

Anglais, Khâgne Lyon, Spécialité Anglais (Thème et Presse).

1. Thème:

Traduire en anglais le texte suivant, pour la semaine de la rentrée (ce travail n'est pas à rendre, mais à voir en classe) :

Tout éveillé, je rêve et je me raconte comment ce serait si elle était en vie. Je vivrais avec elle, petitement, dans la solitude. Une petite maison, au bord de la mer, loin des hommes. Nous deux, elle et moi, une petite maison un peu tordue, et personne d'autre. Une petite vie très tranquille et sans talent. Je me ferais une âme nouvelle, une âme de petite vieille comme elle pour qu'elle ne soit pas gênée par moi et qu'elle soit tout à fait heureuse. Pour lui faire plaisir, je ne fumerais plus. On vaquerait gentiment, elle et moi, aux besognes du ménage. On ferait la cuisine avec de petites réflexions genre « je crois vraiment qu'un peu, mais très peu, de chicorée améliore le café » ou « il vaut mieux saler pas assez que trop, on est toujours à temps ». Avec la cuiller de bois, je ferais des tapotements, comme elle. Deux vieilles sœurs, elle et moi, et pendant que l'une égoutterait les macaronis, l'autre râperait le fromage. On balayerait tout en bavardant, on ferait briller les cuivres et, quand tout serait fini, on s'assiérait. On se sourirait d'aise et de camaraderie, on soupirerait de bonne fatigue satisfaite, on contemplerait avec bonheur notre ouvrage, notre cuisine si propre et ordonnée. Par amour et pour lui plaire, j'exagérerais ma satisfaction. Et puis on boirait du café chaud pour se récompenser et, tout en le sirotant, elle me sourirait à travers ses lunettes heurtant le bord de la tasse. On aurait quelquefois des fous rires ensemble. On se rendrait tout le temps des services souriants et menus. Le soir, après le dîner et lorsque tout serait bien en ordre, on causerait gentiment au coin du feu, elle et moi, nous regardant gentiment, deux vraies petites vieilles, si aimables et confortables et sincères, deux petites reinettes, deux malignes et satisfaites, avec pas beaucoup de dents mais bien coquines, moi par amour cousant comme elle, ma Maman et moi, copains jurés, causant ensemble, ensemble éternellement. Et c'est ainsi que j'imagine le paradis.

Albert COHEN, *Le Livre de ma mère*, 1982.

2. Presse :

Préparer l'article suivant pour la semaine de la rentrée. Compréhension complète, résumé détaillé (paragraphe par paragraphe, avec élucidation des références nécessaires à la compréhension), résumé synthétique (idées essentielles), esquisse de commentaire (développement de la thématique du texte).

The world loves our grammar school system – so why don't we?

We need to stop thinking of selection as a 1950s throwback and embrace the 21st-century possibilities

James Tooley, 27 May, 2017, *The Spectator*

On the *Today* programme a month ago, Education Secretary Justine Greening was asked whether she could name any 'respected figure or institution' in favour of more grammar schools. She declined to answer, which was taken to mean that she couldn't, and that there wasn't.

I've been travelling a lot this year, so wasn't around to offer my support. I'm back now. Assuming that a professor of education at a Russell Group university is respectable enough, let me wade into the debate: yes, I'm in favour of more grammar schools.

Educational experts against more grammar schools — of which there are plenty — point to the current evidence from England and international evidence in their support. They're wrong to do so on both counts.

On current evidence, you can't read too much into it. Only 5 per cent of secondary schools in England are grammar, serving 5 per cent of students. These schools can afford to be ultra-selective, because there is so much demand for a tiny number of places. Any fool knows that this will lead to the parents with the sharpest elbows getting their kids in. And sure enough, that's what the evidence suggests happens.

Children going to grammar schools travel twice as far as those going to comprehensives, while proportionately three times as many children in grammars as in comprehensives cross local authority boundaries. All evidence is of pushy parents travelling far and wide to secure a grammar school place for their kids, even if they live in areas where there aren't any. A startling 13 per cent of grammar entrants come from fee-paying prep schools. This is not normal. If there were more grammar schools, you would not get these distortions.

One distortion that experts highlight is that less than 3 per cent of grammar students in England are on free school meals, the normal indicator of poverty. Agreed, that's not good — although less remarked upon is that it's similar to the situation in the top 500 comprehensives, which also have a much lower proportion of children on free school meals than other secondary schools in their local authority areas. The top 500 comprehensive schools of course are also selective: practising selection by postcode. I agree with Theresa May: this is unfair, much more unfair than selection by merit. If you had more grammar schools, then you'd have schools which were far more open to all kinds of students, including those on free school meals.

How do I know? Because that's the case in Northern Ireland, where 45 per cent of youngsters go to grammar schools, which are ever increasing in popularity. As a proportion, there are more than four times more children on free school meals than in the singular grammar schools of England. Indeed, one grammar serving the lower Falls Road in deprived West Belfast has

38 per cent of its 1,180 pupils on free school meals. This is what you'll see in England as grammar schools become more commonplace.

Regarding international evidence, there's an elephant in the room that our educational experts, wilfully or otherwise, refuse to acknowledge.

What's the highest performing country on all international tests? Singapore, of course. What do the educational experts and the BBC put this down to? They invest more in their teachers, of course. No one mentions the feature of the Singaporean education system that cries out to be noticed: it's highly selective. What's more, it's explicitly modelled on the erstwhile grammar-school system of England and Wales that Mrs May is attempting to revitalise here.

[...] Those against selection in England tend to portray its supporters as mad swivel-eyed loon types. Not at all; we want England — and other parts of the UK if only they'd follow — to be as modern and competitive as Singapore, which boasts the world's third highest per capita GDP and its most open economy. Selection is not a throwback to the 1950s, but an embracing of a world of sophisticated 21st-century possibility.