



UFR des Langues Vivantes Etrangères
Département des Langues Etrangères
Appliquées

CONTRÔLE DES CONNAISSANCES 2010/2011

SESSION JANVIER/FEVRIER 2011

UE -----

CODE ---ANL24A-----

Intitulé : Grammaire-Traduction- compréhension-expression

Nature -----Ecrit-----

Durée -----3h-----

Régime ----Tous-----

Documents autorisés -----Aucun-----

Vous utiliserez 2 copies une copie pour la compréhension et expression, une autre copie pour la grammaire et la traduction (version et thème).

COMPREHENSION – EXPRESSION

Organizing Against Child Labor

- I. How many working children are there in the world today? Experts from the International Labour Bureau and Unicef have suggested a total figure of 250 million exploited children, an alarming figure which indicates a serious worsening over the past twenty years - and a growth which cannot be explained simply by population growth. What we have here is the effect of deregulation and the erosion of the judicial and cultural systems that were once set in place for the protection of children.
- II. The vast majority of exploited children live in the third world, and half of them in Asia. India alone has more than 50 million. Africa has even more, in relative terms, because it has one in three children working, as against an average of one in four in Asia, and one in five in Latin America. However the phenomenon also has a long history in the industrialised countries, and here too we have seen a resurgence in recent years. First, throughout Central and Eastern Europe, where the effects of growing poverty combine with those of a general disorganisation of the economy. But it is also happening in countries that would theoretically see themselves as protectors of the weak, such as Britain, Italy and other countries of Western Europe. In Britain, this growth has been one effect of the years of unbridled conservatism and systematic deregulation, which have led to the erosion of legal protection: children, largely from the immigrant communities, are to be found working in hairdressing salons, restaurants, laundries, cleaning companies etc. How many are they? A few dozen or hundreds of thousands? It is hard even to estimate, since in Britain as in the rest of Europe child labour is not open to the public gaze. It is equally widespread in Portugal, Italy, Greece, Spain, the United States. In France, for instance, several thousand children do not attend school at all, and a large number of these are exploited as workers. To these, we might add the children who are brought directly into the adult world of production under the guise of apprenticeships. Again, the figures are hard to find because they are covered by a veil of silence.
- III. In the third world, where the exploitation of child labour is massively widespread, the employment of child labour is not restricted to marginal activities. They are part and parcel of the whole system of

production, be it in agriculture, industry, artisan activity, the rag trade, repairing things, or the thousand and one street trades. The list is endless and adults have great powers of imagination when it comes to reducing whole populations of children to conditions of semi-slavery [...].

IV. Here, we need to listen to the voices of the child labourers themselves. And what we hear from them is not necessarily straightforward, as is shown in Michel Bonnet's remarkable book on the subject. Bonnet writes [...]: "What these children fear even more than their dangerous working conditions and beatings from their employers is to be 'thrown out' - to be excluded from employment in the same way that they are excluded from schools, hospitals, playgrounds - in short, they fear being excluded from life." These children are not so much asking that child labour be abolished, but that it is humanised and made less harsh; that it brings in a real income; and that the violence against them is stopped. It is hard to fault their "reformist" approach when any other approach would be suicidal for them. Nevertheless, we are duty bound to examine the child labour phenomenon closely, in all its ramifications. The debate about strategies which might lead to the elimination of child labour is only just beginning. Perhaps the first thing that is needed is simply to look at the intolerable conditions in which these young slaves live and work. As Michel Bonnet writes, "just looking is a revolutionary act".

Ed Emery, Claire Bisset, *Le Monde Diplomatique*, English Edition, June 1998,

Questions

- 1 - What is the topic of the document? (4 words)
- 2 - What is/are the major issue(s) raised in the document? (answer in a few short sentences)
- 3 - Quote three words in the first paragraph and three words in the last paragraph which show the author's opinion.
- 4 - What is your personal opinion about child labor? (250 words)

GRAMMAIRE- TRADUCTION

Traduction

Version : traduire le deuxième paragraphe du texte « Organizing against Child Labour »

Thème :

AFP - Des étudiants britanniques ont pénétré mercredi par la force dans l'immeuble qui abrite le siège du Parti conservateur à Londres, débordant la police à l'occasion d'une manifestation sans précédent contre le triplement des frais d'entrée à l'université (...)

Il s'agit de la plus importante manifestation organisée depuis l'entrée en fonction du gouvernement du conservateur David Cameron, en mai dernier. (...)

Actuellement, les frais d'inscription pour les étudiants britanniques et européens dans les universités anglaises ne peuvent pas dépasser 3.290 livres (3.777 euros, 5.275 dollars) par étudiant et par an.

Mais le gouvernement du conservateur David Cameron veut autoriser les universités à les fixer à 6.000 livres, et dans "des circonstances exceptionnelles" à 9.000 livres.

10/11/2010

Grammaire (/30)

I. Traduire à l'aide d'un modal ou d'une expression à valeur modale /9

1. Vous allez rencontrer un bel inconnu.
2. Il est interdit de se garer ici.
3. Avec un peu de chance, il aurait pu gagner.
4. Il faut que nous réfléchissions au problème.
5. Tu devrais te dépêcher si tu ne veux pas rater ton train.
6. Il se pourrait que les actionnaires protestent.
7. Elle a dit que je pouvais garder le livre une semaine de plus.
8. Ce n'était pas la peine d'attendre la fin du film.
9. J'ai dit que je serais à la maison à 8 heures.

II. Réécrire avec un modal puis traduire /4

1. Perhaps she left through the exit door.
2. I'm quite sure he was sleeping when the phone rang.
3. You ought to listen to the BBC more often.
4. He was unable to remember a word of what he had heard.

III. Traduire en français /7

1. He's a lovely boy but he will have the last word.
2. Will you have a drink?
3. It may soon be the end of British Airways.
4. She was a gifted student and didn't need to work hard.
5. He must be told to stop straight away!
6. She denies taking the money.
7. Drinking and driving among college students continues to be a major issue.

IV. Compléter les phrases (/10)

1. Do you enjoy _____ (cycle) in the countryside and _____ (walk) in the mountains?
2. What are you hoping _____ (do) after university? Well, I'm planning _____ (spend) some time travelling before I start _____ (look) for a job.
3. Have you seen my bag? Yes, I remember _____ (see) it in the study yesterday.
4. I mustn't forget _____ (return) my books to the library tomorrow.
5. When did you stop _____ (smoke)?
6. There's no need _____ (be) rude!

7. His hair needs _____ (cut).
8. My bag _____ (steal) while I was in a shop. I remember _____ (put) it on a chair while I tried on a coat.
- Do you mean _____ (say) you left your bag unattended?
9. I don't regret _____ (ring) him. He was very helpful.
10. He'd love to travel to New Zealand but this means _____ (save) a lot of money before he can buy the plane ticket.
11. Is your brother still looking for a job? Has he tried _____ (apply) at Ford's?
12. They don't allow _____ (smoke) on the premises.
13. We offered _____ (pay) for their journey.
14. Have you given up _____ (sing)?
15. British Airways regret _____ (announce) the cancellation of Flight BA 202 to Florence.