Université du Sud Toulon-Var, Faculté des Lettres et Sciences Humaines

Examen 1ère session 1er semestre 2008/2009
Licence 1 LLCE Anglais
Épreuve de Thème (Madame Corish)
Durée de l’épreuve : 2h
Documents autorisés : aucun, sauf étudiants étrangers autorisés à consulter un dictionnaire dans leur langue d'origine

Depuis l’arrivée des deux jeunes gens, l’atmosphère du restaurant s’est transformée. Les deux hommes rouges se sont tus : le monsieur distingué a posé son journal et regarde le couple avec complaisance, presque avec complicité. Il pense que la vieillesse est sage, que la jeunesse est belle, il hoche la tête avec une certaine coquetterie : il sait bien qu’il est encore beau, admirablement conservé, qu’avec son teint brun et son corps mince il peut encore séduire. Les sentiments de la bonne paraissent plus simples : elle s’est plantée devant les jeunes gens et les contemple bouche bée.
Ils parlent à voix basse. On leur a servi des hors-d’œuvre, mais ils n’y touchent pas. En tendant l’oreille je peux saisir des bribes de leur conversation. Je comprends mieux ce que dit la femme, de sa voix riche et voilée.
- Non, Jean, non.
- Pourquoi pas ? murmure le jeune homme avec une vivacité passionnée.
- Je vous l’ai dit.
- Ça n’est pas une raison.

Le jeune homme rit avec ironie. Elle reprend :
- Je ne pourrais pas supporter une ... déception.
- Il faut avoir confiance, dit le jeune homme ; là, comme vous êtes en ce moment, vous ne vivez pas.

Elle soupire :
- Je sais !
- Regardez Jeannette.
- Oui, dit-elle avec une moue.
- Eh bien, moi je trouve ça très beau, ce qu’elle a fait. Elle a eu du courage.
- Vous savez, dit la jeune femme, elle s’est plutôt précipitée sur l’occasion. Je vous dirai que, si j’avais voulu, j’aurais eu des centaines d’occasions de ce genre. J’ai préféré attendre.
- Vous avez eu raison, dit-il tendrement, vous avez eu raison de m’attendre.

Jean-Paul Sartre, La Nausée (1938)
One day, in my first job, a lady fell in love with me. It was quite unreasonable, of course, because I wasn’t wonderful. I didn’t fall in love with her, or anything like that. I got under the table, and stayed there until she had to go wherever she had to go to.

I had seen an advertisement – “smart boy wanted”, it said. My legs were the smartest things about me, so I went there straightaway. I got the job. At that time, there was nothing on earth that I could go, except run. I had no brains, and I had no memory. When I was told to do anything, I got into such an enthusiasm about it that I couldn’t remember anything else. I just ran as hard as I could, and then I ran back, proud and panting. And when they asked me for the reason that I had run for, I started, right on the instant, and ran some more.

The place I was working at was, amongst other things, a theatrical agency. I was usually sitting in a corner of the office floor, waiting to be told to run somewhere and back. [...] One day, I had been given three letters to post, and told to run or they’d be too late. So I ran to the post office and round it and back. As I came to our door a nice, solid, red-faced man was riding a horse. He thrust the reins into my hand –

“Hold the horse for a minute,” he said.

“I can’t,” I replied. “My boss is waiting for me.”

“I’ll only be a minute,” he said angrily, and he walked off.

The horse started to lean against me and I replied as best I could –

“Don’t move a toe,” I said. “I’ll be back in a minute.”

He understood exactly what I said, and the only move he made was to swing his head and watch me as I ran up the street. I was less than half a minute away anyhow, and never out of his sight.

James Stephens, *A Rhinoceros, Some Ladies, and A Horse* (1946)  
(punctuation unchanged).
Whoever has made a voyage up the Hudson, must remember the Catskill Mountains. They are a dismembered branch of the Appalachian family, and are seen away to the west of the river, swelling up to a noble height. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues\(^1\) and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, the mountains are clothed in blue and purple, and paint their outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of grey vapours about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains the voyager may have descried\(^2\) the light smoke curling up from a village whose roofs gleam among the trees. [...] In that same village, and in one of these very houses (which, to tell the precise truth, was sadly time-worn), there lived, while the country was yet a province of Great Britain, a simple, good-natured fellow, of the name of Rip Van Winkle. He was a descendant of the Van Winkles who figured so gaily in the chivalrous days of Peter Stuyvesant, and accompanied him to the siege of Fort Christina. He inherited, however, but little of the martial character of his ancestors. I have observed that he was a simple, good-natured man; he was, moreover, a kind neighbour, and an obedient, hen-pecked\(^3\) husband.

Washington Irving, “Rip Van Winkle” (1819)
(punctuation unchanged).

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1. hue: une teinte, une nuance.
2. descried: discern, distinguer.
3. hen-pecked: completely obedient to one’s wife.
Write one of the two stories below. (Not Both)

1. Cruise ship evades pirate attack

A US cruise ship carrying more than 1,000 people was targeted at the weekend by pirates off the coast of Somalia, maritime officials say.

"The skiffs, approaching from a range of approximately 1,000 metres, attempted to intercept the vessel's course,"

"Captain Jurica Brajčić and his officers immediately began evasive manoeuvres and took all prescribed precautions."

The Nautica outran the Somali pirates, officials said
92 attacks this year - most in the Gulf of Aden
36 successful hijackings
14 ships currently held, including the MV Faina carrying tanks
268 crew held hostage
Source: International Maritime Bureau, 2008

2. Wal-Mart worker dies in sale rush

Nassau County police said about 2,000 people were gathered outside the store doors at the mall about 20 miles (30 kilometers) east of Manhattan.

The 34-year-old man, along with several other workers and shoppers, were trampled in the rush at the Wal-Mart store in Valley Stream, Long Island.

"When they were saying they had to leave, that an employee got killed, people were yelling 'I've been on line since yesterday morning,'" she said. "They kept shopping."

"Despite all of our precautions, this unfortunate event occurred," senior Vice President Hank Mullany said in a statement. "Our thoughts and prayers go out to the families of those impacted."
Write a fictional article about one of the two given headlines

1. Swat residents 'flee their homes'

Residents of Pakistan's Swat Valley are reported to be fleeing their homes despite authorities rescinding an earlier order for them to leave.

Reports from Mingora say hundreds of people are fleeing the fighting.

A peace deal between the government and Taliban militants in the region appears close to collapse after the army said militants attacked police checkpoints.
2. US presses Israel over two states

US Vice-President Joe Biden has said Israel must back a two-state solution to the conflict with the Palestinians.

Mr Biden also called for an end to Jewish settlement-building - one of the Palestinians' key demands.

Israel's recently-elected right-wing government has so far resisted calls to publicly support Palestinian statehood.

Palestinians say there is no hope for reviving talks until settlement building stops
Durée : 3 heures  
Documents autorisés : aucun  
A noter : Les brouillons ne seront pas corrigés. Veuillez répondre aux questions dans l'ordre donné.

Section A : IDENTIFICATION : Very short answers, no need to write full sentences (1 point per question; spend no more than 15 minutes on this section in total)

1) What is the third monster to appear in Beowulf?  
2) Who wrote The Canterbury Tales and in which century?  
3) Give the title of any one medieval morality play.  
4) Who does Gloriana represent in Edmund Spenser’s The Faerie Queen?  
5) What term is used to designate lines of unrhymed iambic pentameter?  
6) Give the titles of any two Shakespearean tragedies.  
7) What is the title of the Christian allegory written by John Bunyan and published in two parts (in 1679 and 1684)?  
8) Name any two ‘metaphysical poets’.  
9) Who wrote ‘Pamela, or Virtue Rewarded’ and in which century?  
10) Who collaborated with William Wordsworth to produce The Lyrical Ballads?

Section B: SHORT ANSWERS: Answer the question in two or three sentences. (4 points per question; Spend approximately 60 minutes on this section)

11) What is a kennin? Give two examples to illustrate your answer.  
12) Describe any four different typical characteristics of popular ballads.  
13) Describe the frame structure used in The Canterbury Tales.  
14) Give an example of a ‘carpe diem’ poem (title and author) and explain what this term refers to.  
15) Briefly describe any two of the purposes for which prose is used in Shakespeare’s plays.  
16) Briefly explain what the term ‘pastoral poetry’ refers to.  
17) Identify any two characteristics of the ‘literary epic’, referring to aspects of Paradise Lost to illustrate your answer.  
18) Briefly explain why the term ‘Augustan Age’ is sometimes used to refer to the first part of the Neoclassical period in the history of English literature.

Section C: MORE DETAILED ANSWERS: Write a paragraph in response to each question (8 points for question 19 and 10 points for question 20)

19) Write a paragraph describing the typical characteristics of the first public theatres in London (identify at least five characteristics).

20) Write a paragraph explaining three different prominent features of Neoclassical ideas about literature.

Section D: Brief Commentary: Develop your answer in a clearly organized short essay. 300 - 400 words. (20 points)

Write a brief commentary on the extract printed below. Identify the author, the title of the poem, the literary context (period, type of poetry) and the place of the extract in relation to the whole poem, before presenting a brief analysis.

But thy eternal summer shall not fade  
Nor lose possession of that fair thou ow'st;  
Nor shall Death brag thou wander'st in his shade,  
When in eternal lines to time thou grow'st:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.
Section A IDENTIFICATION: Very short answers, no need to write full sentences (1 point per question)
1) Give the dates generally ascribed to the Old English (Anglo-Saxon) period.
2) In the Old English poem Beowulf, who or what is Wiglaf?
3) How many tales make up The Canterbury Tales (including those which exist only in fragments)?
4) Who wrote Le Mort d’Arthur (c.1470)?
5) Which of William Shakespeare’s tragic heroes divides his kingdom between two of his daughters?
6) Give the titles of any two Shakespearean comedies.
7) Name any two ‘Cavalier poets’.
8) What does the term ‘heroic couplets’ refer to?
9) Who wrote Gulliver’s Travels?
10) Who collaborated with William Wordsworth to produce The Lyrical Ballads?

Section B SHORT ANSWERS: Answer the question in two or three sentences. (4 points per question)
11) What do epic (or ‘heroic’) poems have in common?
12) What does the term ‘moral play’ refer to?
13) In The Canterbury Tales, i) Why is the Knight the first to tell a story? ii) How does the Reeve’s ‘reply’ to the Miller’s fabliau about a cuckolded carpenter? iii) What quest is the errant knight sent on in ‘The Wife of Bath’s Tale’?
14) Give an example of a ‘carpe diem’ poem (title and author) and explain what this term refers to.
15) Give two examples of ways in which William Shakespeare’s tragedies deviate from Aristotelian principles.
16) Give a definition of a ‘dramatic lyric’.
17) Identify any two characteristics of the ‘literary epic’, referring to aspects of Paradise Lost to illustrate your answer.
18) Briefly describe any two ways in which public theatres at the time of the Restoration differed from public theatres in the Elizabethan age.

Section C MORE DEVELOPED ANSWERS: Write a paragraph in response to each question (8 points for question 19 and 10 points for question 20)
19) Write a paragraph explaining the following terms: i) ‘the medieval theory of the humours’ ii) ‘the comedy of humours’.
20) Write a paragraph explaining three different prominent Neoclassical ideas about the appropriate function, subject matter and means of composing literary works.

Section D BRIEF COMMENTARY: Develop your answer in a clearly organized short essay, 300 - 400 words. (20 points)
21) Write a brief commentary on the extract printed below. Identify the author, the poem, the literary context (period, type of poetry) and the place of the extract in relation to the whole poem, before presenting a brief analysis.

Had we but world enough, and time,
This coyness, lady, were no crime.
We would sit down, and think which way
To walk, and pass our long love’s day.
Thou by the Indian Ganges’ side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood,
And you should, if you please, refuse
Till the conversion of the Jews.
I – Present and summarise the document, and (AMONG OTHER ELEMENTS) integrate the answers to the following questions into your work:

- what does Douglas Fraser denounce in this article?

- what is his starting point (paragraph one), i.e. what does he refer to in that paragraph? (Provide as many details as possible)

- if one compares coverage of Scotland on the one hand, and of English regions on the other, in the London-based national media, what is the obvious conclusion?

II – What “northern stereotype” does Douglas Fraser allude to in line 5? Why is it “gone”, i.e. what “things have changed ‘up there’”?

III – Explain what he means with: “the story, the narrative, the conversation that this United Kingdom has with itself” (1.8-9) or: “this national conversation” (1.12).
NORTHERN DISCOMFORT

Douglas Fraser - The Guardian, Friday June 13 2008

When Gloucestershire flooded last year, Hull did too, but you probably didn’t hear so much about it. Why not? The local council tried to find out, and discovered that it didn’t register on the radar of London newsdesks. Those who judge many times each day what makes news in Britain were aware that things have changed "up there" in recent decades, but with one northern stereotype gone, they are not yet sure what has replaced it.

London may be the most international, cosmopolitan and multicultural city on the planet, but how well does it understand its own hinterland (1)? For some of London the question has little relevance, but when it comes to the media, it does. Journalists are the editors of the story, the narrative, the conversation that this United Kingdom has with itself. It is a very lopsided (2) conversation.

Working as a political journalist in Scotland, I have watched as technology and devolution have accelerated the process of disintegration in this national conversation. While the internet offers the scope to better understand Britain’s regions and nations, it is more cacophony than conversation. In recent years, newspaper technology has increased the capacity of London papers to provide Scottish coverage for Scottish readers. But if you buy English editions of the Times, Telegraph, Mail, Express, Sun and Mirror about that fast-changing part of your own country you’ll be lucky to find much.

[...]

With the arrival of Scottish devolution, only the stories that fit into a limited narrative – of political incompetence, Holyrood (3) profligacy (4), urban grit (5) or Hebridean whimsy (6) – are paid much attention in the London news sift (7). The assertion that Scots are over-funded by the Treasury is now a given on London newsdesks, but not the fact that Londoners have more spent on them per head. It all contributes to a combination of mutual ignorance and indifference between London and Scotland.

[...]

As I argue in a paper published this week by the Institute for Public Policy Research North, this affects more than whinging (8) Jocks (9). Metropolitan myopia means regional politics within England are ignored too, however much localism might be a Westminster buzzword. [In the London-based national media] (10) local politics can merely mean London’s mayor. There were plenty reasons for failing to vote yes in the referendum on the 2004 north-east assembly but a key one was the indifference of London-based media to English regions’ political identity. Unlike Scotland, with its own national titles and London-based tartanised editions, the north-east media does not have the clout (10) to counter that.

Could that have to do with the London-based media’s commercial self-interest, or is it just the mindset of editorial opinion formers who don’t get out enough?

Notes:
(1) the land behind the coast [...] or an area of a country that is far away from cities
(2) not equally balanced
(3) a metonym for the Scottish Parliament, so named because it is in the Holyrood district of Edinburgh (cf. ‘Westminster’ for the British Parliament, ‘the White House’ for the US administration etc.)
(4) reckless wastefulness; wild extravagance
(5) bravery and determination despite difficulty
(6) an odd or fanciful idea; a whim
(7) a sieve, i.e. an instrument with a meshed or perforated bottom, used for separating coarse from fine parts, for straining liquids, etc.
(8) complaining, especially about something which does not seem important
(9) a Jock (UK slang): a man who comes from Scotland
(10) power and influence over other people or events
Université du Sud Toulon Var
Faculté des Lettres et des Sciences Humaines

Semestre : Sem 1 session 1
Département : Anglais
Code UE : 13
Matière : Civilisation Américaine
Durée : 1h30
Date : 13 janvier 2009
Enseignant : A. Baudry

Vocabulary :
-to bind together: lier, attacher
-commodities: matières premières
-brethren: brother
-hitherto: jusqu’alors

Task 1: Read the text and answer the following questions (coef 2)

1. What are the ‘Federalist Papers’? Who wrote them? What for? At which period of history were they published? 2pts

2. What is the objective of this text? 1pt

3. How does the writer attempt to convince his reader that America is a united nation? 2pts

4. Find words and expressions in the text relating to the following lexical fields: Divinity 1pt

-Unity

5. The third column of the text refers to a very important episode of American history; which one? 1pt
6. "A strong sense of the value and the blessings of Union induced the people, at a very early period, to institute a federal government to preserve and perpetuate it." What is this passage alluding to? (Name the text that was drafted at the time to set up a federal government) 1pt

7. The final lines of the text advocate a revision of the government: why? (use your knowledge of the period and the content of the CM to answer this question) 1pt

8. Using your knowledge of American history, can you tell which new text was to be drafted and adopted later on, in 1789? 1pt

Task 2: **Write an introduction to this document. (10 lines)** 10 pts (coef 1)

Advice: Do not forget to present the text, to underline its objectives, to explain the historical context. Throw light on the main question raised in the text. What is it saying and why?

Notes: Le partiel sera donc noté sur 30, puisque les questions comptent double. La moyenne sera ensuite rapportée sur 20.
The American People?

It has often given me pleasure to observe, that independent America was not composed of detached and distant territories, but that one connected, fertile, wide-spreaded country, was the portion of our western sons of liberty. Providence has in a particular manner blessed it with a variety of soils and productions, and watered it with innumerable streams, for the delight and accommodation of its inhabitants. A succession of navigable waters forms a kind of chain round its borders, as if to bind it together, while the most noble rivers in the world, running at convenient distances, present them with highways for the easy communication of friendly aids, and the mutual transportation and exchange of their various commodities.

With equal pleasure I have an oftentimes taken notice, that Providence has been pleased to give this one connected country to one united people; a people descended from the same ancestors, speaking the same language, professing the same religion, attached to the same principles of government, very similar in their manners and customs, and who, by their joint counsels, arms and efforts, fighting side by side throughout a long and bloody war, have nobly established their general liberty and independence.

This country and this people seem to have been made for each other; and it appears as if it was the design of Providence, that an inheritance so proper and convenient for a band of brethren, united to each other by the strongest ties, should never be split into a number of unsocial, jealous, and alien sovereignties.

Similar sentiments have hitherto prevailed among all orders and denominations of men among us. To all general purposes, we have uniformly been one people. Each individual citizen everywhere enjoying the same national rights, privileges and protection. As a nation, we have made peace and war; as a nation, we have vanquished our common enemies as a nation, we have formed alliances and made treaties, and entered into various compacts and conventions with foreign states.

A strong sense of the value and blessings of Union induced the people, at a very early period, to institute a federal government to preserve and perpetuate it. They formed it almost as soon as they had a political existence; nay, at a time, when their habitations were in flames, when many of them were bleeding in the field, and when the progress of hostility and desolation left little room for those calm and mature inquiries and reflections, which must ever precede the formation of a wise and well balanced government for a free people. It is not to be wondered at that a government instituted in times so inauspicious, should on experiment be found greatly deficient, and inadequate to the purpose it was intended to answer.

John Jay, Federalist Papers, no. 2.
Université du Sud Toulon Var
Faculté des Lettres et des Sciences Humaines

Semestre : Sem 1 session 2
Département : Anglais
Code UE : 13
Matière : Civilisation Américaine
Durée : 1h30
Date : 1 Septembre 2009
Enseignant : A. Baudry

Answer ten questions out of this list:

1. How many European countries created settlements in America? And where?
2. What was the first English settlement called? Why? And what was its original aim?
3. Who arrived on the Mayflower in 1620? Why?
4. How many colonies were there in 1775 on the eve of the war of independence?
5. Why did the colonies seek to emancipate and separate from Britain?
6. Give the dates of the war of independence.
7. What happened in 1776?
8. What are the Articles of Confederation and Perpetual Union? (date)
9. Why did they fail?
10. What happened as a consequence of this failure?

11. How many people sit in Congress? How many sit in the House of Representatives? How is this calculated? How many senators are there and how long are they elected for?

12. What is the role of Congress?

13. Who can check and balance Congress' power and how?

14. How many secretaries compose the Cabinet?

15. Which type of suffrage is used in US presidential elections?
16. What are party conventions? When do they take place?

17. What is the "winner-take-all system"?

18. Explain the Frontier thesis.

19. What does "manifest destiny" mean (historical background and ideology)?

20. Who were the Federalists? How did they spread their views?
Les étudiants indiqueront précisément sur leur copie leur groupe de TD.

1ère partie : questions de cours

1/ Donnez une définition claire et précise de ce que l'on appelle un mouvement littéraire et établissez une certaine logique dans l'agencement des différents mouvements du 19ème siècle (continuité ou rupture ?) → 4 points

2/ Définir le courant romantique. Vous préciserez notamment la période du siècle au cours de laquelle il se manifeste, les thèmes abordés, les œuvres et les auteurs qui l'illustrent principalement. → 4 points

3/ Définir le courant réaliste. Vous préciserez notamment la période du siècle au cours de laquelle il se manifeste, les thèmes abordés, les œuvres et les auteurs qui l'illustrent principalement. → 4 points

2ème partie : travail sur les textes

Après avoir lu les textes d'Emile Zola et d'Alphonse de Lamartine, vous définirez pour chacun des textes de quel courant ils sont issus en justifiant votre réponse au travers d'exemples précis que vous analyserez. → 8 points (4 par texte)

NB : Vous veillerez tout particulièrement à soigner l'expression et la correction de la langue dans la rédaction de vos réponses.
Émile Zola, *L'Assommoir* (1877)

*L'Assommoir*, dont l'héroïne est Gervaise Macquart, est le 7e volume de la série des Reugnon-Macquart.

Alphonse de Lamartine, *Méditations poétiques* (1820)

Méditation vingt-neuvième

L'Automne.

A Salut ! bois couronnés d'un reste de verdure !
Feuillages jaunissant sur les gazons épars !
Salut, derniers beaux jours; Le deuil de la nature
Convient à la douleur et plait à mes regards.

J suis d'un pas rêveur le sentier solitaire ;
J'aime à revoir encore, pour la dernière fois,
Ce soleil plissant, dont la faible lumière
Perce à peine à mes pieds l'obscurité des bois.

Oui, dans ces jours d'automne où la nature expire,
À ses regards voilés je trouve plus d'attraits :
C'est l'âme d'un ami, c'est le dernier soupir
Des larmes que la mort va fermer pour jamais.

Ainsi, prêt à quitter l'horizon de la vie,
Pleurant de mes longs jours l'espoir évanoui,
Je me retourne encore, et d'un regard d'envie
Je contemple ses biens dont je n'ai pas joui.

Terre, soleil, vallons, belle et douce nature,
Je vous dois une larme aux bords de mon tombeau !
L'air est si purifié ! la lumière est si pure !
Aux regards d'un mourant le soleil est si beau !

Je voudrais maintenant vider jusqu'à la lèce
Ce calice mêlé de nectar et de fiel :
Au fond de cette coupe où je buvais la vie,
Peut-être restait-il une goutte de miel !

Peut-être l'avenir me gardait-il encore
Un retour de bonheur dont l'espoir est perdu !
Peut-être dans la foule une âme que j'ignore
Aurait compris mon âme, et m'aurait répondu !...

La fleur tombe en livrant ses parfums au zéphyr ;
À la vie, au soleil, ce sont là ses adieux ;
Moi, je meurs ; et mon âme, au moment qu'elle expire,
S'exhale comme un son triste et mélodieux.
L’usage de tout dictionnaire est formellement interdit

Je me sentais las et surexcité à la fois. Je ne voulais plus penser à ce qui arriverait à l’aube, à la mort. Ça ne rimait à rien, je ne rencontrais que des mots ou du vide. Mais dès que j’essayais de penser à autre chose, je voyais des canons de fusils braqués sur moi. J’ai peut-être vécu vingt fois de suite mon exécution ; une fois même j’ai cru que ça y était pour de bon ; j’avais dû m’endormir une minute. Ils me traînaient vers le mur, et je me débattais ; je leur demandais pardon. Je me réveillai en sursaut et je regardai le Belge : j’avais peur d’avoir crié dans mon sommeil. Mais il se lissait la moustache, il n’avait rien remarqué. [...] Je me levai, je me promenai de long en large et, pour me changer les idées, je me mis à penser à ma vie passée. Une foule de souvenirs me revinrent pèle-mêle. Il y en avait de bons et de mauvais – ou du moins je les appelais comme ça avant. Il y avait des visages et des histoires... Je me rappelai comment j’avais chôme pendant trois mois en 1926, comment j’avais manqué crever de faim. Je me souvins d’une nuit que j’avais passée sur un banc, à Grenade : je n’avais pas mangé depuis trois jours, j’étais enragé, je ne voulais pas crever. Ça me fit sourire. Avec quelle âpreté je courais après le bonheur, après les femmes, après la liberté. Pour quoi faire ?

Global Warming is Killing 300,000 a Year, says Study
In Japan, jobs endure even without work

OSAKA, JAPAN

As the economy wilts, companies strive to keep their employees busy

BY HIROKO TABUCHI

When the sheet metal orders coming into his small business, High Metal, fell by half last October, it never occurred to Masaaki Tabuchi to lay off his workers.

Instead, he set about brainstorming for new projects to occupy them. An indoor vegetable garden? A handicrafts workshop?

Because of government subsidies, Mr. Tabuchi in the past three months installed rows of watercress, parsley and other plants, using factory space that had been empty since the company disposed of unused machinery. High Metal's staff tend the sprots religiously, keeping up the water supply, adding fertilizer and adjusting the fluorescent lights.

When sales at the machinery maker Shinano Kogyo in central Japan plunged about 30 percent late last year, the company started dispatching its idle workers to sweep the streets and pick up trash in the wider community, while remaining on the payroll.

According to statistics released Wednesday, the Japanese economy suffered its worst contraction since 1955 in the first quarter, declining 13.2 percent on an annualized basis. But a far smaller portion of workers have lost their jobs in Japan than either the United States or the European Union. (The unemployment rate in Japan in April was 4.8 percent, compared with 8.9 percent in the United States and Europe.)

Analysts say this is because lifetime employment is alive and well in Japan, with the state playing a big role in keeping it so.

"Job tenure in Japan remains remarkably long," said Peter Matanle, an expert on Japanese employment at the University of Sheffield in Britain.

Companies cut wages, which reduces consumer spending. Businesses become more reluctant to take on new recruits, shunting young people out of the labor force. And productivity plummets, hurting Japan's competitiveness in an increasingly aggressive international market.

"By helping to maintain excess employment, you face the risk of keeping alive businesses that are no longer competitive and perhaps whose productive era is over," said Hitoshi Yamaoka, an economist at the Japan Research Institute, a private research group in Tokyo.

"This could hurt employment in the long run. What you need is more structural change."

The lifetime employment system, put in place during Japan's postwar economic boom, bound dutiful workers and paternalistic employers together, producing a moral harmony (and labor harmony) rarely seen in the West.
The Moment
4/1/09: London

The last time Barack Obama was in Europe, he gave a speech to an adoring crowd of 200,000 in Berlin's Tiergarten, and John McCain dubbed him the "biggest celebrity in the world." Obama still has his fans in Europe and still knows how to charm them. In London for the G-20 meeting of leading economic powers, he met the Queen and had the British press—for whom celebrity is as appealing as garlic to a vampire—eating out of his hand. (Some of the hacks surreptitiously took pictures with their cell phones as he spoke.)

But when you're President of a nation whose unregulated, red-in-tooth-and-claw capitalism is widely blamed for an economic crisis that is making life miserable for millions, star wattage will get you only so far. In the run-up to the G-20, continental European powers such as France and Germany made it clear that they viewed with distaste the principal U.S. prescription for recovery: a massive fiscal stimulus to boost demand. Similarly, at the NATO summit to follow the G-20 meeting, Obama could expect to be met with warm words but few pledges of the troops he would like to augment U.S. forces in Afghanistan.

For a new President on the world stage, star power goes only so far.

This is how the world now is. Obama, for his part, seems to recognize that economic power has been dispersed and that his audiences are in no mood to be told how to behave by any American President, however popular on a personal level he may be. In London, Obama said he had come "to listen, not to lecture." More startling, he told his audience that the U.S. was at the G-20 "as a peer" of other nations.

It wasn't really, of course. The U.S. is too big, too rich, too well-armed to be anyone's equal. But being big and rich and well-armed does not make you a leader. Followers make you that, and the loyalty of followers has to be earned by more than a great speech and an inspiring life story. If Obama did not know it before (though one suspects he always did), he surely knows it now: it was easy being a celebrity; it's tough being a President.

—BY MICHAEL BILLOTT
Pros and Cons of School Uniforms

The debate over school uniforms is complicated, so we’ve included highlights from both sides for you to consider:

Professional:

Some say that a child in a school uniform is more likely to take school seriously. Putting on the school uniform signals he or she is going to school just like dad dresses up to go to work. Schools report that when students dress in "work clothes" rather than "play clothes" they take a more serious approach to their studies.

Promotes Good Discipline:

Many think that school uniforms help maintain school discipline, decreasing the amount of discipline problems. The argument is that children today are lacking in self-discipline because parents refuse to discipline them. This makes it more difficult on the teacher who has to deal with classes of 25-30 students at a time.

Reduces Fighting and Violence:

Schools report that school uniforms decrease fighting and violence that arise out of arguments over fashionable clothes. Children invariably tease those who do not have trendy clothes. Those who can’t afford name brand clothes are often sensitive about their clothing. Schools struggling with gang problems report that school uniforms help ease tensions.

Distractions:

Many parents believe that students wearing school uniforms look nicer and that a school uniform policy ensures that children will come to school in appropriate clothing, avoiding distractions such as
fads considered to be outlandish or overly revealing. Some students have turned school into an unending fashion show. This distracts from learning, as some kids spend more time focused on their clothes than on homework.

Values:

School uniforms stress that individuality and self-expression are not determined by designer clothing or the latest fashion fad.

Low Cost:

School uniforms are a bargain. They are becoming far less expensive than many other clothes. Schools argue that school uniforms are economical, especially compared to designer clothing, and parents agree given school uniform durability. They say school uniforms last longer because they are made for repeated wash and wear. Many schools capitalize on this by starting used school uniform stores or swap meets. Parents can get used school uniforms at discount prices, or just use them as hand-me-downs between siblings.

School Spirit:

Some feel wearing a school uniform helps build school spirit. It instills a feeling of belonging. As the Beach Boys said, "Be true to your school." Schools report an increase in school pride.

Individuality:

Impressing individuality is the most commonly cited objection to school uniforms. Educators argue that an academic program encouraging students to pursue individual thought is much more important than what they wear. They inhibit creativity and self-expression, forcing students to conform.

Causes Discipline Problems:

Some students reject any rules. Forcing them to wear school uniforms only aggravates their rebellious spirit. They alter their school uniform by tightening, widening, shortening, or lengthening them; and teachers are given the impossible task of policing the students on a daily basis.

Little or No Relationship to Academics:

Opponents insist that there is no credible evidence that school uniforms improve school discipline or promote higher academic achievement. The principal argument is that some great students are terrible dressers. Dress does not necessarily improve learning.

Université du Sud Toulon-Var
Faculté des Lettres et Sciences Humaines

LLCE Anglais 1ère année : Littérature U.S. Semestre 2 (Cours de Mme Sibley)
1ère session : mai 2009

Documents autorisés : aucun
A noter : les brouillons ne seront pas corrigés.

Deux groupes seront constitués par triage au sort.

Un groupe traitera au choix le sujet de dissertation ou de commentaire proposé par Mme Sibley et répondra au questionnaire proposé par M. Heinrich.
L'autre groupe traitera au choix le sujet de dissertation ou de commentaire proposé par M. Heinrich et répondra au questionnaire proposé par Mme Sibley.

Les groupes désignés par tirage au sort seront précisés au tableau avant le début de l'épreuve avec rappel de ces consignes.

Il est rappelé que pour la dissertation et le commentaire, seules l'introduction et la conclusion sont à rédiger. Le développement sera présenté sous forme de plan détaillé. La qualité de l'expression sera bien sûr prise en compte.

Sujet de Dissertation/Commentaire: *The Great Gatsby*

Choose ONE of the following questions :

- Write a literary commentary on the extract from F. Scott Fitzgerald's novel *The Great Gatsby* printed on the next page.

OR

- Write an essay on the following subject :

  Dreams and Illusions in *The Great Gatsby*. 
Daisy began to sing with the music in a husky, rhythmic whisper, bringing out a meaning in each word that it had never had before and would never have again. When the melody rose her voice broke up sweetly, following it, in a way, contralto voices have, and each change tipped out a little of her warm human magic upon the air.

'Lots of people come who haven't been invited,' she said suddenly. 'That girl hadn't been invited. They simply force their way in and he's too polite to object.'

'I'd like to know who he is and what he does,' insisted Tom. 'And I think I'll make a point of finding out.'

'I can tell you right now,' she answered. 'He owned some drug-stores, a lot of drug-stores. He built them up himself.'

The dilatory limousine came rolling up the drive.

'Good night, Nick,' said Daisy.

Her glance left me and sought the lighted top of the steps, where 'Three o'clock in the Morning', a neat, sad little waltz of that year, was drifting out the open door. After all, in the very casualness of Gatsby's party there were romantic possibilities totally absent from her world. What was it up there in the song that seemed to be calling her back inside? What would happen now in the dim, incalculable hours? Perhaps some unbelievable guest would arrive, a person infinitely rare and to be marvelled at, some authentically radiant young girl who with one fresh glance at Gatsby, one moment of magical encounter, would blot out those five years of unwavering devotion.

I stayed late that night. Gatsby asked me to wait until he was free, and I lingered in the garden until the inevitable swimming party had run up, chilled and exalted, from the black beach, until the lights were extinguished in the guest-rooms overhead. When he came down the steps at last the tanned skin was drawn unusually tight on his face, and his eyes were bright and tired.

'She didn't like it,' he said immediately.

'Of course she did.'

'She didn't like it,' he insisted. 'She didn't have a good time.'

He was silent, and I guessed at his unutterable depression.

'I feel far away from her,' he said. 'It's hard to make her understand.'

'You mean about the dance?'
Questionnaire on *The Great Gatsby* by F. Scott Fitzgerald

Remember, you should only answer these questions if you do the commentary/dissertation on *Great Expectations*.

**Section A: SHORT ANSWERS: Write a sentence in answer to each question. (8 points in total)**

1) Where did George and Myrtle Wilson live? (1pt)
2) What do 'the eyes of Dr T J Eckleburg' refer to literally in the novel? (2pts)
3) What comment did Nick make about Jordan's driving? (2 pts)
4) What is the name of the gangster whom Gatsby introduced to Nick when they were having lunch in a restaurant in New York? (1 pt)
5) Who was surprised to notice that the books in Gatsby's library were real? (1 pt)
6) What was Jay Gatsby's original name? (1 point)

**Section B: MORE DETAILED ANSWERS. Write two or three sentences in response to each question, no more than 25 lines in total for this section. (12 points in total).**

7) Who was Dan Cody? (2 points)
8) What had caused Daisy to temporarily change her mind about marrying Tom, on the night before their wedding? (2 points)
9) How did Myrtle Wilson die and why did her husband blame Gatsby? (4 points)
10) Describe the circumstances of Nick's first conversation with Gatsby. (4 points)
Université du Sud Toulon-Var
Faculté des Lettres et Sciences Humaines

LLCE Anglais 1ère année ; Littérature U.S. Semestre 2 (Cours de Mme Sibley)
2ème session, septembre 2009

Documents autorisés : aucun
A noter : les brouillons ne seront pas corrigés.

Sujet de Dissertation/Commentaire: The Great Gatsby

Choose ONE of the following questions:

- Write a literary commentary on the extract from F. Scott Fitzgerald's novel The Great Gatsby printed on the next page.

OR

- Write an essay on the following subject:

  “Nick Carraway is the real hero of The Great Gatsby.” Discuss.
I believe that on the first night I went to Gatsby's house I was one of the few guests who had actually been invited. People were not invited — they went there. They got into automobiles which bore them out to Long Island, and somehow they ended up at Gatsby's door. Once there they were introduced by somebody who knew Gatsby, and after that they conducted themselves according to the rules of behaviour associated with an amusement park. Sometimes they came and went without having met Gatsby at all, came for the party with a simplicity of heart that was its own ticket of admission.

I had been actually invited. A chauffeur in a uniform of robin's-egg blue crossed my lawn early that Saturday morning with a surprisingly formal note from his employer: the honour would be entirely Gatsby's, it said, if I would attend his 'little party' that night. He had seen me several times, and had intended to call on me long before, but a peculiar combination of circumstances had prevented it — signed Jay Gatsby, in a majestic hand.

Dressed up in white flannels I went over to his lawn a little after seven, and wandered around rather ill at ease among swirls and eddies of people I didn't know — though here and there was a face I had noticed on the commuting train. I was immediately struck by the number of young Englishmen doted about; all well dressed, all looking a little hungry, and all talking in low, earnest voices to solid and prosperous Americans. I was sure that they were selling something: bonds or insurance or automobiles. They were at least agonizingly aware of the easy money in the vicinity and convinced that it was theirs for a few words in the right key.

As soon as I arrived I made an attempt to find my host, but the two or three people of whom I asked his whereabouts stared at me in such an amazed way, and denied so vehemently any knowledge of his movements, that I slunk off in the direction of the cocktail table — the only place in the garden where a single man could linger without looking purposeless and alone.

I was on my way to get roaring drunk from sheer embarrassment when Jordan Baker came out of the house and stood at the head of the marble steps, leaning a little backward and looking with contemptuous interest down into the garden.

'Hello!' I roared, advancing toward her. My voice seemed unnaturally loud across the garden.

'I thought you might be here,' she responded absently as I came up. 'I remembered you lived next door to —'

She held my hand impersonally, as a promise that she'd take care of me in a minute, and gave ear to two girls in twin yellow dresses, who stopped at the foot of the steps.

'Hello!' they cried together. 'Sorry you didn't win.'

That was for the golf tournament. She had lost in the finals the week before.

'You don't know who we are,' said one of the girls in yellow, 'but we met you here about a month ago.'

'You've dyed your hair since then,' remarked Jordan, and I started, but the girls had moved casually on and her remark was addressed to the premature moon, produced like the supper, no doubt, out of a caterer's basket. With Jordan's slender golden arm resting in mine, we descended the steps and sauntered about the garden. A tray of cocktails floated at us through the twilight, and we sat down at a table with the two girls in yellow and three men, each one introduced to us as Mr Mumble.

'Do you come to these parties often?' inquired Jordan of the girl beside her.

'The last one was the one I met you at,' answered the girl, in an alert confident voice. She turned to her companion.

'Wasn't it for you, Lucille?'

It was for Lucille, too.

'I like to come,' Lucille said. 'I never care what I do, so I always have a good time. When I was here last I tore my gown on a chair, and he asked me my name and address — inside of a week I got a package from Crolier's with a new evening gown in it.'

'Did you keep it?' asked Jordan.

'Sure I did. I was going to wear it tonight, but it was too big in the bust and had to be altered. I was gas blue with lavender beads. Two hundred and sixty-five dollars.'

'There's something funny about a fellow that'll do a thing like that,' said the other girl eagerly. 'He doesn't want any trouble with anybody.'
Questionnaire on *The Great Gatsby* by F. Scott Fitzgerald

Remember, you should only answer these questions if you do the commentary/dissertation on *Great Expectations*.

**Section A: SHORT ANSWERS:** Write one or two sentences in answer to each question (8 points in total)

1) What does ‘the valley of ashes’ refer to literally in the novel? (2 points)
2) Who was Jordan Baker? (1pt)
3) What violent act did Tom commit against Myrtle and why? (1pt)
4) What was Owl Eyes surprised to notice when he was in Gatsby’s library? (1 pt)
5) Where and how did Gatsby die? (2 pts)
6) Who showed Nick a copy of *Hopalong Cassidy* which Gatsby had owned as a boy? (1pt)

**Section B: MORE DETAILED ANSWERS.** Write three or four sentences in response to each question, no more than 25 lines in total for this section. (12 points in total).

7) Describe the circumstances in which James Gatz had decided to change his name to Jay Gatsby. (2 pts)

8) What scene did Nick witness in the road outside Gatsby’s house as he was leaving a party? (2 pts)

9) Why had Nick Carraway originally gone to live in West Egg and why did he decide to leave? (4 pts)

10) Describe the circumstances in which Daisy and Gatsby were reunited after having spent five years apart from each other. (4 pts)
### Answer the following questions in English.

1) Give the names and dates of two Conservative Prime Ministers. When do general elections take place? (3 points)

2) The Conservative Party since 1997. (3 points)

3) What is the Cabinet and how does it work? (3 points)

4) What is the composition of the House of Lords and what is its role? (5 points)

5) What are the different sources of the British Constitution? Explain. (6 points)
I. Answer two of the following three questions (6 pts).

- Why has the United States been called "a nation of immigrants"?
- What were the main events in the American Civil War?
- What was known as "the Great Depression"?

II. Text commentary (14 pts)

The "March of America's Flag".

*This speech was given during an electoral campaign, after the 1898 war between the United States and Spain, which resulted in the victory of the United States and the annexation of Puerto Rico, Hawaii and the Philippines.*

It is a noble land that God has given us; a land that can feed and clothe the world; a land whose coastlines would inclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe; a greater England with a nobler destiny.

It is a mighty people that He has planted on this people; a people sprung\(^1\) from the most masterful blood of history; a people perpetually revitalized by the virile, man-producing working-folk of all the earth; a people imperial by virtue of their power, by right of their institutions, by authority of their Heaven-directed purposes - the propagandists and not the misers\(^2\) of liberty.

---

\(^1\) to spring (here): provenir, découvrir de.
\(^2\) a miser: un avaré.
It is a glorious history our God has bestowed upon His chosen people; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the Republic out into unexplored lands and savage wilderness; a history of soldiers who carried the flag across blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century.

Therefore, in this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue their march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind? Hawaii is ours; Puerto Rico is to be ours; Cuba finally will be ours; in the islands of the East, even to the gates of Asia, coaling stations are to be ours at the very least; the flag of a liberal government is to float over the Philippines, and may it be the banner that [General Zachary] Taylor unfurled in Texas. […]

They [the Opposition] ask us how we shall govern these new possessions. I answer: Out of local conditions and the necessities of the case, methods of government will grow. If England can govern foreign lands, so can America. Why is it more difficult to administer Hawaii than New Mexico or California?

Will you say by your vote that American ability to govern has decayed, that a century's experience in self-rule has failed of a result? Will you affirm by your vote that you do not believe in American power and practical sense? Or will you say that ours is the blood of government; ours the heart of dominion; ours the brain and genius of administration? Will you remember that we do but what our fathers did, we but pitch the tents of liberty farther westward, farther southward — we only continue the march of the flag?


3 to bestow (upon): conférer (á).
4 to broaden (here): étendre.
5 blessed: béní(o).
6 to wax (here): croître.
7 coaling stations: des dépôts de charbon.
8 In 1845, a few months before the official incorporation of Texas into the United States, President Polk had offered Texas military protection. Consequently, he had sent General Zachary Taylor and his army to the Rio Grande in a major show of force.
9 to decay (here): décliner.
10 to pitch a tent: dresser une tente.
DER SUPER-URLAUB

Der türkische Autor Osman Engin lebt seit 1973 in der Bundesrepublik

Als vollwertige Mitglieder dieser unserer deutschen Gesellschaft wollten meine Frau und ich in diesem Jahr wie jeder anständige Deutsche einmal im Leben Urlaub auf Gran Canaria machen.

„Oh, wie altmodisch, Gran Canaria ist doch total »out«.
Da waren wir schon vor 20 Jahren.“, sagte unsere deutsche Nachbarin.
Darauf kann ich nur antworten: "Was Sie jetzt in der Orient und die Türkei, da war ich schon vor 42 Jahren und letzten Sommer auch."
Wenn ich mich so in unserem Bremer Flughafen umschau, dann sind es nur Deutsche, die nach Gran Canaria und Mallorca fliegen. Alles Deutsche aus der Ex-DDR. Die holen richtig auf. Mit Bananen und Kiwis haben sie angefangen, mit Gran Canaria geht’s weiter.
Meine Frau und ich fragen uns, zu welchem Schalter wir müssen. Meine Frau hat alle ihre großen Koffer vollgepackt, wie sie es tut, wenn wir mit unserem Ford-Transit in die Türkei fahren.
Endlich haben wir unseren Schalter für Gran Canaria gesehen. Davor steht eine lange Schlange.

In jedem Menschen, der hier rumläuft, sehe ich einen potentiellen Terroristen. Plötzlich spricht mich jemand von hinten an:
„Entschuldigen Sie bitte, können Sie mir sagen, wo hier die Toiletten sind?“
Ich habe keine Ahnung.

... nach Osman ENGIN
„der Sperrmüll-Ehe ndi“ RAWABIT 1991

... ein vollwertiges Mitglied- un membre à part entière
... anständig- digne de ce nom
... aufholen – rattaper un retard
... derJungfernstieg- le bapteme de l’air
die Geisel- l’otage
Leseverständnis (10 Punkte)

Bitte begründen Sie Ihre Antwort mit einem Zitat aus dem Text.

<table>
<thead>
<tr>
<th>R</th>
<th>F</th>
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<tbody>
<tr>
<td>1 Osman und seine Frau kennen Gran Canaria schon</td>
<td></td>
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<tr>
<td>2 Deutsche finden Gran Canaria total « out ».</td>
<td></td>
</tr>
<tr>
<td>3 Osman und seine Frau waren schon vor 20 Jahren dort.</td>
<td></td>
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<tr>
<td>4 In der Ex-DDR wachsen Bananen und Kiwis.</td>
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<tr>
<td>5 Osman und seine Frau wohnen noch nicht lange in Deutschland.</td>
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<tr>
<td>6 Osmans Frau nimmt große Koffer, weil sie in die Türkei fahren.</td>
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<tr>
<td>7 Osman hasst Gran Canaria, weil es zu viele Leute gibt.</td>
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</tr>
<tr>
<td>8 Ein Terrorist spricht Osman an und nimmt ihn als Geisel.</td>
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<tr>
<td>9 Osman hat nur Angst vor Terroristen.</td>
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</tr>
<tr>
<td>10 In dem kleinen Handkoffer ist eine Bombe.</td>
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Schreiben (30 Punkte)

1) Was erfahren wir in diesem Text?
Bitte nennen Sie 10 wichtige Informationen und schreiben Sie vollständige (komplette) Sätze (80 Wörter) (10 Punkte)

2) Bitte erklären Sie eins der folgenden Zitate:
« Alles Deutsche aus der EX-DDR. Die holen richtig auf. »
oder
"Was Sie jetzt »in« finden, den Orient und die Türkei, da war ich schon vor 42 Jahren und letzten Sommer auch." (80 Wörter) (10 Punkte)

3) Schreiben Sie diese Geschichte weiter. Was glauben Sie? Ist der Fremde tatsächlich ein Terrorist? (100 Wörter) (10 Punkte)