

# LV1 – ANGLAIS

Durée de l'épreuve : 4 heures.

*Barème : la note sur 80 sera divisée par 4 pour obtenir la note sur 20, les deux chiffres après la virgule arrondis au centième supérieur.*

*Les candidats ne sont pas autorisés à modifier le choix de la première langue dans laquelle ils doivent composer. Tout manquement à la règle sera assimilé à une tentative de fraude.*

*NB : Les candidats ne doivent faire usage d'aucun document, dictionnaire ou lexique ; l'utilisation de toute calculatrice et de tout matériel électronique est interdite.*

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## SUJET

### HELPING WOMEN GET TO THE TOP

1 Women account for almost half the workforce in western countries, and the lower ranks of many big companies reflect that ratio. But at the top of the corporate ladder it is a different story. For every ten men in the executive suite there is one woman, a ratio that has changed little since the term “the glass ceiling” was coined two decades ago to describe the barrier that allows women to see the top of the corporate ladder, but seems to stop them from reaching it. Despite much discussion, and efforts by both women’s and business groups to break that barrier down, the world’s biggest companies are still almost exclusively run by men.

Many firms are worried about the coming demographic squeeze that threatens to reduce the supply of qualified men. A few think that women have a unique contribution to make in running modern firms. They are often better at team-building and communications, for example, an advantage in a corporate world that is today increasingly characterised more by informal networks than by ordered cohorts.

15 One popular belief is that women are choosing to hop off the big corporate career ladders as they approach the higher rungs, a region where operational excellence becomes less important than political skill and sharp elbows. Away from work for a while – to have children or to act as carers for other family members – they realise that they can live happily on one salary, their partner’s. This may be true of some, but it is implausible to believe that all, or even most, career-minded women feel this way. Given the chance, many would be just as ambitious to do top jobs as men.

20 However, too many are not getting that chance. The lure of dropping out may have less to do with the shortage of women at the top than the policies of the firms they work for. Because women bear children, many seek to take more time off work in mid-career than men, but many firms remain intolerant of absence. Time-serving still counts in career advancement. A study of American graduate managers found that women returning after a break of three years or more lost on average 37% of their earning power.

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So the first place that companies should look if they want to bring more women to the top is the point of re-entry. They should keep in contact with women who leave for a while, perhaps assigning them part-time projects while they are off the payroll. They should also offer retraining to help bring women at least back to the level they were at when they left, much as many already do for returning expatriates. At the same time, women who want to stay on the career ladder are themselves under some obligation to keep in touch with their previous employer and to keep up-to-date with the skills they need to make a smooth re-entry. They need to be realistic in their expectations too. An absence of several years is bound to make some difference to their career trajectory.

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Then, once women have re-entered the workforce, there are a number of things that companies can do to help keep them there. Women with dependants at home need to pay others to take over while they are at work. Just as expatriates receive allowances (eg, for their children's education) because of their special circumstances, so executive women who are employees in the workplace and carers at home might be granted such allowances for their special circumstances.

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As a matter of fairness, flexible arrangements or special allowances should also be offered to men who shoulder the burdens of being the primary carer at home. But, for now, such men are still few and far between, at least in most big companies. Women are the ones who need to be accommodated by new types of career paths. The men who currently occupy positions at the top have to learn that female executives are not just men in skirts and trouser suits. It is now clear that women will not rise to the top of the corporate ladder by a simple process of osmosis once there are enough of them at the bottom. They have different needs in the workplace. Only when men understand this will women join them at the top.

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*The Economist*, 23 July 2005.

### I – VERSION (sur 20 points)

*Traduire depuis* “One popular belief is that women...” jusqu’à “...but many firms remain intolerant of absence.”  
(de la ligne 14 à la ligne 24.)

### II – QUESTIONS (sur 40 points)

- Question de compréhension du texte (100 mots ± 10 %\*; sur 10 points)*  
Explain what the following sentence means: “So the first place that companies should look if they want to bring more women to the top is the point of re-entry.”  
(lignes 28.)
- Question de compréhension du texte (100 mots ± 10 %\*; sur 10 points)*  
Explain what the following sentence means: “As a matter of fairness, flexible arrangements or special allowances should also be offered to men who shoulder the burdens of being primary carer at home.”  
(lignes 43 à 44.)

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3. **Question d'expression personnelle (300 mots  $\pm$  10 %\*, sur 20 points)**

Contemporary corporate culture has enabled women to go a long way. Has this fully bridged the gap? Should getting to the top be the ultimate goal for men and women alike?

\* Le non-respect de ces normes sera sanctionné. (Indiquer le nombre de mots après chaque question.)

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### III – THÈME (sur 20 points)

Depuis le mardi 1<sup>er</sup> novembre, les candidats à l'acquisition de la nationalité britannique devront se plier à un test pratique sur ordinateur en 45 minutes maximum. L'épreuve est obligatoire, sauf pour les postulants qui auront opté pour des cours de langue anglaise comprenant des notions d'éducation civique. Pour être reçu, il faut répondre correctement à au moins 18 questions sur les 24 que comprend l'épreuve. Les recalés pourront se représenter autant de fois que nécessaire moyennant la somme de 34 livres.

Pendant longtemps, la naturalisation s'obtenait par le simple remplissage d'un formulaire. Depuis février 2004, les nouveaux Britanniques prêtent serment à la Couronne et proclament leur loyauté envers l'État au cours d'une cérémonie de citoyenneté publique ou privée. Il s'agit, dans l'esprit du gouvernement, de souligner que l'obtention d'un passeport est un choix personnel, assorti de droits et de devoirs, qui doit exprimer un désir de pleine intégration au sein du Royaume. Quelque 141 000 personnes sont devenues citoyens britanniques l'an dernier.

D'après Jean-Pierre Langellier, *Le Monde*, 3 Novembre 2005.

## CORRIGÉ

par Louis Mouton, professeur au lycée Madeleine Michéris, à Amiens.

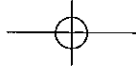
### I – VERSION

On croit généralement que les femmes choisissent, dans les grandes entreprises, de décrocher au cours de leur ascension professionnelle au moment où elles se rapprochent des échelons supérieurs, stade où l'excellence de la compétence passe au second rang derrière le flair stratégique et l'art de jouer des coudes.

Absentes un temps de l'entreprise – pour avoir des enfants ou pour se consacrer à d'autres membres de la famille – elles prennent conscience qu'elles peuvent très bien vivre avec un seul salaire, celui de leur partenaire dans la vie. C'est sans doute exact pour certaines, mais il est peu réaliste de croire que l'ensemble des femmes soucieuses de leur carrière, ou même la grande majorité d'entre elles, partage ce sentiment.

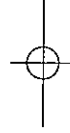
Si on leur en donnait l'occasion, beaucoup de femmes auraient tout autant d'ambition que les hommes pour accéder aux fonctions supérieures. Cependant, trop peu se voient accorder cette chance. C'est moins le manque de femmes aux postes de

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commandement que la politique des entreprises pour lesquelles elles travaillent qui fait l'attractivité d'un éventuel abandon de carrière.

Parce que ce sont les femmes qui mettent les enfants au monde, elles sont plus nombreuses que les hommes à souhaiter lever le pied à mi-carrière; cependant beaucoup d'entreprises restent intransigeantes quant aux absences.

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### III – THÈME

As of Tuesday November 1st, those who wish to become British citizens will have to take a computer-based test lasting 45 minutes at most. The test is mandatory except for those applicants having opted for English language courses that include basic civic education. Passing the test involves answering correctly at least 18 out of the 24 questions set. Those who fail will be allowed to reattempt the test as many times as necessary for £34 per session.

For a long time, getting British citizenship was simply a matter of filling out a form. Since February 2004, the new Britons have been taking an oath of allegiance to the Crown and have pledged their loyalty to the State during a public or private citizenship ceremony. The aim for the government is to highlight the fact that getting a passport is a personal choice, involving rights and duties, that must express the desire to become fully assimilated into the Kingdom. Last year, some 141,000 people were granted British citizenship.

### QUESTION 1

«So the first place that companies should look if they want to bring more women to the top is the point of re-entry.»

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#### *Proposition A*

Women's unfair discrimination in the corporate world, as they are often barred from reaching top positions in this male-dominated world, could be stopped if companies adopted more appropriate policies. As women often choose to interrupt their careers to devote more time to their family, they lose the benefit of seniority and earn less if they decide to resume their professional activity. One possible improvement to counter this would be for firms to focus on the moment women intend to return and, at this stage, offer their top female executives specific opportunities to remove the hurdles that are still on their career path.

#### *Proposition B*

Women often stop working for a few years in mid-career, usually to start a family, and this gap in their resumes often prevents them from being appointed to senior positions later. Accordingly, if firms want to smooth the path for women, they need to focus on and improve significantly the conditions for women to resume a career once their leave is over. They should also make it easier for women on leave to update their skills

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and ensure they are involved in schemes that will keep them abreast of what goes on inside firms. Conversely, women need to stay in touch with firms' requirements and have reasonably ambitious career expectations.

## QUESTION 2

«As a matter of fairness, flexible arrangements or special allowances should also be offered to men who shoulder the burdens of being primary carer at home.»

### *Proposition A*

If women obtain special rights that enable them to combine career and family, it is logical that for the sake of equity, similar rights should be given to men, especially if these men take on the tasks that are usually done by women in their households; indeed, this role is often time-consuming, that's why it seems sensible to give them the possibility to opt for more flexible work schedules, for instance to take their children to school or day care centres, or financial compensation so that they can face the extra costs of looking after a family.

### *Proposition B*

The journalist has just pointed out that financial compensations should be given to women executives who have a full-time job and also cater for all the needs of dependants living in their households –be they adults or children– in order to help them cope with their situation. To be fully equitable and avoid sexual discrimination, he adds that the same should apply to men who also have the difficult task of reconciling the demands of a career and the full responsibility of looking after dependants at home. These men should benefit from the same advantages –such as adapted working hours– and financial help as their female counterparts.

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SUFIT

# LV1 – ANGLAIS

Durée globale : 4 heures.

## 1. TRADUCTIONS

Durée de l'épreuve : 2 heures.

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*N.B. : Les candidats ne doivent faire usage d'aucun document, dictionnaire ou lexique ; l'utilisation de toute calculatrice et de tout matériel électronique est interdite.*

### I – TRADUCTION DE FRANÇAIS EN ANGLAIS

Elle lui demanda où était son sac, pour le monter dans le dortoir. Nicolas regarda autour de lui, sans voir le sac. Il ne comprenait pas.

« *Je croyais qu'il était là, murmura-t-il.* »

– *Tu l'as bien emporté ?* », demanda la maîtresse.

Oui, Nicolas se rappelait très bien quand on l'avait mis dans le coffre, entre les chaînes et les mallettes à échantillons de son père.

« *Et en arrivant, vous l'avez sorti du coffre ?* »

Nicolas secoua la tête en se mordant les lèvres. Il n'en était pas sûr. Ou plutôt, si : il était sûr maintenant qu'on avait oublié de l'en sortir. Ils étaient descendus, puis son père était remonté et à aucun moment on n'avait ouvert le coffre.

« *C'est trop bête* », dit la maîtresse, mécontente. La voiture était repartie depuis cinq minutes, mais il était déjà trop tard pour la rattraper. Nicolas avait envie de pleurer. Il bafouilla que ce n'était pas sa faute. « *Tu aurais quand même pu y penser* », soupira la maîtresse. Voyant combien il semblait malheureux, elle se radoucit, haussa les épaules et dit que c'était bête, mais pas bien grave. On allait s'arranger.

Emmanuel Carrère, *La Classe de neige*, P.O.L., Paris, 1995.

### II – TRADUCTION D'ANGLAIS EN FRANÇAIS

“You realize, Stevens, I don't expect you to be locked up here in this house all the time I'm away. Why don't you take the car and drive off somewhere for a few days? You look like you could make good use of a break.”

Coming out of the blue as it did, I did not quite know how to reply to such a suggestion. I recall thanking him for his consideration, but quite probably I said nothing very definite for my employer went on:

“I'm serious, Stevens. I really think you should take a break. I'll foot the bill for the gas. You fellows, you're always locked up in these big houses helping out, how do you ever get to see around this beautiful country of yours?”

This was not the first time my employer had raised such a question; indeed, it seems to be something which genuinely troubles him. On this occasion, in fact, a reply

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of sorts did occur to me as I stood up there on the ladder; a reply to the effect that those in our profession, although we did not see a great deal of the country in the sense of touring the countryside and visiting picturesque sites, did actually “see” more of England than most, placed as we were in houses where the greatest ladies and gentlemen of the land gathered. Of course, I could not have expressed this view to Mr Farraday without embarking upon what might have seemed a presumptuous speech.

Kazuo Ishiguro, *The Remains of the Day*, Faber and Faber, London, 1989.

## 2. EXPRESSION ÉCRITE

Durée de l'épreuve : 2 heures.

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*Live soigneusement le texte ci-dessous :*

This is proving a memorable year for Shaun Wallace, the soccer-mad lawyer who won Mastermind last week. “The football team I play with on a Sunday is flying, it’s my 20th year as a barrister, and now look: I’m Mastermind champion. It’s my *annus mirabilis*,” he said. Wallace, 44, has watched Mastermind ever since it began in 1972 and last week he became the first black Briton to win the final. Not bad for the son of poor Jamaican immigrants who went to his local comprehensive.

Immigration is often cast as a “problem” in Britain but last week something very strange happened: stories of ethnic excellence started to shine through. Only an hour before Wallace won Mastermind, Gayathri Kumar, a 13-year-old from India, emerged as the country’s best young speller. She fought off more than 100,000 fellow contestants to win the BBC’s Hard Spell competition despite learning English as a second language when she moved here eight years ago. Then there was Chi Hieu Nguyen, a 19-year-old who grew up in a poor region of Vietnam. On Monday he was named A-level student of the year after achieving extraordinary results, even though he came to study in Britain only two years ago. Of the 24 papers he took for A-levels in maths, statistics, accountancy and economics, he scored 100% in 11 and dropped only one mark in several others.

Across the Atlantic, a week like this would not quickly be forgotten – the American Dream tends to trumpet success to create role models. In Britain the reaction is more ambivalent; and it was not xenophobes who appeared to be pouring cold water on the creation of a British Dream but the PC lobby with its edict: thou shalt not mention race. [...] Trevor Phillips, head of the Commission for Racial Equality, says the reluctance to applaud success in Britain engenders a culture in which ambition, particularly among some ethnic minority schoolchildren, is more despised than lauded. “It’s a national problem, capital N, capital P,” he said. “I know the arguments: we shouldn’t mark people out because of their race. But what these examples of the last week tell us is that a lot of the people who have travelled a long way to Britain have something special to offer. We should celebrate that.”

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As Phillips points out, more young blacks still go to prison each year than to university and they need positive role models. For them Wallace is a remarkable example, and a winner not afraid to encourage others. "I'm going into schools to give inspirational chats," Wallace said. "It's important. Kids look at me and they think, [...] 'Who's this guy? He's like me!' Of course I'm like you. But be yourself, create your own nirvana. You can." [...]

Dedication to education is reflected across many immigrant groups, whose children are much more likely to stay at school beyond 16 than those of whites. The Chinese have the best overall record, with 74% getting at least five GCSEs at grades A to C. Among pupils from Indian homes the rate is 65%, while the rate for white children is 51%. But Bangladeshi and Pakistani children trail, with 45% and 41% getting five good GCSEs. Among black children the rate is only 36%.

At university level, minorities also shine. Among people of working age in Britain, 22% of Chinese are trying for a degree and so are 10% of Indians. Among white British people the rate is 5%. [...] By one estimate, people with the surname Patel are more than twice as likely to be company directors as people called Smith. That business drive has propelled many Asians to wealth. The richest man in Britain is Lakshmi Mittal, a steel magnate who grew up in India. At an estimated £12 billion after a recent deal, he is now worth more than the Duke of Westminster, who has typified the traditional British wealth of landed aristocracy. The entrepreneurial drive and willingness to work have led the government to claim that migrants contribute about £2.5 billion a year more in taxes than they consume in benefits and services, though the figures are disputed. [...]

"We are, à la Hugh Grant, slightly embarrassed by success," said Phillips. "An American will say, 'Hi, I'm John from Iowa and I'm worth \$100m'. With a Brit it will take several meetings before they tell you their name, and you practically have to have been physically intimate with them before they will tell you what they earn." This reticence overshadows some truly extraordinary results and slows the creation of positive role models. It is, says Phillips, a real obstacle for young blacks.

Yet it does not necessarily take a lot to change it, as Wallace's experience shows. He still has the book and the advice that helped him on the way to becoming a barrister. "My big sister Sandra bought me my first law book," he recalled. "Inside it says: 'Dear Shaun, study hard, love always, Sandra'. The bottom line is this: nobody is going to hand you anything, unless you inherit wealth. If you want it, you've got to earn it and you've got to grab it yourself."

Richard Woods, *The Sunday Times*, December 12<sup>th</sup> 2004.

*Répondre en anglais aux questions ci-dessous (environ 250 mots pour chaque réponse) :*

1. According to the text, what is the author's perception of the new "British Dream"? Answer the question in your own words.
2. In the light of your knowledge, what are the similarities and differences between the "British Dream" and the "American Dream"?

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**CORRIGÉ**

par Philippe Rayet, professeur d'anglais en classes préparatoires au lycée Notre-Dame-du-Grandchamp ; à Versailles.

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**I – TRADUCTION DE FRANÇAIS EN ANGLAIS**

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She asked him where his bag was (in order) to take it up to the dormitory. Nicolas looked around (him) without seeing the bag. He did not understand.

“I thought it was here,” he mumbled.

“Are you sure you took it with you?” the teacher asked.

Yes, Nicolas definitely remembered when the bag had been put in the boot between the chains and his father's display packs.

“And when you arrived, did you take it out of the boot?”

Nicolas shook his head, biting his lip. He was not sure. Or else he was: now he was sure that it had been left in the boot. They had got out of the car, then his father had got back in and the boot had not been opened at all.

The teacher was annoyed and exclaimed: “How silly!” The car had been gone five minutes and it was already too late to try to catch up with it. Nicolas felt like crying. He stammered that it was not his fault. “You really could have thought about it!” the teacher sighed. However, seeing how sad he looked, she softened her tone, shrugged her shoulders and said that it was silly but not that serious. They were going to find a solution.

Emmanuel Carrère, *La Classe de neige*, 1995.

**II – TRADUCTION D'ANGLAIS EN FRANÇAIS**

– Vous vous doutez bien, Stevens, que je ne vous demande pas de rester enfermé ici, dans cette maison, pendant toute la durée de mon absence. Pourquoi ne pas prendre la voiture et aller vous balader pendant quelques jours ? A en juger par votre mine, un peu de repos ne vous ferait pas de mal.

Devant une proposition aussi inattendue, je ne sus trop comment réagir. Je me souviens d'avoir remercié mon patron pour sa sollicitude, mais je n'ai pas dû lui donner de réponse bien arrêtée car il poursuivit :

– Je parle sérieusement, Stevens. Je pense vraiment que vous devriez prendre un peu de repos. Je vous paierai les frais d'essence. Vous autres, qui passez votre vie enfermés dans ces grandes maisons, toujours prêts à aider, comment diable trouvez-vous le temps de découvrir votre magnifique pays?

Ce n'était pas la première fois que mon patron soulevait cette question ; c'est d'ailleurs un point qui semble le préoccuper réellement. Ce jour-là, cependant, il me vint un semblant de réponse tandis que j'étais juché en haut de l'escabeau\* – quelque chose comme : dans la profession qui est la nôtre, nous ne voyons, certes, pas grand chose du pays, à la différence de ceux qui sillonnent la campagne et visitent des sites pittoresques, mais nous « voyons », en réalité, bien plus de l'Angleterre que la plupart

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des gens, grâce à la position que nous occupons dans des demeures où se rassemble toute la haute société de ce pays. Bien évidemment, je n'aurais pu soumettre ce point de vue à Mr Farraday sans me lancer dans un discours qui eût pu paraître présomptueux.

D'après Kazuo Ishiguro, *The Remains of the Day*, 1989.

\* Just before this passage, there is a reference to Stevens "dusting the portraits in the library... up on the step-ladder".

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