfortable.* ***These** chocolates are amazingly good.*
« Il y a » en anglais se met soit au singulier soit au pluriel.	***There is** just one car.* ***There are** many cars.*
To be : ne pas confondre le participe passé (*been*) avec le gérondif (*being*).	*I have **been** to the movies tonight.* (**Present perfect**) *You're **being** very sarcastic today.* (**Présent continu**)

Toutes les PRÉPOSITIONS sont suivies d'un verbe en « ING ».	*Thank you **for coming**.* *It prevented him **from falling**.* *He thinks **about resigning**.* *She thinks **without hesitating**.* *They think **before sleeping**.*
En anglais les noms et les adjectifs désignant la nationalité prennent une majuscule.	*The Americans, the French, the British, the Scots…* *An American pupil, a French student, an Italian lecturer, German tourists…*
Il faut bien distinguer les adjectifs des adverbes.	*This is **real**.* (Adj.) *This is **really** good.* (Adv.) *This class is **essential** to your success.* (Adj.) *This is **essentially** what you need to know.* (Adv.)
Il faut bien distinguer les noms communs des adjectifs et des verbes.	***To succeed*** (réussir) (verbe) ***Success*** (la réussite) (nom commun) ***Politics*** (la politique) (nom commun) ***Politician (a)*** (un homme politique) (nom commun) ***Political*** (qqc de politique) (adj.)
Il faut réviser l'emploi des ARTICLES *a / an*, *the*, *Ø*.	Cela vous permet de faire la différence entre : ***War** ruined the country (1)* ≠ ***The war** between the two countries ended in 2013 (2)*. En (1), on ne met pas d'article car le nom *war* renvoie à une notion ; en (2) la guerre est clairement identifiée (c'est la guerre entre les deux pays), l'article devient nécessaire.
Il faut faire attention à l'emploi des QUANTIFIEURS (*little, much, few, many, some*).	– *little* et *much* sont suivis du singulier : *little time*, *little energy*, *much money*, *much power*… – *few* et *many* sont suivis du pluriel : *A few days ago*, *few people*, *many issues*, *many people*… – *some* peut être suivi du pluriel ou du singulier : *There are **some** problems; I need **some** training*.
!!! *Every* (« chaque ») est suivi du singulier.	– *Every government, every year*…
!!! *A lot of* (« beaucoup de ») peut être suivi d'un nom au singulier ou au pluriel ; s'il y a lieu, le verbe correspondant s'accordera en nombre avec le nom. Préférez toutefois *much* et *many* à *a lot of*. (Il ne faut pas employer *lots of*, plus informel, dans une copie.)	– ***A lot of time is*** *wasted on pointless meetings*. – ***A lot of people are*** *in favor of restricted gun laws*.
Il faut connaître la construction des MODAUX : *can, could, must, may, might, will, would, shall, should* + base verbale.	*They **can** do it, they **could** stop it, I **must** admit, she **may** come, we **might** assume that, we **should** reform the system, we **shall** prevail…*
La CONCORDANCE DES TEMPS est capitale pour les réponses aux questions. Vous devrez rapporter la pensée d'un journaliste en utilisant le discours indirect.	*He says he will run for mayor of New York City → **He said he would** run for mayor.* *He confesses that he enjoyed his second term a lot → **He confessed that he had enjoyed** his second term a lot.*

Mind your spelling

Les mots français et les mots anglais ont parfois des orthographes proches, ce qui conduit à des confusions et des erreurs à l'écrit. Pour vous éviter de les faire, lisez attentivement la liste de mots ci-dessous : elle inclut les mots anglais que les locuteurs français sont susceptibles de mal orthographier, ainsi que les mots anglais dont l'orthographe est difficile dans l'absolu, pour tout le monde.

add**r**ess (an) (*une adresse / une allocution*)
afraid (*effrayé*)
agg**r**essive (*agressif, violent*)
al**though** (*bien que*)
apar**tm**ent (an) (*un appartement*)
aut**h**ority (*l'autorité*)
ba**gg**age (*des bagages*)
begi**nn**ing (a) (*un début*)
co**m**fortable (*confortable*)
conne**ct**ion (a) (une *connexion, une correspondance*)
cont**r**ol (*le contrôle*)
co**tt**on (*le coton*)
dan**ce** (*la danse*)
defen**ce** (*la défense*)
definit**ely** (*sans aucun doute*)
democra**cy** (*la démocratie*)
den**oun**ce (to) (*dénoncer*)
develo**pm**ent (*le développement*) / develo**p**ed (*développé*)
dysfunctio**nal** (*dysfonctionnel, à problèmes*)
economi**cally** (*économiquement*)
engineer (an) (*un ingénieur*)
envelo**pe** (an) (*une enveloppe*)
ex**am**ple (an) (*un exemple*)
exer**cise** (an) (*un exercice*)
function (a) (*une fonction*)

future (*le futur*)
gover**nm**ent (a) (*un gouvernement*)
independ**en**ce / independ**en**t (*indépendance / indépendant*)
invol**ve**ment (*l'implication*)
ju**d**ge (a) (*un juge*)
lan**gu**age (*la langue, le langage*)
lit**e**rature (*la littérature*)
ma**rri**age (*le mariage*)
mean**s** (a) (*un moyen*)
millio**n**aire (a) (*un millionnaire*)
necessa**rily** (*nécessairement*)
nego**tia**tion (a) (*une négociation*)
parad**ox** (a) (*un paradoxe*)
perso**nal** (*personnel*)
politi**cally** (*politiquement*)
politi**cian** (a) (*un politicien*)
probl**em** (a) (*un problème*)
protectio**nism** / protectio**nist** (*le protectionnisme / protectionniste*)
re**s**ource (a) (*une ressource*)
respons**i**bility (*la responsabilité*)
sens**e** (*le sens, la raison*)
sover**eign**ty (*la souveraineté*)
sp**ea**k (to) (*parler*) / sp**ee**ch (a) (*un discours*)
success**ful** (*qui réussit, brillant*)
thought (a) (*une pensée*)
through / **thr**ough**out** (*à travers*)
tra**ff**ic (*le trafic, la circulation*)
unempl**oym**ent (*le chômage*)
use**ful** (*utile*)

Veillez également à l'orthographe des mots homophones, dont la prononciation est identique ou très proche, mais dont l'orthographe et le sens sont différents : l**ea**ve (to) (*partir*) / l**i**ve (to) (*vivre*), s**ee**k (to) (*chercher*) / s**i**ck (*malade*), th**ei**r (*leur, leurs*) / th**e**re (*là*), t**o** (préposition) / t**oo** (*aussi, également*), **we**re (verbe *être* au *preterit*) / **wh**ere (*où*), w**hich** (pronom relatif) / w**ish** (to) (*souhaiter*)…

Mind your prepositions

Voici une liste des principaux **verbes prépositionnels**. Attention, il ne faut pas les confondre avec les verbes à particules (*phrasal verbs*). Ici, la préposition qui suit le verbe sert simplement à introduire le complément du verbe. Le plus souvent, elle ne modifie pas le sens du verbe, mais elle reste obligatoire !

abide **by** (to) (*respecter, obéir à*)
accuse sb **of** sthg (to) (*accuser qqn de qqc*)
agree **with** (to) (*être d'accord avec*)
apply **to** (to) (*candidater à*)
approve **of** sthg (to) (*approuver qqc*) / disapprove **of** sthg (to) (*désapprouver qqc*)
believe **in** (to) (*croire en*)
benefit **from** (to) (*tirer profit de*)
blame sb **for** sthg (to) (*reprocher qqc à qqn*)
charge sb **with** (to) (*accuser qqn de*)
comment **on** sthg (to) (*commenter qqc*)
depend **on** (to) (*dépendre de*)
get rid **of** (to) (*se débarrasser de*)
get used **to** (to) (*s'habituer à*)
laugh **at** (to) (*se moquer de*)
listen **to** sb / sthg (to) (*écouter qqn / qqc*)
look **after** (to) (*s'occuper de*)
look **at** sb / sthg (to) (*regarder qqn / qqc*)
look **for** sb / sthg (to) (*chercher qqn / qqc*)
pay **for** (to) (*payer qqc*)
recover **from** (to) (*se remettre de*)
rely **on** (to) (*compter sur*)
suffer **from** (to) (*souffrir de*)
talk **about** (to) / talk **of** (to) (*parler de*)
talk **to** (to) (*parler à*)
wait **for** sb / sthg (to) (*attendre qqn / qqc*)

Attention ! Certains verbes qui s'emploient avec une préposition en français s'emploient sans préposition en anglais. Il est bon de les connaître afin d'éviter les fautes.

answer sb / sthg (to) (*répondre à qqn / qqc*)
attend sthg (to) (*assister à qqc*)
discuss sthg (to) (*discuter de qqc*)
enter sthg (to) (*entrer dans qqc*)
fit sb / sthg (to) (*convenir à qqn / qqc*)
lack sthg (to) (*manquer de qqc*)
need sb / sthg (to) (*avoir besoin de qqn / qqc*)
obey sb / sthg (to) (*obéir à qqn / qqc*)
phone sb (to) (*téléphoner à qqn*)
play sthg (to) (*jouer de qqc*)
remember sb / sthg (to) (*se souvenir de qqn / qqc*)
trust sb / sthg (to) (*faire confiance à qqn / qqc*)
use sthg (to) (*se servir de qqc*)

Mind your phrasal verbs

Certains verbes anglais courant se construisent avec des particules qui en modifient le sens. En anglais on les appelle des **phrasal verbs**. Voici une liste de quelques-uns de ces verbes qui peuvent vous être utiles lorsque vous vous exprimez à l'écrit comme à l'oral.

• **Along** (*idée d'avancer le long de*)
get along / to get along with (to) (*s'entendre avec qqn*)
move along (to) (*avancer*)

• **Away** (*idée d'éloignement*)
get away with (to) (*s'en tirer*)
give away (to) (*trahir*)
pass away (to) (*décéder*)
put away (to) (*mettre de côté, ranger*)
throw away (to) (*jeter, gaspiller*)

• **Back** (*idée de retour, de sens inverse*)
answer back (to) (*répondre*)
come back (to) (*revenir*) / go back (to) (*retourner*)
give back (to) (*rendre*)
pay back (to) (*rembourser*)

• **Down** (*idée de mouvement vers le bas*)
cut down (to) (*réduire*)
break down (to) (*tomber en panne, faire une dépression*)
let down (to) (*laisser tomber, décevoir*)
lie down (to) (*s'allonger*)
look down on (to) (*regarder de haut, dédaigner*)
sit down (to) (*s'asseoir*)
turn down (to) (*baisser le volume / décliner une proposition*)

• **In** (*idée de mouvement vers l'intérieur*)
break in (to) (*entrer par effraction*)
come in (to) (*entrer*)
fill in (to) (*remplir, compléter*)

fit in (to) (*s'intégrer, trouver sa place*)
give in (to) (*se rendre*)
hand in (to) (*remettre un article, un devoir*)
move in (to) (*emménager*)

• **Off** (to) (*idée de séparation*)
call off (to) (*annuler*)
fall off (to) (*tomber, se détacher*)
keep off (to) (*se tenir éloigné*)
put off (to) (*repousser*)
set off (to) (*déclencher*)
take off (to) (*décoller / enlever, retirer*)
turn off (to) (*éteindre / décliner, refuser*)

• **Out** (*idée de mouvement vers l'extérieur*)
break out (to) (*apparaître, éclater / s'échapper, s'évader*)
carry out (to) (*mener à bien*)
come out (to) (*être révélé, publié*)
find out (to) (*trouver, découvrir*)
let out (to) (*révéler, laisser échapper*)
figure out (to) (*comprendre*)
move out (to) (*déménager*)
pass out (to) (*s'évanouir*)
set out (to) (*exposer une idée*)
turn out (to) (*se révéler être, s'avérer être*)
rule out (to) (*écarter, exclure*)
run out of (to) (*manquer de, être à court de*)
stand out (to) (*ressortir, se détacher*)
work out (to) (*fonctionner / résoudre / faire de l'exercice*)

• **On** (*idée de continuité*)
carry on (to) (*continuer, poursuivre*)
drag on (to) (*s'éterniser*)
go on (to) (*continuer*)
keep on (to) (*continuer*)

• **Over** (*idée de passer au-dessus de qqc*)
get over (to) (*surmonter, se remettre de qqc*)
think over (to) (*bien réfléchir*)

• **Through** (*idée de traverser qqc*)
break through (to) (*faire une percée*)
come through (to) (*s'en tirer, réussir*)
go through (to) (*faire face à / passer en revue qqc*)

• **Up** (*idée de finaliser qqc / idée de mouvement vers le haut*)
back up (to) (*soutenir, appuyer qqn / qqc*)
bring up (to) (*éduquer / évoquer*)
catch up (to) (*rattraper*)
come up (to) (*se présenter, survenir*) / to come up with (to) (*inventer, trouver*)
draw up (to) (*établir, rédiger*)
end up (to) (*se retrouver à faire qqc*)
give up (to) (*abandonner, laisser tomber*)
hold up (to) (*tenir, s'en sortir / retenir, retarder / voler sous la menace*)
pick up (to) (*choisir*)
set up (to) (*installer, mettre en place*)
speak up (to) (*parler plus fort*)
stand up (to) (*se mettre debout*)
turn up (to) (*arriver, apparaître, se présenter*)
wake up (to) (*se réveiller*)

Mind your irregular verbs

Voici la liste des verbes irréguliers les plus courants à connaître par cœur.

to be	was / were	been	*être*
to beat	beat	beaten	*battre*
to become	became	become	*devenir*
to blow	blew	blown	*souffler*
to break	broke	broken	*casser*
to bring	brought	brought	*apporter*
to build	built	built	*construire*
to burn	burnt	burnt	*brûler*
to buy	bought	bought	*acheter*
to catch	caught	caught	*attraper*
to choose	chose	chosen	*choisir*
to come	came	come	*venir*
to cost	cost	cost	*coûter*
to cut	cut	cut	*couper*
to do	did	done	*faire*
to draw	drew	drawn	*dessiner / tirer, attirer*
to dream	dreamt	dreamt	*rêver*
to drink	drank	drunk	*boire*
to drive	drove	driven	*conduire*
to eat	ate	eaten	*manger*
to fall	fell	fallen	*tomber*
to feed	fed	fed	*nourrir*
to feel	felt	felt	*sentir*
to fight	fought	fought	*se battre, combattre*

to find	found	found	*trouver*
to fly	flew	flown	*voler*
to forget	forgot	forgotten	*oublier*
to get	got	gotten	*obtenir*
to give	gave	given	*donner*
to go	went	gone	*aller*
to grow	grew	grown	*pousser*
to have	had	had	*avoir*
to hear	heard	heard	*écouter*
to hide	hid	hidden	*cacher*
to hit	hit	hit	*frapper*
to hold	held	held	*tenir*
to hurt	hurt	hurt	*faire mal*
to keep	kept	kept	*garder*
to know	knew	known	*savoir*
to lay	laid	laid	*étendre*
to lead	led	led	*mener*
to learn	learnt	learnt	*apprendre*
to leave	left	left	*quitter*
to let	let	let	*laisser*
to lie	lay	lain	*être allongé*
to lose	lost	lost	*perdre*
to make	made	made	*faire*
to mean	meant	meant	*vouloir dire*
to meet	met	met	*rencontrer*
to pay	paid	paid	*payer*
to put	put	put	*mettre*
to read	read	read	*lire*
to ring	rang	rung	*sonner*
to rise	rose	risen	*se lever*
to run	ran	run	*courir*
to say	said	said	*dire*
to see	saw	seen	*voir*

to seek	sought	sought	*chercher*
to sell	sold	sold	*vendre*
to send	sent	sent	*envoyer*
to set	set	set	*placer / fixer*
to show	showed	shown	*montrer*
to shut	shut	shut	*fermer*
to sing	sang	sung	*chanter*
to sit	sat	sat	*être assis*
to sleep	slept	slept	*dormir*
to smell	smelled / smelt	smelled / smelt	*sentir*
to speak	spoke	spoken	*parler*
to spend	spent	spent	*dépenser / passer du temps*
to spread	spread	spread	*étaler*
to stand	stood	stood	*être debout*
to steal	stole	stolen	*voler, dérober*
to strike	stroke	striken	*frapper*
to swim	swam	swum	*nager*
to take	took	taken	*prendre*
to teach	taught	taught	*enseigner*
to tell	told	told	*dire*
to think	thought	thought	*penser*
to throw	threw	thrown	*jeter*
to understand	understood	understood	*comprendre*
to wake	woke	woken	*réveiller*
to wear	wore	worn	*porter*
to weep	wept	wept	*pleurer*
to win	won	won	*gagner*
to write	wrote	written	*écrire*

Useful expressions

◆ **Introduire votre pensée**

• First, first of all, to begin with, in the first place, first and foremost (*d'abord, en premier lieu*)

• At first glance (*à première vue*), obviously (*évidemment*)

• Second, secondly, in the second place (*dans un second temps*)

• As to, as for, as regards, concerning (*quant à*)

• Moreover, in addition, besides, furthermore (*de plus, par ailleurs)*

◆ **Comparer des idées entre elles**

• Similarly, in the same way, likewise (*de même*)

• To draw a parallel, a comparison between two things (*établir une comparaison, un parallèle entre deux choses*)

◆ **Entrer dans le détail de l'argumentation**

• On further examination (*à y regarder de plus près*)

• Indeed, as a matter of fact, actually (*en effet, en fait, en réalité*)

• It cannot be denied that (*on ne peut nier que*)

• There is reason to believe that (*il y a de bonnes raisons de croire*), it seems highly likely (*il y a des chances*)

• So to speak (*pour ainsi dire*)

• At any rate, in any case, anyway (*en tout cas, de toute manière*)

• To some extent, to a certain extent, somehow (*d'une certaine manière*)

• Provided that, as long as (*à condition que, du moment que*)

• In the short run / in the long run (*à court / long terme*)

◆ **Faire une déduction**

• Thus, so, therefore (*donc, par conséquent*)

• As a consequence, as a result (*par conséquent*)

• The outcome is that (*le résultat est que*)

◆ **Fournir une explication**

• Owing to, on account of, because of, due to (*à cause de, en raison de*)

• For that reason, on that account (*pour cette raison*)

◆ **Marquer une opposition, un paradoxe**

• However, still, yet (*cependant, pourtant*)

• Unlike, as opposed to, contrary to (*contrairement à*)

• On the one hand… on the other hand (*d'une part… d'autre part*)

• Whereas, while (*alors que, tandis que*)

• Although, though (*bien que, quoique*)

• Despite, in spite of (*malgré, en dépit de*)

• Unless (*à moins que*)

• Even if, even though (*même si*)

◆ **Conclure**

• On the whole (*en règle générale*), by and large (*dans l'ensemble*), broadly speaking (*en gros*)

• It is generally acknowledged (*il est généralement admis*), everyone agrees that (*tout le monde pense*)

• Paradoxically enough (*paradoxalement*)

• Lastly, in conclusion, as a conclusion, to conclude, by way of conclusion (*en conclusion*)

• What conclusions can be drawn? (*quelles conclusions peut-on tirer ?*)

• Eventually (*finalement*), ultimately (*en dernier lieu, enfin*)

• It remains to be seen whether (*il reste à savoir si*)

Useful abbreviations

AC	Air Conditioning
AD	Anno Domini ("In the Year of Our Lord")
AIDS	Acquired Immune Deficiency Syndrome
AKA	Also Known As
AM	Ante Meridiem (before noon)
ASAP	As Soon As Possible
ATM	Automated Teller Machine
B&B	Bed and Breakfast
BC	Before Christ / Because
BTW	By The Way
CIA	Central Intelligence Agency
CST	Central Standard Time
DNA	Deoxyribonucleic acid
DOD	Department of Defense
DOT	Department of Transportation
E.G.	*Exempli gratia*, for example
ER	Emergency Room
EST	Eastern Standard Time
FAQ	Frequently Asked Questions
FBI	Federal Bureau of Investigation
FDR	Franklin Delano Roosevelt
FTSE	Financial Times Stock Exchange
FYI	For Your Information
GI	Government Issue
GMO	Genetically Modified
GOP	Grand Old Party
I.E.	*Id est*, that is to say
IQ	Intelligence Quotient
IMF	International Monetary Fund
JFK	John Fitzgerald Kennedy
LAPD	Los Angeles Police Department
LCD	Liquid Crystal Display

LOL	Laughing Out Loud
MIT	Massachusetts Institute of Technology
MLK	Martin Luther King Jr.
MP	Member of Parliament
MST	Mountain Standard Time
NAFTA	North American Free Trade Agreement
NATO	North Atlantic Treaty Organization
NBA	National Basketball Association
NIMBY	Not In My Backyard
NYSE	New York Stock Exchange
OPEC	Organization of Petroleum Exporting Countries
PC	Politically Correct
PI	Private Investigator
PIN	Personal Identification Number
PM	Post Meridiem (after noon) / Prime Minister
POTUS	President of the United States
POW	Prisoner of War
PS	Postscript
PR	Public Relations
PST	Pacific Standard Time
Q&A	Questions and Answers
TBA	To Be Announced
UFO	Unidentified Flying Object
UNICEF	United Nations Children's Fund
UNO	United Nations Organization
VAT	Value Added Tax
VP	Vice President
WASP	White Anglo Saxon Protestant
WHO	World Health Organization
WTO	World Trade Organization

Common false friends

On peut penser qu'un mot français ressemblant à un mot anglais et *vice versa* ont la même signification. C'est parfois le cas, mais il faut néanmoins se méfier des « faux amis » : des mots dont le sens n'est peut-être pas celui auquel vous pensez spontanément. Pour vous aider à vous y retrouver, voici une liste de vocabulaire permettant d'éviter les confusions les plus fréquentes.

abuse (to) (*insulter, injurier*)
achieve (to) (*atteindre un but*)
actual (*réel*)
actually (*en fait, en réalité*)
affair (an) (*une aventure amoureuse, une liaison*)
agenda (an) (*un programme, un ordre du jour*)
alien (an) (*un étranger*)
ancient (*antique, ancien*)
apology (an) (*des excuses*)
application (an) (*une candidature*)
argument (an) (*une dispute / un argument*)
assume (to) (*supposer que*)
attend (to) (*assister à*)
ballot (a) (*un scrutin*)
caution (*la prudence*)
chance (*le risque, le hasard*)
change (*la petite monnaie*)
character (a) (*un personnage*)
charge (to) (*faire payer*)
circulation (*le tirage, la diffusion d'un journal*)
college (a) (*une université*)
commit (to) (*s'engager*)
complete (to) (*finir, achever*)
crime (a) (*un délit, une infraction*)
current (*actuel*)

currently (*actuellement*)

defendent (a) (*l'inculpé, l'accusé*)

demand (to) (*exiger*)

deserve (to) (*mériter*)

discharge (to) (*renvoyer, licencier*)

dramatic (*spectaculaire*)

economic (*qui se rapporte à l'économie*)

economical (*qui permet d'économiser de l'argent*)

enervate (to) (*affaiblir*)

eventually (*finalement*)

evidence (*des preuves*)

facilities (*des équipements, des installations*)

fault (a) (*un défaut, une anomalie*)

fix (to) (*réparer, apporter une solution*)

global (*mondial*)

hazard (*le danger, le risque*)

issue (an) (*un problème / un numéro de magazine*)

lecture (a) (*un cours magistral, une conférence*)

novel (a) (*un roman*)

oil (*le pétrole*)

pass an exam (to) (*réussir un examen*)

political (*qui se rapporte à la politique*)

politics (*la politique au sens large*)

prejudice (*des préjugés*)

premises (*des locaux*)

respond (to) (*réagir*)

résumé (a) (*un CV*)

resume (to) (*reprendre, continuer à faire qqc*)

sensible (*sensé, intelligent*)

stranger (a) (*un inconnu*)

traffic (*la circulation des véhicules*)

will (*la volonté*)

Pour l'épreuve de langue, le choix des candidats aux différents concours des IEP (Paris, concours commun, Bordeaux, Grenoble) se porte massivement sur l'anglais. La langue doit être **aussi riche que précise**. Réussir cette épreuve exigeante implique de suivre l'actualité économique, sociale et politique tout au long de l'année et de maîtriser non seulement un **vocabulaire** parfois technique, mais aussi les **enjeux culturels et historiques** connexes.

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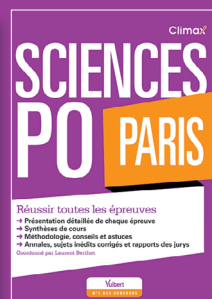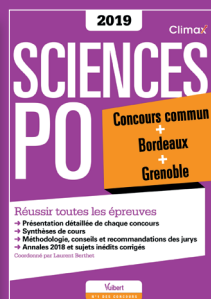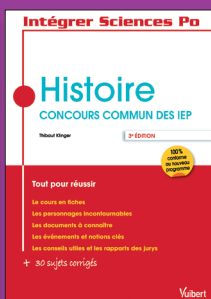
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