GRAMMAIRE ANGLAISE (11a)

Mercredi 4 janvier 2012

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Les exercices 1, 2, 3 et 4 sont à faire sur ces feuilles

I. Mettre les verbes entre parenthèses au temps adéquat (prétérit simple, prétérit continu, past perfect simple, past perfect continu)

1. It was only much later that I found out I __________________________ (write) to a woman all those years!
2. Nathan offered me another drink but I decided I __________________________ (drink) enough.
3. Wherever he __________________________ (settle) down, there was always someone who found out that he __________________________ (be) in prison.
4. Charles __________________________ (drink) a lot when he __________________________ (cause) that accident.
5. Sam __________________________ (not/receive) the parcel the last time I __________________________ (speak) to him.
6. He was no stranger to her. He __________________________ (be introduced) to her a few days before.
7. My mother was angry at me because I __________________________ (break) a very expensive vase.
8. The neighbours __________________________ (try) to open the door when I called the police.
9. She told me yesterday that she __________________________ (never/feel) so embarrassed in her life!

II. Mettre le verbe entre parenthèses au temps adéquat (concordance des temps)

1. I wouldn’t run away if I __________________________ (see) a spider.
2. This time next week he __________________________ (finish) his exam session.
3. If I __________________________ (drink) alcohol, I would not have driven.
4. I would have helped them if I __________________________ (know) about their problem.
5. Ria __________________________ (return) from her holiday by Saturday.
6. He would have passed his exam if he __________________________ (study) for it.
7. He will look for a job as soon as he __________________________ (pass) his exam.
8. I __________________________ (buy) a house if I were rich.
9. If we had married, we __________________________ (be) very happy.
10. If I __________________________ (not/break) my leg, I would have taken part in the contest.

III. Utiliser la forme correcte (infinitif avec to ou gerondif)

1. Even if it seems to be difficult, you should try __________________________ (answer) all the questions.
2. The doctor pretended __________________________ (not/know) the truth and kept lying to the family.
3. I don't feel like __________________________ (go out) this evening.
4. Can you arrange for me __________________________ (meet) them?
5. Would you mind __________________________ (lock) the door?
6. We have decided __________________________ (allow) her __________________________ (do) as she wants to.
7. The angry customers demanded __________________________ (get) their money back.
8. Keep __________________________ (try) until at last you succeed.
9. By criticizing your boss, you risk __________________________ (lose) your job.
10. You should learn __________________________ (type) without looking at the keyboard.
11. He was advised __________________________ (wait) until it stopped raining before walking back home.
IV. Utiliser la forme correcte : modal (can, could, must ou would) ou périphrase modale (be able to ou have to; ne pas oublier alors d'utiliser le temps adéquat)

1. You ____________________ (not) light a naked flame near the gas pumps.
2. You ____________________ go to the party but you must be back before midnight.
3. When the thief broke into my house, I ____________________ lock him in the cellar and call the police.
4. Anna ____________________ do the washing up two days ago. Her mother ordered her to do so.
5. I ____________________ (not) work today. It's a holiday.
6. When he was young, ____________________ (he) do a lot of chores at home?
7. As my grandfather ____________________ say, 'life is not easy.'
8. What would you like to do next week? We ____________________ go to the seaside for a change!
9. Tom ____________________ (not) be on holiday. I've just spoken to him on the phone.
10. ____________________ (you) finish reading this book in time, or shall I give you another three weeks?

V. Traduire les phrases suivantes

1. J'espère qu'ils comprendront ce que vous voulez dire.
2. Si nous avions pris l'autre route, nous aurions pu arriver plus tôt.
3. Votre fille est très intelligente. On m'a dit qu'elle savait lire et écrire à seulement cinq ans.
4. Tu viens de perdre tout ton argent. Qu'est-ce que tu vas faire ?
5. J'aimerais comprendre comment réparer cette machine et pourquoi choisir cette méthode.
6. Si tu me l'avais demandé, j'aurais pu t'aider.
7. Je sais ce que tu as fait. Ne me mens pas !
8. Mes grand-parents viennent nous voir la semaine prochaine. Ils ne nous ont pas vus depuis quatre ans.
10. Regarde ! Ils jouent au football dans la boue !
11. Tu ferais mieux de prendre ton parapluie, il se pourrait qu'il pleuve.

VI. Décrire et expliquer la différence
   (mentionner les temps ou les modes utilisés, expliquer la différence entre les deux phrases dans chaque cas)

1. He doesn't tell the truth.
   He isn't telling the truth.

2. When he arrived, everybody laughed.
   When he arrived, everybody was laughing.

3. I must do your homework.
   I have to do your homework.
ENGLISH GRAMMAR (11a)

I. Put the verbs in brackets into the correct tense – simple past, past continuous, present prefect simple or present perfect continuous

1. My parents are coming to see us next weekend. They ____________________ (not/visit) us for eight months.
2. Adam ____________________ (do) his homework while I ____________________ (tidy) my bedroom.
3. He cannot buy it because he ____________________ (already/spend) all his money.
4. You ____________________ (cry) again. I can see it on your face.
5. We saw him: he ____________________ (slide) the photo into his pocket.
6. I ____________________ (hear) a strange sound downstairs; I immediately ____________________ (get up) to check that everything was all right.
7. I ____________________ (swim) when somebody ____________________ (steal) my clothes.
8. As soon as I ____________________ (see) Jake I ____________________ (fall) in love with him.

II. Put the verbs in brackets into the correct tense

1. What would you do if the lift ____________________ (get) stuck between two floors?
2. He had a headache; otherwise he ____________________ (come) with us.
3. He ____________________ (go) shopping with us if he had time.
4. If we ____________________ (have) to leave our country, we would have settled in Australia.
5. I ____________________ (not/do) my shopping by Thursday.
6. If Matt had left earlier, he ____________________ (catch) his train.
7. If you give her dog a bone he ____________________ (bury) it at once.
8. If she ____________________ (do) her hair differently she might look quite nice.
9. If you ____________________ (put) some mustard in the sandwiches they would have tasted better.
10. You'll get pneumonia if you ____________________ (not/change) your wet clothes.

III. Use a modal auxiliary OR a modal periphrasis (have to, be able to)

1. I think her leg is broken. You ____________________ take her to the hospital.
2. The students ____________________ understand the instructions for the test yesterday, so many of them failed.
3. When the fog lifts we ____________________ see where we are.
4. I can hear footsteps in the flat upstairs, so there ____________________ be someone there.
5. They ____________________ go, though we warned them not to.
6. It isn't cold outside. You ____________________ wear a coat.
7. We got lost and ____________________ ask a policeman the way.
8. Tell them that they ____________________ be here by five. I insist on it.
9. The swimmer was very tired but he ____________________ reach the shore before he collapsed.
10. Jane ____________________ be ill. I have just seen her driving her new car.
11. The shops here don't deliver. We ____________________ carry everything home ourselves.
IV. Use a modal auxiliary followed by a perfect infinitive (*have* + past participle)

1. Nobody answered the phone at the clinic. It __________________ (close) early.
2. I told him how to get here but perhaps I __________________ (give) him a map.
3. I can't believe Tom hasn't arrived yet. He __________________ (catch) the wrong train.
4. We went to a restaurant and had a very good dinner for £3. - You __________________ (have) a very good dinner if you only paid £3.
5. My letter __________________ (arrive) yesterday, but it didn't.
6. Mary looks very pleased with herself. She __________________ (pass) her driving test this morning.
7. It was very unwise of her to approach that dog. It __________________ (bite) her.
8. You __________________ (buy) me a present! A simple card would have been enough!
9. That carpet was made entirely by hand. It __________________ (take) a long time.
10. I __________________ (revise) more for my exams. I think I'll fail!
11. I saw Alicia in the library yesterday. - You __________________ (see) her, she's still abroad.

V. Infinitive with *to* or gerund?

1. It's no use for you __________________ (pretend) that you didn't know the rules.
2. I knew my father would offer him __________________ (smoke).
3. I hate __________________ (do) the cooking when I'm tired.
4. She doesn't feel like __________________ (do) her homework.
5. They spent the last two weeks __________________ (travel) round the country.
6. The unions threatened __________________ (go) on strike unless the management agreed to meet them.
7. The thief admitted __________________ (steal) the paintings from the gallery.
8. We plan __________________ (visit) the Vatican during our visit to Rome next summer.
9. We aim __________________ (sell) more than a million copies of his new book by the end of the year.
10. You should regularly practise __________________ (pronounce) difficult words.
11. We hope __________________ (buy) a new house as soon as we've saved enough money.
12. Would you mind __________________ (open) the window, it's very stuffy in here.
13. I gave you a letter yesterday. Did you remember __________________ (post) it?
14. Do you fancy __________________ (go) out for a walk?
15. By criticizing your boss, you risk __________________ (lose) your job.
16. We will never forget __________________ (be) called Mummy and Daddy for the first time.

VI. Translate the following sentences

1. Ils écoutent de la musique, ne les dérange pas !
2. Il y a deux jours j'ai dû rester à la maison car il neigeait.
3. Elle venait de fermer la porte lorsque le téléphone a sonné.
4. Que vas-tu porter à la fête ce soir ? Je pense que tu devrais porter ta belle robe noire, elle te va si bien.
5. J'ai déjà nettoyé ma voiture deux fois cette semaine, je n'ai donc pas besoin de le refaire.
6. Dans quelques jours je serai en train de bronzer sur la plage.
7. Elle m'a dit hier qu'elle ne s'était jamais sentie comme ça auparavant.
8. - Est-ce que tu as vu Jack récemment ? - Non, ça fait 7 ans que je ne l'ai pas vu. - Je l'ai vu hier. Il est toujours à la recherche d'un emploi.

VII. Describe and explain the difference or ambiguity

1. When Tom entered the room, Anna cried.
   When Tom entered the room, Anna was crying.
2. She stopped to help me.
   She stopped helping me.
3. He lived in London for ten years.
I might as well say, right from the jump: it wasn't my usual kind of job. I like to work alone, in my own clean, silent, well-lit laboratory, where the climate is controlled and everything I need is right at hand. It's true that I have developed a reputation as someone who can work effectively out of the lab, when I have to, when the museums don't want to pay the travel insurance on a piece, or when private collectors don't want anyone to know exactly what it is that they own. It's also true that I've flown halfway around the world, to do an interesting job. But never to a place like this: the boardroom of a bank in the middle of a city where they just stopped shooting at each other five minutes ago.

For one thing, there are no guards hovering over me at my lab at home. I mean, the museum has a few quiet security professionals cruising around, but none of them would ever dream of intruding on my work space. Not like the crew here. Six of them. Two were bank security guards, two were Bosnian police, here to keep an eye on the bank security, and the other two were United Nations peacekeepers, here to keep an eye on the Bosnian police. All having loud conversations in Bosnian or Danish over their crackly radio handsets. As if that wasn't enough of a crowd, there was also the official UN observer, Hamish Sajjan. My first Scottish Sikh, very dapper in Harris tweed and an indigo turban. Only in the UN. I'd had to ask him to point out to the Bosnians that smoking wasn't going to be happening in a room that would shortly contain a fifteenth century manuscript. Since then, they'd even be more fidgety.

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood movie ectoplasms. I am a man of substance, of flesh and bone, fibre and liquids - and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination - indeed, everything and anything except me.

Nor is my invisibility exactly a matter of biochemical accident to my epidermis. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves. Then too, you're constantly being bumped against by those of poor vision. Or again, you often doubt if you really exist. You wonder whether you aren't simply a phantom in other people's minds. Say, a figure in a nightmare which the sleeper tries with all his strength to destroy. It's when you feel like this that, out of resentment, you begin to bump people back.' And, let me confess, you -feel that way most of the time. You ache with the need to convince yourself that you do exist in the real world, that you're a part of all the sound and anguish, and you strike out with your fists, you curse and you swear to make them recognize you. And, alas, it is seldom successful.

Ralph Ellison *Invisible Man* 1952

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1 A circus side show: spectacles sur petites pistes
Longtemps, je l'avais détesté : nous avions aimé la même femme. Et il était mon ami. Les choses, toujours si simples, sont souvent compliquées. Nous nous étions promenés ensemble, en riant, sur mer et sur la terre. Il me suffisait de penser à lui pour voir des ports pleins de bateaux, des rizières en terrasses et des champs de lavande. Il était grand, très calme, toujours égal d'humeur et sûr de lui. Il ne croyait à rien, il se moquait de tout. Il avait un don assez rare : c'était d'enchanter la vie. Hommes, femmes, enfants, animaux familiers, fonctionnaires des douanes ou des télécommunications, professeurs de métaphysique et vendeuses de supermarché, tous ceux qui l'avaient rencontré ne fût-ce qu'une fois ne l'oubliaient jamais. Les femmes surtout l'adoraient. Mais il savait aussi séduire les hommes. Il passait : un soleil intérieur se mettait à briller. Et maintenant, il était plongé dans les froides ténèbres et il allait descendre pour toujours sous cette terre qu'il avait parcourue. La vie, qu'il rendait si gaie, est une affaire assez sombre.

À la porte du cimetière, je suis tombé sur Gérard. Il parlait déjà aux photographes. Gérard est un ami. Nous ne nous aimons pas beaucoup, tous les deux. Et je crois que Romain ne l'aimait pas non plus.

-Pauvre Romain, me dit-il.

Pauvres de nous, lui dis-je. Il va falloir se passer de lui, et ce ne sera pas facile tous les jours.

Romain n'avait pas voulu d'enterrement religieux. Il n'aurait eu pourtant que l'embaras du choix. Sa mère était une juive allemande et les rabbins, comme les curés, comme les pasteurs et peut-être les imams auraient été trop heureux de le récupérer.


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1. Rizières en terrasses = terraced rice paddies
2. Lavande = lavender
3. Métaphysique = metaphysics
4. Un rabin = a rabbi
5. Pasteurs = protestant ministers
6. Imam = même mot
Personne n’aurait pu dire d’où venait Mondo. Il était arrivé un jour, par hasard, ici dans notre ville, sans qu’on s’en aperçoive, et puis on s’était habitué à lui. C’était un garçon d’une dizaine d’années, avec un visage tout rond et tranquille, et de beaux yeux noirs un peu obliques. Mais c’était surtout ses cheveux qu’on remarquait, des cheveux brun cendré qui changeaient de couleur selon la lumière, et qui paraissaient presque gris à la tombée de la nuit.

On ne savait rien de sa famille, ni de sa maison. Peut-être qu’il n’en avait pas. Toujours, quand on ne s’y attendait pas, quand on ne pensait pas à lui, il apparaissait au coin d’une rue, près de la plage, ou sur la place du marché. Il marchait seul, l’air décidé, en regardant autour de lui. Il était habillé tous les jours de la même façon, un pantalon bleu en denim, des chaussures de tennis, et un T-shirt vert un peu trop grand pour lui. Quand il arrivait vers vous, il vous regardait bien en face, il souriait, et ses yeux étroits devenaient deux fentes brillantes. C’était sa façon de saluer. Quand il y avait quelqu’un qui lui plaisait, il l’arrêtait et il lui demandait tout simplement :

« Est-ce que vous voulez m’adopter ? »

Translate the following text into English:

1. Ma mère finit par partir. Je ne voulais pas lui dire que je m'étais fâchée avec Nicolas, cela lui aurait fait trop de plaisir de pouvoir entrer dans ma vie comme dans celle de ma sœur. J'endormis le bébé dans la chambre du petit Joseph, et je m'étendis sur le lit. J'étais épuisée. Ma soeur se glissa dans la chambre, s'assit dans le fauteuil. Après deux accouchements, elle était devenue grosse, elle qui était si mince. Elle avait un double menton, des formes qu'elle dissimulait sous d'amples chemises, un chignon et des lunettes qui lui donnaient l'air d'une institutrice en colère. Je me souviens des disputes avec ma sœur, lorsque je partageais une chambre avec elle. Nous avons cinq ans d'écart, et des chemins de vie très différents. J'ai choisi la voie des études, en faisant de la philosophie, d'une façon académique et interminable, et Katia a commencé une carrière de violoniste qu'elle a abandonné après la venue au monde de son premier enfant.

(Un heureux événement, Eliette Abecassis)

2. Souligner et identifier les techniques suivantes de traduction : une équivalence, un effacement, un étoffement, une transposition, une modulation, un chassé-croisé.
Section A  IDENTIFICATION : Very short answers, no need to write full sentences (1 point per question)
1) In the Old English poem Beowulf, who or what is Wiglaf?
2) Who wrote The Canterbury Tales?
3) Give an example (title and author) of a chivalric romance written in prose in the Middle English period.
4) In Shakespearean studies, what does the term ‘the First Folio’ refer to?
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 ‘Metaphysical poets’.
8) Give the title of John Milton’s great work, a poem over 10,000 lines long which aims to ‘Justify the ways of God to man’.
9) Who wrote ‘Robinson Crusoe’?
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) Describe the main characteristics of the ‘chivalric romance’ genre.
12) Briefly summarise the frame narrative used in The Canterbury Tales.
13) Give a brief definition of the term ‘morality play’.
14) i) What are the characteristics of a ‘pastoral’? ii) Give the title and author of any sixteenth century work in English which draws on pastoral conventions.
15) Give an example of a ‘carpe diem’ poem (title and author) and explain what this term refers to.
16) Briefly explain the term ‘comedy of humours’.
17) Briefly explain the term ‘metaphysical conceit’ and give an example.
18) In Gulliver’s Travels by Jonathan Swift, who or what are i) the Houyhnhnms ii) the yahoos.

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) Briefly explain four different prominent features of ‘Neoclassical’ ideas about literature.
20) Explain any four characteristics of the ‘literary epic’, using Milton’s work as an example.

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.

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 (10 points in total)
1) Give the dates generally ascribed to the beginning and end of the Old English (or Anglo-Saxon) period and briefly explain what these dates correspond to. (2pts)
2) In *The Canterbury Tales*, in which month of the year do the pilgrims set out for Canterbury and what is the symbolic significance of this? (1pt)
3) Give an example (title and author) of any sixteenth century work in English which draws on pastoral conventions. (1pt)
4) What are the formal characteristics of an English (also known as Shakespearean) sonnet (number of lines, rhyme scheme, metre)? (2pts)
5) Which author is generally credited with inventing the ‘comedy of humours’? (1pt)
6) Name any two ‘Metaphysical poets’. (1pt)
7) Who wrote *Paradise Lost*, a poem over 10,000 lines long which aims to ‘Justify the ways of God to men’? (1pt)
8) Who collaborated with William Wordsworth to produce *The Lyrical Ballads*? (1pt)

Section B. SHORT ANSWERS: Answer the question in two or three sentences. (5 points per question)
9) What is a ‘kenning’? Give two examples to illustrate your answer.
10) Identify four different typical characteristics of popular ballads.
11) Give two examples of ways in which Shakespeare’s tragedies often deviate from Aristotelian principles.
12) Give an example of a ‘carpe diem’ poem (title and author) and explain what this term refers to.
13) Identify any two characteristics of the ‘literary epic’.
14) Briefly explain the term ‘metaphysical conceit’ and give an example.
15) In *Gulliver’s Travels* by Jonathan Swift, who or what are i) the Houyhnhnms ii) the yahoos.

Section C. MORE DEVELOPED ANSWERS: Write a paragraph in response to each question (7 points for question 16 and 8 points for question 17)
16) Briefly describe four typical characteristics of the first public theatres in London (include the terms ‘thrust stage’ and ‘tiring house’ in your answer).
17) Briefly explain four 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)
18) 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.

But words came halting forth, wanting Invention’s stay;
Invention, Nature’s Child, fled Stepdame Study’s blows,
And others’ feet still seemed but strangers in my way.
Thus great with child to speak, and helpless in my throes,
Biting my truant pen, beating myself for spite:
“Fool,” said my Muse to me, “Look in thy heart and write!”
Sujet de Civilisation Britannique (M. Darrivehaude)

I. Answer the following questions about each of the extracts ("A", "B", "C", "D" and "E") taken from an article published in the American TIME Magazine (European edition) for August 20, 1979.

Extract "A"

1°) How did "successive governments [squeezed] the immigrant flow" until 1978?
2°) How come "the overwhelming majority of nonwhites in the United Kingdom [were] British subjects, not alien workers" in 1979?
3°) What was one immediate consequence of this fact for the authorities?

Extract "B"

4°) This extract refers to the fact that Britain had "become a multiracial society": what is the official position of the UK government about this situation today?
5°) It also refers to "a deteriorating pattern of race relations". What was done at the time (i.e. the sixties and seventies) to improve race relations? What has been done since then?

Extract "C"

6°) “Many still speak English poorly or not at all”: what has now been done to correct the situation?

Extract "D"

7°) What is the total population in the UK and the total number of "nonwhites" today?
8°) Provide up-to-date figures for at least one or two of the different ethnic communities mentioned in this extract (for example, West Indians, Indians etc.).
9°) What jobs do they take today?
10°) The extract states that "newcomers tend to (...) band together in a completely alien community": what is the result of this today?
11°) “(...) when immigrants succeed in business...”: which specific ethnic minority or minorities tend to “succeed in business”?

Extract "E"

12°) What is the name that has been given to Enoch Powell’s speech?

II. Considering these extracts as a single document, write an introduction to a commentary.
Underclass in the Making

Britain’s multiracial society has brought change—and rising fears

The 16th century was drawing to a close when Elizabeth I, surveying her kingdom, wrote a fretful letter to the Lord Mayors of England’s principal cities: “There are of late divers blackmoors brought into this realm, of which kind of people there are already here to manie.” Her command: “Those kind of people should be sent forth of the land.” Forthwith, German merchants were authorized to remove the blacks, who had been brought to England mainly from Africa. With that royal stamp of the foot, the influx of dark-skinned people was abruptly halted. England, born of sundry Celtic and Anglo-Saxon tribes mixed with Nordic invaders, proceeded to meld into a generally homogeneous people. “White as an angel is the English child,” sang Poet William Blake two centuries after Elizabeth’s edict.

No longer. Brown as a berry are some 450,000 English children now enrolled in school. They are the offspring of 1.9 million immigrants, mainly from Pakistan and the Commonwealth countries of the Indian subcontinent and the Caribbean, who have finally breached the nation’s ethnic homogeneity. Successive governments have squeezed the immigrant flow until last year the total was reduced to about 43,000. The overwhelming majority of nonwhites in the United Kingdom are British subjects, not alien workers like West Germany’s Gastarbeiter or France’s travailleurs immigrés. Moreover, fully 40%, some 760,000, of Britain’s dark-skinned citizens are native-born and, as a result of illegal immigration* and a birth rate that is 50% higher than the national average, the total number of nonwhites is swelling inexorably.

*Unofficial estimate for 1978: 90,000, many of whom bought forged papers and arrived in Britain via West Berlin.

Britain, in short, has become a multiracial society. But, sad to say, the nation’s white majority has been unable to accept the full consequences of this bewildering change. Politicians continue talking about an “immigration problem” when the real issue, ignored for more than a decade, is a deteriorating pattern of race relations. Britain’s first Indian-born mayor, Jagdish Rai Sharma, 44, was installed three months ago in West London’s borough of Hounslow, where only 10% of the electorate are of Asian origin. “The majority of English people are tolerant and fair,” he says, but adds: “These good people must speak up and stand together.”

In most cases, however, the government’s concern for social justice fails to trickle down to the level of daily, often bruising contact between the races. Fragmented and often mutually suspicious, the dark-skinned minorities so far have been unable to build a nationwide civil rights movement to defend their interests. For the most part, they lack the confidence and the organizational skills to form much more than narrowly based neighborhood or racial groups. Many still speak English poorly or not at all.
On the basis of numbers alone, the appearance of 1.9 million non-whites representing 3.4% of the population of 56 million should not appear threatening. Sociologists point out that most immigrants take jobs that Britons are no longer willing to accept; West Indians, for example, are recruited as hospital workers, garbage collectors and bus conductors. Nor have immigrants invariably invaded white neighborhoods for housing. On the contrary, newcomers tend to flood into rundown neighborhoods, where they speak their own language, buy their own foods and fabrics and band together in a completely alien community. In Birmingham, some schools now are more than 50% black. Sections of Bradford, a textile center that attracts skilled Indian workers, look more like Madras than the Midlands.

Yet the very concentration of blacks and browns in London and other manufacturing centers has provoked white fears and magnified them disproportionately. Even when immigrants succeed in business and move out of their ethnic enclaves, they stir resentments. They are criticized for working long hours and under conditions that whites would have protested in the name of labor solidarity.

Race became a political issue only after a long period during which politicians feared to face the emotion-charged subject openly. It was Firebrand Enoch Powell who first brought his demagogic powers to bear on race problems during a 1968 speech to a Tory audience in Birmingham. "Those whom the gods wish to destroy they first make mad!" thundered Powell. "We must be mad, literally mad as a nation, to be permitting the annual inflow of some 50,000 dependents [of immigrants] ... As I look ahead I am filled with foreboding. Like the Roman, I seem to see the river Tiber foaming with much blood!"
Your tasks:

A. Read the notes below, then the extract from Bill Bryson’s Notes From a Small Island.

B. Answer the following questions on the extract:

1. What is Bill Bryson writing about, in fact? (i.e. what is the general topic of the extract?)

2. What is the structure of the text? (Find the different parts (‘from line... to line...’) and give each a plausible title that sums it up)

3. Why did the author feel that moving up North was like discovering “another country” (I.2)?

4. What does he allude to when he refers to “the exceptional sense of economic loss, of greatness passed” (I.15)?

5. Using your answers to the questions and what you learnt in Semester 1 (Methodology), write an introduction to a commentary on the extract; among other ‘musts’ (i.e.: nature, source of the document...), you will have to sum up the biography below using the most relevant aspects.

Biography: William McGuire “Bill” Bryson, OBE [Order of the British Empire], (born December 8, 1951, in Des Moines, Iowa) is a best-selling American author of humorous travel books (The Lost Continent, Neither Here Nor There, A Walk in the Woods, Notes From a Small Island and Notes From a Big Country), as well as books on the English language and on science. Born an American, he was a resident of Britain for most of his adult life before returning to the US in 1995. In 2003 Bryson moved back to Britain, living in the old rectory of Wramplingham, Norfolk, and was appointed Chancellor of Durham University in 2005.

Bryson first visited Britain in 1973 during a tour of Europe and decided to stay after landing a job working in a psychiatric hospital – the now defunct Holloway Sanatorium in Virginia Water, Surrey. He met a nurse there named Cynthia, whom he married and they moved to the USA in 1975 so that Bryson could complete his college degree. In 1977, they settled in Britain, where they remained until 1995. Eventually living in North Yorkshire and mainly working as a journalist, Bryson became chief copy editor of the business section of The Times and then deputy national news editor of the business section of The Independent. He left journalism in 1987, three years after the birth of his third child. Living in Kirkby Malham, North Yorkshire, Bryson started writing independently and in 1990 their fourth child, Samuel, was born.

In 1995, Bryson returned to the United States to live in New Hampshire, for some years, and wrote more books. In 2003 the Brysons and their four children returned to Britain and now live in Norfolk.

In the same year, in conjunction with ‘World Book Day’, British voters chose Bryson’s book Notes From a Small island as that which best sums up British identity and the state of the nation. He was also appointed a Commissioner for English Heritage.

In fact, starting in 2003 Bryson has won numerous literary and scientific prizes and been given honorary awards or degrees, both in the UK and in the USA; for example in 2004, he won the prestigious Aventis Prize for best general science book with A Short History of Nearly Everything. This 500-page popular literature piece explores not only the histories and current statutes of the sciences, but also reveals their humble and often humorous beginnings.

Among other works, Bryson has also written two popular works on the history of the English language — Mother Tongue and Made in America — and, more recently, an update of his guide to usage, Bryson’s Dictionary of Troublesome Words.

Although able to apply for British citizenship, Bryson has declined a citizenship test, declaring himself “too cowardly” to take it.

Some of the background to Bill Bryson writing Notes From a Small Island: “Before leaving his much-loved home in North Yorkshire, Bryson insisted on taking one last trip around Britain, a (...) tour of the green and kindly island that had so long been his home. His aim was to take stock of the nation’s public face (...) and to analyse what precisely it was he loved so much about [that] country (...)” [Source: back cover of Black Swan 1996 edition]

Political and socio-economic background (you will have to develop this further): The 1980s had been ‘the Thatcher years’, i.e. Margaret Thatcher was Prime Minister. Mr John Major, another Conservative, succeeded her in November 1990, and the text contains allusions to some consequences of their policies.
One of the great surprises to me upon moving North was discovering the extent to which it felt like another country. Partly it was from the look and feel of the North – the high, open moors(1) and big skies, the wandering dry-stone(2) walls, the grimy mill(3) towns, the snug(4) stone villages of the Dales(5) and Lakes(6) – and partly, of course, it was to do with the accents, the different words, the refreshing if sometimes startling frankness of speech. Partly it was also to do with the way Southerners and Northerners were so extraordinarily, sometimes defiantly, ignorant of the geography of the other end of the country. It used to astonished me, working on newspapers in London, how often you could call out a question like “Which of the Yorkshires(7) is Halifax(8) in?” and be met with a tableful of blank frowns. And when I moved North and told people that I’d previously lived in Surrey(9) near Windsor(10), I often got the same look – a kind of nervous uncertainty, as if they were afraid I was going to say, “Now you show me on the map just where that is.”

Mostly what differentiated the North from the South, however, was the exceptional sense of economic loss, of greatness passed, when you drove through places like Preston(11) or Blackburn(12) (...). If you draw an angled line between Bristol(13) and the Wash(14), you divide the country into two halves with roughly twenty-seven million people on each side. Between 1980 and 1985, in the same southern half they lost 103,600 jobs. In the northern half, in the same period, they lost 1,032,000 jobs, almost exactly ten times as many. And still the factories are shuttering. Turn on the local television news any evening and at least half of it will be devoted to factory closures (and the other half will be about a cat stuck up a tree somewhere; there is truly nothing dire(15) than local television news). So I ask again: what do all those people in all those houses do – and what, more to the point, will their children do?


1. In French: lande.
2. Dry-stone: en pierres sèches.
3. A mill: a factory for certain kinds of manufacture, in particular steel or textiles. Also known as a ‘factory town’ or ‘mill village’, a mill town is typically a settlement that developed around one or more mills or factories (usually cotton mills or factories producing textiles).
4. Trim, neat, or: warmly comfortable and cozy.
5. An upland area of Yorkshire dissected by numerous valleys.
6. The common name of the Lake District, a mountainous region in North West England.
7. Yorkshire is in fact historically and administratively divided into: North Yorkshire, South Yorkshire and West Yorkshire.
8. A town in West Yorkshire, well known as a centre of England’s woollen manufacture from the 15th century onward.
10. An affluent town in Berkshire, situated near London and widely known as the site of Windsor Castle, an official residence of the British Royal Family. Windsor and the surrounding areas contain some of the most expensive housing in the UK.
11. A city in Lancashire.
12. A town in Lancashire, and former mill town [see (3) above].
14. The large, square-mouthed bay and estuary on the east coast of England. Among the largest estuaries in the UK (some 25 km wide), it shows as a large indentation in the coastline of the map of Eastern England.
15. Dire: dreadful.
I. Answer TWO of the following four questions (6 pts).

- What were the successive stages in the building of the American political system (1776-1791)?

- On which notions is the American economic model founded? In which period(s) did this model flourish and expand?

- How was the United States respectively led to take part in the two world wars?

- Which institutions represent the three branches of power at the federal level?

II. Text commentary (14 pts).

Make a detailed commentary plan on ONE of the two texts.

Text 1. On “American individualism”.

This text is an extract from the final speech given by Herbert Hoover in his electoral campaign, at Madison Square Garden, New York, shortly before the presidential elections of 1928 – which he went on to win.

We have demonstrated that we can meet any economic problem and still maintain our democracy as master in its own house, and that we can at the same time preserve equality of opportunity and individual freedom.
In the last fifty years we have discovered that mass production will produce articles for us at half the cost they required previously. We have seen the resultant growth of large units of production and distribution. This is big business. Many businesses must be bigger, for our tools are bigger, our country is bigger. [...] One of the great problems of government is to determine to what extent the government shall regulate and control commerce and industry and how much it shall leave it alone.

The wisdom of our forefathers\(^1\) in their conception that progress can only be attained as the sum of the accomplishment of free individuals and hard work has been reinforced by all of the great presidents of the country since that day. Jackson, Lincoln, Cleveland, McKinley, Roosevelt, Wilson, and Coolidge have stood unalterably for these principles.

And what have been the results of our American system? Our country has become the land of opportunity to those born without inheritance, not merely because of the wealth of its resources and industry, but because of this freedom of initiative and enterprise. Russia has natural resources equal to ours. Her people are equally industrious, but she has not had the blessing\(^2\) of one hundred and fifty years of our form of government and of our social system.

By adherence to the principles of decentralized self-government, ordered liberty, equal opportunity, and freedom to the individual, our American experiment in human welfare\(^3\) has yielded\(^4\) a degree of well-being unparalleled in all the world. It has come nearer to the abolition of poverty, to the abolition of fear of want,\(^5\) than humanity has ever reached before. Progress of the past seven years is the proof of it. This alone furnishes the answer to our opponents. [...] Prosperity is a job for every worker; it is the safety and the safeguard of every business and every home. A continuation of the policies of the Republican Party is

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\(^1\) our forefathers: nos ancêtres.

\(^2\) the blessing: la bénéédiction.

\(^3\) welfare: le bien-être (the Welfare State: l'Etat-providence).

\(^4\) to yield (here): produire.

\(^5\) want (here): le besoin.
fundamentally necessary to the further advancement of this progress and to the further building up of this prosperity.

“Madison Square Address by Herbert Hoover”, in The New Day: Campaign Speeches of Herbert Hoover, 1928.

Text 2. The immigrant experience.

The experience of the immigrants recapitulated the early American pioneer hardships, since the difficulties they encountered were those of a jungle society rather than a jungle wilderness. It added a dimension of tragic depth which American life needed: even in its most tragic phases it furnished an element of vitality which recreated the American experience in every decade. There was much in the American mind that tended to become fixed and conformist. The immigrant experience hurled itself against this with insistent eagerness, kindling a warmth that thawed out much of the glacial rigidity.

The immigrants eventually found their place in the American economy, but the economy also felt the impact of the immigration, which provided a labor force for a rapidly expanding industrialism. Without the immigrants America could not have found quickly enough the man power to build the railroads, mine the coal and run the machines. Moreover, while most of the immigrants had to do unskilled jobs, enough of them were skilled, carrying over techniques from a European industrialism which had made an earlier start. The increase immigration also meant more consumers as well as more producers. And since the immigrants started on so little, their living standards kept steadily improving.

6 hardships: les difficultés.
7 to hurl oneself against: se jeter (avec violence) contre (ici, au sens figuré).
8 eagerness: l’ardeur.
9 to kindle: enflammer.
10 to thaw [θɔː]: fondre / faire fondre.
11 skilled / unskilled (here): qualifié / non qualifié.
The immigrant’s obsession with rising living standards was something he gave to American life as well as something he took from it. He was a man in a hurry, not only to make money but to show he had made it. The stories of the “self-made man” that caught the American imagination were in many cases the Horatio Alger\textsuperscript{12} stories of immigrant boys who rose to the top of the heap.\textsuperscript{13} Their business methods were not so different from the methods of the earlier Americans, but since they were so avid for results the legend grew that they were distinctively unscrupulous. Certainly there was a febrile intensity about the immigrant that was part of his world of wonder: he was the small boy with his nose pressed against the shopwindow whose sweets were out of his reach unless he could come in with a fistful\textsuperscript{14} of coins. He was full of wonder at the miracles of science and mechanical inventions, at the course of progress, at wealth and power. He was full of a sense of promise and possibility which renewed the pioneer spark.\textsuperscript{15}

Max Lerner, \textit{America as a Civilization}, 1957.

\textsuperscript{12}Horatio Alger (1832-1899) was an American author, famous for his novels in which poor boys climb up the social ladder through hard work, determination and honesty. Those novels are often known as “rags-to-riches” stories.

\textsuperscript{13}the heap: \textit{le tas / la masse}.

\textsuperscript{14}a fistful: \textit{une poignée}.

\textsuperscript{15}The spark: \textit{l’étincelle}.
I. Answer TWO of the following four questions (8 pts).

- What were the main stages in the expansion of the American territory throughout the 19th century?

- What were the main causes of the American Civil War (1861-1865)?

- Why has the United States been called “a nation of immigrants”?

- What is known as “the United States Congress”? What is its main role?

II. Text commentary (12 pts).

The Marshall Plan.

This speech was given by Secretary of State George C. Marshall at Harvard University, on June 5th, 1947, two years after the end of the Second World War and at the beginning of the Cold War with the Soviet Union, while the European countries were still faced with enormous economic difficulties.

I need not tell you gentlemen that the world situation is very serious. [...] Furthermore, the people of this country [the United States] are distant from the
troubled areas of the earth and it is hard for them to comprehend the plight\(^1\) of the long-suffering peoples\(^2\), and the effect of those reactions on their governments in connection with our efforts to promote peace in the world.

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products are such that she must have substantial additional help or face economic, social, and political deterioration of a very grave character.

The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries. […] The consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace.

Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. An assistance that this Government may render in the future should provide a cure\(^3\) rather than a mere palliative. Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States' Government. Any government which maneuvers to block the recovery of other countries cannot expect help from us. […]

An essential part of any successful action on the part of the United States is an understanding on the part of the people of America of the character of the problem and the remedies to be applied. Political passion and prejudice\(^4\) should have no part. With foresight, and a willingness on the part of our people to face up to\(^5\) the vast

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\(^1\) The plight: *la situation désespérée.*

\(^2\) Be careful! A people: *un peuple / the peoples: les peuples.*

\(^3\) A cure: *un remède.*

\(^4\) Prejudice: *les préjugés.*

\(^5\) To face up to: *se mesurer à.*
responsibility which history has clearly place upon our country, the difficulties I have outlined\textsuperscript{6} can and will be overcome.

From the \textit{U.S. Department of State Bulletin}, June 15\textsuperscript{th}, 1947.

\textsuperscript{6} To outline: exposer les grandes lignes.
**Schriftliche Aufgaben:**

Bitte beantworten Sie folgende Fragen:

1) Warum hat Manfred Studer 2 Berufe? (40 Wörter)  **5P**

2) Welchen Beruf finden Sie interessanter?  **5P**
   - der Heilpraktiker  
   - le kinésithérapeute
   - der Türsteher  
   - le portier/videur

3) Übersetzen Sie den Text von Zeile 51..Natürlich... bis Zeile 57.. Innenstadt.  **5P**

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**Leseverständnis:**

Begründen Sie Ihre Antwort mit einem Zitat aus dem Text **und** notieren Sie die Zeile  **15P**

| Manfred Studer hat zwei Berufe | R | F |
| Er hat eine Ausbildung als Türsteher gemacht |   |   |
| Et ist fünf Jahre krank gewesen |   |   |
| Heute hat er seine eigene Praxis (cabinet) |   |   |
| Er hat jetzt viele Patienten |   |   |
| Er verdient viel Geld |   |   |
| Freitags und samstags geht er in eine Bar und amüsiert sich |   |   |
| Er hat einen zweiten Job, weil er viel Freizeit hat. |   |   |
| Er findet beide (les deux) gut. |   |   |
| Er möchte keinen Job aufgeben. |   |   |
Manfred Studer, 30, Krankengymnast, Heilpraktiker und Türsteher

Freitagnachmittag, 5:30 Uhr, für mich beginnt ein langer Tag. Ich mache mich auf den Weg in meine Praxis, denn um 7:00 Uhr wartet schon der erste Patient. Vor inzwischen sechs Jahren bin ich mit meiner Ausbildung zum Physiotherapeuten und Heilpraktiker fertig geworden. Dann habe ich fünf Jahre in einem Krankenhaus in Luzern gearbeitet. Vor einem Jahr habe ich den Schritt gewagt und eine eigene Praxis eröffnet. Ich bin sehr froh darüber, nun mein eigener Herr zu sein, aber die Konkurrenz ist groß und die Miete für die Praxisräume ist sehr hoch. Natürlich hatte ich finanzielle Reserven, aber mit der Zeit wurden sie immer kleiner ... Ich möchte meine Praxis jedoch auf keinen Fall aufgeben, also habe ich mir einen zweiten Job gesucht.


Ich bin zufrieden mit meinen beiden Jobs, aber Freizeit habe ich nun so gut wie keine mehr. Im Grunde hoffe ich doch, dass ich bald so viele Patienten in der Praxis habe, dass ich nicht mehr als Türsteher arbeiten muss.
Dieser junge Mann will Karriere machen:

Suchen Sie die Argumente im Text! Bitte schreiben Sie in jede Rubrik komplette Sätze 9P

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2) Bitte übersetzen Sie den Text von Zeile 23 bis 29 5P

3) Im September 2010 hat für Sie ein anderes Leben, das Studentenleben, angefangen. Erklären Sie, was neu ist. (mindestens 20 Wörter) 2P

Erklären Sie, was sich geändert hat. (mindestens 20 Wörter) 2P

Erklären Sie, wie Sie dieses neue Leben organisieren und was Ihnen sehr gefällt und was weniger! (mindestens 20 Wörter) 2P
ERFOLGSMEDITATION

1 Ich bin nackt in diese Welt geboren, und wenn ich keine Karriere mache, werde ich sie genau so nackt wieder verlassen. Ich bin ein Mensch, und ich habe kraft1 meiner Geburt das Recht, alles im Leben zu erreichen, was ich will.

2 Ich will mehr, und deshalb will ich Karriere machen. Ich will keine Pommes mit Mayo essen und schon gar keinen Spinat, sondern Hummer2 und Kaviar.

3 Ich will kein Leitungswasser trinken und kein billiges Bier aus dem Supermarkt, sondern Perrier und Champagner.

4 Ich will nicht in einer Mietwohnung in der stinkenden City wohnen, sondern in einem Bungalow im Grünen.

5 Ich will keinen verrosteten Gebrauchtwagen mit einem Hubraum3 von 1300 ccm fahren, sondern mindestens einen Mercedes mit fünf Liter Hubraum und Autotelefon.

6 Ich will nachts keine abgearbeitete Mutti an meiner Seite, sondern eine Frau, die mindestens so aussieht wie Isabelle Adjani.

7 Ich will nicht unbekannt und unbeachtet durch die Welt schleichen4, sondern ich will berühmt sein.

8 Ich will nicht um den morgigen Tag sorgen müssen, sondern ich will alles, was ich will, dauernd und immer und überhaupt.

9 Ich will nicht, daß andere Macht über mich haben, sondern ich will Macht über andere. Deshalb will ich Karriere machen. Ich weiß, daß der Mensch alles erreichen kann, was er will. Ich will Karriere machen, und ich bin bereit, alles, aber auch wirklich alles dafür zu tun. Ich habe das hervorragende5 Werk „Der einzig wahre Karriereberater“ erworben und damit den ersten Schritt für meine Karriere getan.

10 Ich will in Zukunft nur noch für meine Karriere leben und alles überwinden, was ihr im Wege steht.

11 Noch bin ich nackt, aber ich werde alles tun, damit sich das ändert.

WOLFGANG KÖRNER
„Der einzig wahre Karriere-Ratgeber“ Tomate 12164
© 1988 bei Rowohlt Taschenbuch Verlag GmbH, Reinbek

1 kraft... = de par ..., du fait de ...
2 der Hummer = le homard
3 der Hubraum = la cylindrée
4 schleichen = se glisser
5 hervorragend = excellent
Alberto, responsabile dell'ufficio postale di una cittadina della Brianza, sotto pressione della moglie Silvia, è disposto a tutto pur di ottenere il trasferimento a Milano. Anche fingersi invalido per salire in graduatoria. Ma il truccchetto non funziona e per punizione viene trasferito in un paesino della Campania, il che per un abitante del nord equivale a un vero e proprio incubo. Rivestito di pregiudizi, Alberto parte da solo alla volta di quella che ritiene la terra della camorra, dei rifiuti per le strade e dei "terroni" scansafatiche. Con sua immensa sorpresa, Alberto scoprirà invece un luogo affascinante, dei colleghi affettuosi, una popolazione ospitale e un nuovo e grande amico, il postino Mattia, al quale darà una mano per riconquistare il cuore della bella Maria. Il problema ora però è un altro: come dirlo a Silvia? Già, perché da quando è partito, non solo il loro rapporto sembra rifiorito, ma agli occhi dei vecchi amici del nord Alberto è divenuto un vero e proprio eroe.
I. Questions sur le texte : « Benvenuti al Sud »

1. A quale film francese « Benvenuti al sud » fa riferimento?

2. Che cosa racconta il film?

3. Che cosa fa Alberto, il protagonista, per ottenere il posto ? Funziona ?

4. Che cosa pensa Alberto della Campania ?

5. Che cosa scopre finalmente ?

II. Grammaire : traduire les phrases suivantes en Italien

1. Je suis dans le jardin.

2. Mario va à Rome.

3. C’est l’histoire d’une famille qui immigre au Canada.

4. Les livres des étudiants sont sur la table.

5. Le petit diable est enfantin.


7. Tu viens avec moi ?

8. Elle parle à haute voix.

9. Tu cherches un bateau pour aller en Sicile ?

10. Je vais regarder la télévision.
Il principe e il pirata (di Leonardo Pieraccioni)

Questa è la storia di Leopoldo, timido maestro elementare di Firenze, che vediamo all'inizio del film addolorato per la perdita del padre, Pierino, noto giocatore d'azzardo e truffaldino, pur nella sua modestia. Ma immediatamente il colpo di scena: nella camera ardente allestita prima del suo funerale, Pierino si "ridesta" dalla sua bara e svela ad un Leopoldo sbalordito che in realtà la sua morte è stata tutta una messinscena per sfuggire ai miliardi di debiti accumulati; messinscena resa possibile dalla complicità del suo amico di sempre, il medico Ubaldo. Dopo il finto funerale, Leopoldo scopre con amarezza che Pierino, anziché affrontarlo e spiegarli tutta la situazione, è già sparito, facendogli avere, però un video in cui gli rivela di aver, comunque, fatto qualcosa di buono per lui, lasciandogli in eredità un dipinto del valore di 250 milioni, vinto a carte ad una nobile di Saint Vincent, avvertendo però il figlio che tale somma dovrà dividerla con un'altra persona e spingendolo, quindi a contattare Lella, la bidella della sua scuola, a conoscenza di un suo segreto. Leopoldo cerca Lella, la quale gli svela che in gioventù lei e Pierino erano stati innamorati e da quell'unione nacque un bambino: Melchiorre, da tutti soprannominato Gimondi. Leopoldo scopre così a 35 anni, di avere un fratellastro che, per di più si trova in carcere a Palermo per una serie di furti.

http://www.comingsoon.it

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1 Escroc
2 Préparée
3 Se réveiller
4 Concierge, gardienne
Domande: Il principe e il pirata

1. Chi sono i principali personaggi del film? (Presentarli dettagliatamente)

2. Che cosa fa credere Pierino a suo figlio? Perché?

3. Che cosa Pierino annuncia a Leopoldo grazie ad un video?

4. Chi è Lella? Che cosa ha vissuto con Pierino in gioventù?

5. Di chi Leopoldo scopre l'esistenza? Qual’è la situazione di questo nuovo personaggio?
Université du Sud Toulon Var

LLCE Anglais – Première année

Session janvier 2012

Epreuve de Français

Durée de l’épreuve : 4 heures

Ce sujet comporte 3 pages numérotées de 1 à 3

Aucun document n’est autorisé.

Le candidat traitera l’un des sujets qui lui sont proposés :

**Sujet 1 : Commentaire littéraire**

Extrait du *Portrait de Dorian Gray*, Oscar Wilde, 1890

OU

Extrait de *La Peau de chagrin*, Honoré de Balzac, 1831

**Sujet 2 : Dissertation.**

Vous discuterez le point de vue suivant :

*Pour Milan Kundera, « saisir le monde réel fait partie de la définition même du roman », mais on peut « franchir la frontière du vraisemblable non pas pour s’évader du monde, mais pour mieux le saisir ».*
Le Portrait de Dorian Gray  Début du chapitre IV

Un après-midi, un mois après, Dorian Gray était allongé en un luxueux fauteuil, dans la petite bibliothèque de la maison de lord Henry à Mayfair. C'était, en son genre, un charmant réduit, avec ses hauts lambris de chêne olivâtre, sa frise et son plafond créme rehaussé de moulure, et son tapis de Perse couleur brique aux longues franges de soie. Sur une mignonne table de bois satiné, une statuette de Clodion à côté d'un exemplaire des Cent Nouvelles relié pour Marguerite de Valois par Clovis Eve, et semé des pâquerettes d'or que cette reine avait choisies pour emblème. Dans de grands vases bleus de Chine, des tulipes panachées étaient rangées sur le manteau de la cheminée. La vive lumière abricot d'un jour d'été londonien entrait à flots à travers les petits losanges de plombs des fenêtres.

Lord Henry n'était pas encore rentré. Il était toujours en retard par principe, son opinion étant que la ponctualité était un vol sur le temps. Aussi l'adolescent semblait-il maussade, feuilletant d'un doigt nonchalant une édition illustrée de Manon Lescaut qu'il avait trouvée sur un des rayons de la bibliothèque. Le tic-tac monotone de l'horloge Louis XIV l'agaçait. Une fois ou deux il avait voulu partir...

Enfin il perçut un bruit de pas dehors et la porte s'ouvrit.
- Comme vous êtes en retard, Harry, murmura-t-il.
- J'ai peur que ce ne soit point Harry, M. Gray, répondit une voix claire.
Il leva vivement les yeux et se dressa...
- Je vous demande pardon. Je croyais...
- Vous pensez que c'était mon mari. Ce n'est que sa femme. Il faut que je me présente moi-même. Je vous connais fort bien par vos photographies. Je pense que mon mari en a au moins dix-sept.
- Non, pas dix-sept, lady Henry ?
- Bon, dix-huit alors. Et je vous ai vu avec lui à l'Opéra la nuit dernière.
Elle riait nerveusement en lui parlant et le regardait de ses yeux de myosotis. C'était une curieuse femme dont les toilettes semblaient toujours conçues dans un accès de rage et mises dans une tempête.
Elle était toujours en intrigue avec quelqu'un et, comme son amour n'était jamais payé de retour, elle avait gardé toutes ses illusions.
Elle essayait d'être pittoresque, mais ne réussissait qu'à être désordonnée. Elle s'appelait Victoria et avait la manie invétérée d'aller à l'église.
- C'était à Lohengrin, lady Henry, je crois ?
- Oui, c'était à ce cher Lohengrin. J'aime Wagner mieux que personne.
Cela est si bruyant qu'on peut causer tout le temps sans être entendu. C'est un grand avantage. Ne trouvez-vous pas, M. Gray ?...
Le même rire nerveux et saécédé tomba de ses lèvres fines, et elle se mit à jouer avec un long coupe-papier d'écaill. Dorian sourit en secouant la tête. - Je crains de n'être pas de cet avis, lady Henry, je ne parle jamais pendant la musique, du moins pendant la bonne musique. Si l'on en entend de mauvaise, c'est un devoir de la couvrir par le bruit d'une conversation.
- Ah ! voilà une idée d'Harry, n'est-ce pas, M. Gray. J'apprends toujours ses opinions par ses amis, c'est même le seul moyen que j'aie de les connaître. Mais ne croyez pas que je n'aime pas la bonne musique. Je l'adore ; mais elle me fait pleurer. Elle me rend par trop romanesque.
J'ai un culte pour les pianistes simplement. J'en adorais deux à la fois, ainsi que me le disait Harry. Je ne sais ce qu'ils étaient. Peut-être des étrangers. Ils le sont tous, et même ceux qui sont nés en Angleterre le deviennent bientôt, n'est-il pas vrai ? C'est très habile de leur part et c'est un hommage rendu à l'art de le rendre cosmopolite. Mais vous n'êtes jamais venu à mes réunions, M. Gray. Il faudra venir. Je ne puis point offrir d'orchidées, mais je n'épargne aucune dépense pour avoir des étrangers. Ils vous font une chambre si pittoresque... Voici Harry ! Harry, je venais pour vous demander quelque chose, je ne sais plus quoi, et j'ai trouvé ici M. Gray. Nous avons eu une amusante conversation sur la musique. Nous avons tout à fait les mêmes idées.
Non ! je crois nos idées tout à fait différentes, mais il a été vraiment aimable. Je suis très heureuse de l'avoir vu.

*La Peau de chagrin, Chapitre II, « La femme sans cœur »*

J'avais entrepris deux grandes œuvres. Une comédie devait en peu de jours me donner une renommée, une fortune, et l'entrée de ce monde, où je voulais reparaître en y exerçant les droits régaliens de l'homme de génie. Vous avez tous vu dans ce chef d'œuvre la première erreur d'un jeune homme qui sort du collège, une véritable niaiserie d'enfant. Vos plaisanteries ont coupé les ailes à de fécondes illusions qui depuis ne se sont plus réveillées. Toi seul, mon cher Emile, as calmé la plaie profonde que d'autres firent à mon cœur ! Toi seul admirais ma *Théorie de la volonté*\(^1\), ce long ouvrage pour lequel j'avais appris les langues orientales, l'anatomie, la physiologie, auquel j'avais consacré la plus grande partie de mon temps. Cette œuvre, si je ne me trompe, complétera les travaux de Mesmer, de Lavater, de Gall, de Bichat\(^2\), en ouvrant une nouvelle route à la science humaine. Là s'arrête ma belle vie, ce sacrifice de tous les jours, ce travail de ver à soie inconnu au monde et dont la seule récompense est peut-être dans le travail même. Depuis l'âge de raison jusqu'au jour où j'eus terminé ma théorie, j'ai observé, appris, écrit, lu sans relâche, et ma vie fut comme un long pensum. Amant efféminé de la paresse orientale, amoureux de mes rêves, sensuel, j'ai toujours travaillé, me refusant à goûter les jouissances de la vie parisienne. Gourmand, j'ai été sobre; aimant et la marche et les voyages maritimes, désirant visiter plusieurs pays, trouvant encore du plaisir à faire, comme un enfant, ricocher des cailloux sur l'eau, je suis resté constamment assis, une plume à la main; bavard, j'allais écouter en silence les professeurs aux cours publics de la Bibliothèque et du Muséum; j'ai dormi sur mon grabat solitaire comme un religieux de l'ordre de Saint-Benoit, et la femme était cependant ma seule chimère, une chimère que je caressais et qui me fuyait toujours ! Enfin ma vie a été une cruelle antithèse, un perpétuel mensonge.

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\(^1\) Le rapprochement s'impose entre ce travail et le *Traité de la volonté* de Louis Lambert. On admirera qu'en trois ans Raphaël ait pu mener à bien cette composition et les études qu'il énumère

\(^2\) Mesmer, Gall et Bichat : médecins allemands, Lavater : Pasteur Suisse,
Université du Sud Toulon Var
U.F.R. Lettres et Sciences Humaines
LLCE Anglais : rattrapage Semestre 1
Epreuve de Français
Durée de l’épreuve : 2 heures
Lundi 25 juin

Sujet : En quoi le personnage de roman reflète-t-il la société ?

Vous répondrez à cette question en vous appuyant sur les œuvres étudiées en cours (Le Portrait de Dorian Gray, Oscar Wilde, 1890 ; La Peau de chagrin, Honoré de Balzac, 1831), vos lectures personnelles et en vous référant aux éléments propres au genre romanesque.

Samuel Beckett
Le 1er octobre 00/00

en 4èhème

Comment l’absurde se manifeste dans les œuvres de Beckett que vous avez lues ?
Put a/an or the in each space, or leave the space blank with a -.

1. Neil Armstrong made __________ first footprint on __________ moon.
2. There was __________ accident yesterday at __________ corner __________ the street.
3. I need __________ time to think about __________ offer you made me.
4. __________ recipe for __________ success is __________ hard work.
5. __________ people who live in __________ glass houses shouldn’t throw __________ stones.
6. __________ worst part of __________ living in a caravan is __________ lack of space.
7. __________ book you ordered __________ last week is now in __________ stock.
8. __________ dancing is __________ more interesting activity than __________ reading.
9. __________ people we met on __________ holiday in __________ north of England sent __________ postcard.
10. __________ little knowledge is __________ dangerous thing.

Phrasal verbs with ‘up’ and ‘out’

Rewrite the sentences with the verb and the participle up or out.

1. I can’t stand it when he starts banging on about politics.
   Wind
   He really winds me up when he bangs on about politics.

2. I am not going to take any more nonsense from that horrible man again.
   Put

3. We don’t have any sugar, you’ll have to take your coffee as it is.
   Run

4. I don’t understand anything she says.
   Make

5. I don’t really make much of a fuss about most new rock bands as Captain Beefheart still rocks the most.
   Kick

6. I am sure we can find a solution to your problems.
   Sort
Complete the sentences as best you can!

1. Glassware products produced in the city of Bristol since the time of the Romans.
2. At the end of the war all the remaining ships from the losing side were by the navy of the winning side.
3. My exam results letter finally arrived this morning but it should a month ago.
4. These syringes are designed to be single-use only so they cannot a second time.
5. After for ten minutes, the cake mixture should be allowed to stand for a few minutes and is then ready to be placed in the oven.
6. The children to take part in afternoon sporting activities but most of them preferred watching TV and going shopping.
7. Many of Shakespeare's plays are believed written by other less well-known 16th Century writers.
8. Since he stepped down, been suggested that Bush was the worst US president ever.
9. It whether the new Olympic Stadium will be ready for the opening of the Toulon Olympics in 2064.
10. The British railways to be the best in the world but are now almost the worst.
11. Poor Harry Potter had by local broomstick thieves while he was having a drink inside the Leaky Cauldron.
12. I've heard a rumour that our teacher is going to get his nose Do you think it'll suit him?
Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. In brackets I have written how many words are needed.

1. Speaking for my colleagues, I would like to thank you.
   Behalf (4)
   On ______________behalfof my colleagues___________________, I would like to thank you.

2. I thought you had accepted his offer.
   under (3)
   I was ____________________________ that you had accepted his offer.

3. Everyone was exhausted apart from Sally.
   of (3)
   With ____________________________, everyone was exhausted.

4. I don’t think you mean what you say about disliking me.
   serious (2)
   I don’t think you’re ____________________________ disliking me.

   ordinary (3)
   Nothing out ____________________________ ever happens here.

6. I wish I knew what to do about this problem.
   solution (4)
   I wish I knew what ____________________________ this problem.

7. You can walk to the station easily from the hotel.
   within (3)
   The station is ____________________________ of the hotel.

8. I like to spend most of my time in the open air.
   doors (3)
   I like to ____________________________most of the time.

9. You have to pay your son’s debts, as he is under age.
   liable (3)
   You ____________________________your son’s debts, as he is under age.
Read the information and complete each sentence. Use commas where necessary.

1. There's a woman living next door to me. She's a doctor.
   The woman ________________________________.

2. I've got a brother called Rob. He lives in Australia. He's a doctor.
   My brother Rob ________________________________.

3. There was a strike at the car factory. It began ten days ago. It's over now.
   The strike at the car factory ________________________________.

4. I was looking for a book this morning. I've found it now.
   I've found ________________________________.

5. A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.
   Few of ________________________________.

6. Amy has a son. She showed me a photograph of him. He's a policeman.
   Amy showed me ________________________________.
ENGLISH GRAMMAR (21a)

I. Fill in the gaps with the right article: a, an, the or 0

1. It is a pleasure to do _____ business with such _____ efficient organization.
2. He was sent to _____ prison for _____ six months for _____ shoplifting (vol à l’étalage). When _____ six months are over he’ll be released; _____ difficulty then will be to find _____ work.
3. _____ interference with _____ nature often brings _____ disaster.
4. If you kept _____ graph you could see at _____ glance whether you were making _____ profit or _____ loss.
5. _____ postman's little boy says that he’d rather be _____ dentist than _____ doctor, because _____ dentists don’t get called out at _____ night.

II. Use some, any, no OR one of their compounds (somebody, anything, nowhere, etc.)

1. As it’s your birthday you can order ________________ you like from the menu.
2. ________________ we did to rescue him was useful. He died.
3. There’s ________________ gin in the cupboard but there aren’t ________________ glasses.
4. Don’t worry. ________________ can tell you where the post-office is in this town.
5. It’s hot in here! Does ________________ mind if I open the window?
6. I will search and find you ________________ you go. You can’t escape from me.
7. I don’t want to stay here. There must be ________________ more interesting than this.
8. Have you ________________ idea who could have borrowed your bicycle?
9. No food! Warm beer! ________________ seems to know how to organize decent parties anymore.
10. ________________ I know told me ________________ of the details.

III. Use a question tag

1. You made a mistake, ________________ ?
2. This is my last chance, ________________ ?
3. They will come, ________________ ?
4. Everybody danced, ________________ ?
5. You don’t understand us, ________________ ?
6. Their children are wonderful, ________________ ?
7. She has a headache, ________________ ?
8. She sings all the time, ________________ ?
9. He’s gone too far, ________________ ?
10. They had never done that before, ________________ ?
11. You hate her, ________________ ?
12. He will never accept it, ________________ ?

IV. Fill in the gaps with an adverb

1. Your son is ________________ ill. I think he does not eat ________________.
2. Do you ________________ love me? — ________________ I do!
3. Are you ________________ in the shower? — You’ve ________________ asked ten times! Ask ________________ and I’ll kill you!
4. ________________ in my life have I read ________________ an exquisite book!
5. He’s not very clever, he can’t ________________ do an addition! — But he hasn’t learnt it ________________ , he’s ________________ six!
V. Fill in the gaps with a suitable preposition

1. They had robbed him __________ all his money.
2. There was no accounting __________ the little boy's disappearance.
3. He insisted __________ accompanying me to the police station.
4. One time she was so vexed __________ him she cut up his clothes.
5. He fell __________ his horse and broke his back.
6. 'You've got the job? Great! This calls __________ a drink!'
7. They congratulated her __________ her success.
8. Beethoven did not let his deafness prevent him __________ writing music.
9. I answered her question and she seemed amused __________ my suggestion.
10. They worry __________ how the $1.8 billion package will be paid __________.
11. The police officer lied __________ the death of the student to a commission of inquiry.
12. Depriving a man __________ his vote does nothing to help him back into civil society or virtuous ways.
13. A plumber was sent __________ to fix the leak in the bathroom.
14. What do these initials stand __________?
15. A neighbour looked __________ her cat while she was __________ holiday.
16. My sister told me she is sick __________ her boyfriend always lying to her.
17. I'm homesick __________ London. I can't tell you how much I miss this city.
18. They are very annoyed __________ him for not coming.

VI. Translate the following sentences

1. Lui et moi, nous sommes de très bons amis. Ses plaisanteries sont plus drôles que les miennes.
2. Je trouve cela encourageant de comprendre la plupart du film sans avoir à lire les sous-titres (subtitles).
3. Je pense que nous n'avons pas été présentés. Je suis le père de le beau-père de la femme de Zach.
4. La voiture qu'ils ont achetée le mois dernier vient d'être brûlée.
5. - Que penses-tu de ses nouvelles chaussures jaunes ?
   - Comme elles sont belles ! Les miennes ne sont pas aussi jolies que les siennes.
6. Je me suis demandé à qui elle parlait, mais je me suis aperçu qu'elle parlait toute seule.
7. Cette boîte est à moi. Les deux grandes doivent être à eux.
8. - Quelle belle robe ! J'aimerais avoir la même. Où l'as-tu achetée ?
   - Elle n'est pas à moi. Elle est à ma sœur. Elle me l'a prête.
9. - Quel est le prénom de ton ami ? Tu sais, le garçon brun avec lequel tu discutais mardi dernier devant l'école.
   - Je suis désolé, mais je ne vois pas de qui tu veux parler.
10. - Pourrais-je avoir un peu plus de pain ?
    - Je suis désolé, il n'y en a presque plus. Désirez-vous un peu de vin ?

VII. Describe and explain the difference or ambiguity

1. He doesn't like much milk in his coffee.
   He doesn't much like milk in his coffee.

2. The book, which he wrote in 1974, was a best-seller.
   The book which he wrote in 1974 was a best-seller.

3. We gave her dog biscuits.
First of all, the Corams were alone at the pension. There were themselves and Monsieur Pierre. He was the proprietor. At meal-times they all sat together. Monsieur Pierre was a plump grey man of sixty, with a little mouth, a monocle in his eye. The town was a cheerful place in the summer, like an opening flower, and Monsieur Pierre was the butterfly that flutters¹ about it. He was full of learned little proverbs, and precise little habits. He would devote certain hours to lying on a couch and reading detective stories in a dark room. At another time he would sit in his dining room with a cigarette-making machine. He gave a lick to each one as it came out. [...] But Mr Coram disliked the Frenchman from the beginning. When Monsieur Pierre saw the Corams had a car, he persuaded them to take him around the country; he would show them its beauties. Sitting like a little duke in the car, he pointed out the torrid towns and the valleys filled with vineyards. Driving in the sunlight, Monsieur Pierre directed them to new bays with extravagant colours. Coram frowned.² It was all right for his wife. She had been to such places before. Her family had always been to such places. This was the thing which always struck him when he thought about her: happiness had been natural to her family for generations. But

¹ To flutter: to move quickly and lightly.
² To frown: to bring the eyebrows together in anger or effort / a frown: a serious or displeased look.
for him it was unnatural. He had never seen anything like it. He could not speak. In the evening, when the summits of the mountains were cut by purple shadows, he felt the place was hurting him. He felt in his heart the suspended anger of a man torn between happiness and pain. After his life in the villas and chemical factories of the Midlands, he could not believe in this beautiful country.

V. S. Pritchett, "Handsome is as handsome does", in *Collected Stories* (1956) (punctuation unchanged).
Translate one of the following texts into English:

1. Jamais la misère n’avait été aussi grande que dans cette dernière période ; c’est que les intermittences d’un soleil déjà tiède faisaient paraître plus dures encore les nuits de gelée et de bise ; les grandes couches de glace avaient fondu et s’étaient écoulées dans la Seine débordant de toutes parts. Mais, aux premiers jours d’avril, une des recrudescences de froid dont nous avons parlé se manifesta ; les obélisques, le long desquels avait déjà coulé cette sueur qui présageait leur mort, les obélisques, à moitié fondus, se solidifièrent de nouveau, informes et amoindris ; une belle couche de neige couvrit les boulevards et les quais, et on vit les traîneaux reparaître avec leurs chevaux fringants. Cela faisait merveille sur les quais et sur les boulevards. Mais dans les rues, les carrosses et les cabriolets rapides devenaient la terreur des piétons, qui ne les entendaient pas venir, qui, souvent empêchés par les murailles de glace, ne pouvaient les éviter ; enfin qui, le plus souvent, tombaient sous les roues en essayant de fuir. En peu de jours, Paris se couvrit de blessés et de mourants. Ici, une jambe brisée par une chute faite sur le verglas ; là, une poitrine enfoncée par le brancard d’un cabriolet qui, emporté dans la rapidité de sa course, n’avait pu s’arrêter sur la glace. Alors, la police commença de s’occuper à préserver des roues ceux qui avaient échappé au froid, à la faim et aux inondations. (Le collier de la reine, Alexandre Dumas, 1850.)

2. C’était l’œuvre d’un furieux coup de vent ; — mais derrière cette porte se tenait alors la haute figure de lady Madeleine Usher, enveloppée de son suaire. Il y avait du sang sur ses vêtements blancs, et toute sa personne amaigrie portait les traces évidentes de quelque horrible lutte. Pendant un moment, elle resta tremblante et vacillante sur le seuil ; — puis, avec un cri plaintif et profond, elle tomba lourdement en avant sur son frère, et, dans sa violente et définitive agonie, elle l’entraîna à terre, — cadavre maintenant et victime de ses terribles anticipées. Je m’enfuis de cette chambre et de ce manoir, frappé d’horreur. La tempête était encore dans toute sa rage quand je franchissais la vieille avenue. Tout d’un coup, une lumière étrange se projeta sur la route, et je me retournai pour voir d’où pouvait jaillir une lueur si singulière, car je n’avais derrière moi que le vaste château avec toutes ses ombres. Le rayonnement provenait de la pleine lune qui se couchait, rouge de sang, et maintenant brillait vivement à travers cette fissure à peine visible naguère, qui, comme je l’ai dit, parcourait en zigzag le bâtiment depuis le toit jusqu’à la base. Pendant que je regardais, cette fissure s’élargit rapidement ; — il survint une reprise de vent, un tourbillon furieux ; — le disque entier de la planète éclata tout à coup à ma vue. La tête me tournait quand je vis les puissantes murailles s’écrouler en deux. — Il se fit un bruit prolongé, un fracas tumultueux comme la voix de mille cataractes, — et l’étang profond et croupi placé à mes pieds se referma tristement et silencieusement sur les ruines de la Maison Usher. (La chute de la maison Usher, Edgar Allan Poe, 1839.)
Translate the following text into English:

1. Antoine passa les jours et les nuits qui suivirent dans un état si critique que Gontrain et le père Masure se relayèrent la nuit pour s’assurer que le souffle du prisonnier ne s’éteindrait pas dans son sommeil. Du moins, c’était ce que le prêtre se donnait comme explication pour rester le plus longtemps possible aux côtés d’un détenu avec lequel il n’avait échangé trois mots auparavant. Si Gontrain remarqua quelque chose d’étrange dans cet intérêt plus que poussé pour un malade, il ne le montra pas. Lorsqu’il arrivait à l’aube, il trouvait le père Masure au chevet de Sureau, les traits tirés et le teint presque aussi livide que celui de son protégé, mais le regard inexplicablement brillant. Gontrain prenait alors sa place, permettant ainsi au père Masure de prendre quelques instants de repos dans la petite pièce attenante qui lui servait de chambre. Mais il suffisait que le malade bouge un peu, prononce quelques paroles, et le prêtre était déjà hors du lit, l’oreille aux aguets.

(L’Ange oublié, Karen Vidersan)

2. Souligner et identifier les techniques suivantes de traduction: une équivalence, un effacement, un étoffement, une transposition, une modulation, un chassé-croisé.
According to the group you belong to, you will either have to
a) answer the questionnaire on *Great Expectations*, by Charles Dickens
   The answers to the questionnaire should not exceed 6 lines.

Or

b) write a commentary or an essay on that novel. You may choose between the essay or
   the commentary.

c) Remember you will be asked to write the introduction and the conclusion in full and give a
detailed plan of the development. The quality of the English expression will of course been
taken into account.

A Questionnaire:
1 The upside down world: Give a definition and an example from the novel. Then say what
   Dickens wanted to demonstrate by this.

2 In what way can we say that the novel is circular in its construction? What does this imply
   concerning Dickens’s message?

3 What was wrong with Pip’s wish to become a gentleman?

4 Poetic justice: Give a definition and an example to illustrate the working of poetic justice in
   the novel?
B E S S A Y:
Write a sensible essay on the following subject: Family in *Great Expectations*.

Or

Write a commentary on the following passage from *Great Expectations*.

After our early dinner I strolled out alone, purposing to finish off the marshes at once, and get them done with. As I passed the church, I felt (as I had felt during service in the morning) a sublime compassion for the poor creatures who were destined to go there, Sunday after Sunday, all their lives through, and to lie obscurely at last among the low green mounds. I promised myself that I would do something for them one of these days, and formed a plan in outline for bestowing a dinner of roast beef and plum-pudding, a pint of ale, and a gallon of condescension, upon everybody in the village.

If I had often thought before, with something allied to shame, of my companionship with the fugitive whom I had once seen limping among those graves, what were my thoughts on this Sunday, when the place recalled the wretch, ragged and shivering, with his felon iron and badge! My comfort was, that it happened a long time ago, and that he had doubtless been transported a long way off, and that he was dead to me, and might be veritably dead into the bargain.

No more low wet grounds, no more dykes and sluices, no more of these grazing cattle—though they seemed, in their dull manner, to wear a more respectful air now, and to face round, in order that they might stare as long as possible at the possessor of such great expectations—farewell, monotonous acquaintances of my childhood, henceforth I was for London and greatness: not for smith’s work in general and for you! I made my exultant way to the old Battery, and, lying down there to consider the question whether Miss Havisham intended me for Estella, fell asleep.

When I awoke, I was much surprised to find Joe sitting beside me, smoking his pipe. He greeted me with a cheerful smile on my opening my eyes, and said:

"As being the last time, Pip, I thought I’d foller!"

"And Joe, I am very glad you did so."

"Thankee, Pip."

"You may be sure, dear Joe," I went on, after we had shaken hands, "that I shall never forget you."

"No no, Pip!" said Joe, in a comfortable tone, "I’m sure of that. Ay, ay, old chap! Bless you, it were only necessary to get it well round in a man’s mind, to be certain on it. But it took a bit of time to get it well round, the change come so uncommonly plump; didn’t it?"

Somehow I was not best pleased with Joe’s being so mightily secure of me. I should have liked him to have betrayed emotion, or to have said, "It does you credit, Pip," or something of that sort. Therefore, I made no remark on Joe’s first head: merely saying as to his second that the tidings had indeed come suddenly, but that I had always wanted to be a gentleman, and had often and often speculated on what I would do if I were one.

"Have you thought?" said Joe. "Astonishing!"

"It's a pity now, Joe," said I, "that you did not get on a little more, when we had our lessons here; isn't it?"

\footnote{\textit{= follow}}
"Well, I don't know," returned Joe. "I'm so awful dull. I'm only master of my own trade. It were always a pity as I was so awful dull; but it's no more of a pity now, than it was—this day twelvemonth—don't you see?"

What I had meant was, that when I came into my property and was able to do something for Joe, it would have been much more agreeable if he had been better qualified for a rise in station. He was so perfectly innocent of my meaning, however, that I thought I would mention it to Biddy in preference.

So, when we had walked home and had had tea, I took Biddy into our little garden by the side of the lane, and, after throwing out in a general way for the elevation of her spirits, that I should never forget her, said I had a favour to ask of her.

"And it is, Biddy," said I, "that you will not omit any opportunity of helping Joe on, a little."

"How helping him on?" asked Biddy, with a steady sort of glance.

"Well! Joe is a dear good fellow—in fact, I think he is the dearest fellow that ever lived—but he is rather backward in some things. For instance, Biddy, in his learning and his manners."

Although I was looking at Biddy as I spoke, and although she opened her eyes very wide when I had spoken, she did not look at me.

"Oh, his manners! Won't his manners do then?" asked Biddy, plucking a black currant leaf.

"My dear Biddy, they do very well here—"

"Oh! they do very well here?" interposed Biddy, looking closely at the leaf in her hand.

"Hear me out—but if I were to remove Joe into a higher sphere, as I shall hope to remove him when I fully come into my property, they would hardly do him justice."
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 2012

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

Questionnaire on American literature and Moon Palace by Paul Auster

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

Write a short paragraph in answer to each question (4 points per question). Remember to pay attention to the quality of your written English, which will be taken into account in the marking.

1) Briefly explain what the term ‘transcendentalism’ refers to in American literary history and give an example of any episode in Moon Palace in which Auster alludes directly to transcendentalist ideas.

2) Briefly describe what is represented in the painting by Ralph Blakelock which Marco studies in the Brooklyn museum, and then summarise the interpretation which Marco offers of this work.

3) Identify and define any two literary genres which Auster alludes to in Moon Palace.

4) Briefly explain what the term ‘the myth of the frontier’ refers to in the context of American culture and give an example of any episode in the novel in which Auster evokes this myth.

5) What does Kitty’s first name allude to and how does this link her symbolically to Marco?
Sujet de Commentaire/ Dissertation: Moon Palace

Choose ONE of the following questions:

- Write an introduction, detailed plan and conclusion for a literary commentary on the extract from Paul Auster's novel Moon Palace printed on the next page.

OR

- Write an introduction, detailed plan and conclusion for an essay on the following subject:

  Progress in Moon Palace.

Remember to pay attention to the quality of your written English, which will be taken into account in the marking. However, please note that it is only necessary to write complete sentences for the introduction and the conclusion.
Extract from *Moon Palace* for literary commentary:

[...] I kept on walking, not willing to give up my search. If someone had appeared just then, I probably would have asked him to take me to a hospital. But no one appeared. I don’t know how long it took me to get there, but at a certain point I found a cluster of large rocks surrounded by overgrown foliage and trees. The rocks formed a natural cave, and without stopping to consider the matter any further, I crawled into this shallow indentation, pulled some loose branches in with me to block up the opening, and promptly fell asleep.

I don’t know how much time I spent in there. Two or three days, I would think, but it hardly matters now. When Zimmer and Kitty asked me about it, I told them three, but that was only because three is a literary number, the same number of days that Jonah spent in the belly of the whale. Most of the time I was barely conscious and even when I seemed to be awake, I was so bound up in the tribulations of my body that I lost all sense of where I was. I remember long bouts of vomiting, frenzied moments when my body wouldn’t stop shaking, periods when the only sound I heard was the chattering of my teeth. The fever must have been quite high, and it brought ferocious dreams with it—endless, mutating visions that seemed to grow directly out of my burning skin. Nothing could hold its shape in me. Once, I remember, I saw the Moon Palace sign in front of me, more vivid than it had ever been in life. The pink and blue neon letters were so large that the whole sky was filled with their brightness. Then, suddenly, the letters disappeared, and only the two os from the word *Moon* were left. I saw myself dangling from one of them, struggling to hang on like an acrobat who had botched a dangerous stunt. Then I was slithering around it like a tiny worm, and then I wasn’t there anymore. The two os had turned into eyes, gigantic human eyes that were looking down at me with scorn and impatience. They kept on staring at me, and after a while I became convinced that they were the eyes of God.

The sun appeared on the last day. I don’t remember doing it, but at some point I must have crawled from the cave and stretched myself out on the grass. My mind was in such a muddle that I imagined the warmth of the sun could evaporate my fever, literally suck the illness out of my bones. I remember pronouncing the words *Indian summer* over and over to myself, saying them so many times that they eventually lost their meaning. The sky above me was immense, a dazzling clarity that had no end to it. If I went on staring at it, I felt, I would dissolve in the light. Then, without any sense of falling asleep, I suddenly began to dream of Indians. It was 350 years ago, and I saw myself following a group of half-naked men through the forests of Manhattan. It was a strangely vibrant dream, relentless and exact, filled with bodies darting among the light-dappled leaves and branches. A soft wind poured through the foliage, muffling the footsteps of the men, and I went on following them in silence, moving as nimbly as they did, with each step feeling that I was closer to understanding the spirit of the forest. I remember these images so well, perhaps, because it was precisely then that Zimmer and Kitty found me: lying there on the grass with that odd and pleasant dream circulating in my head. Kitty was the one I saw first, but I didn’t recognize her, even though I sensed that she was familiar to me. She was wearing her Navaho headband, and my initial response was to take her for an afterimage, a shadow-woman incubated in the darkness of my dream. Later on, she told me that I smiled at her, and when she bent down to look at me more closely, I called her Pocahontas. I remember that I had trouble seeing her because of the sunlight, but I have a distinct recollection that there were tears in her eyes when she bent down, although she would never admit that afterward. A moment later, Zimmer entered the picture as well, and then I heard his voice. “You dumb bastard,” he said. There was a brief pause, and then, not wanting to confuse me with too long a speech, he said the same thing again: “You dumb bastard. You poor dumb bastard.”
Read this carefully before starting:

According to the group you belong to, you will either have to
a) answer the questionnaire on *Great Expectations*, by Charles Dickens
   The answers to the questionnaire should not exceed 6 lines.

Or

b) write a commentary or an essay on that novel. You may choose between the essay or
   the commentary.

   c) Remember you will be asked to write the introduction and the conclusion in full and give a
      detailed plan of the development. The quality of the English expression will of course been
      taken into account.

A Questionnaire:
1 Give examples 1 for each) of two techniques Dickens to describe his characters in very few words;

2 Why did Dickens make his novel end at practically the same place as where it started? What did he try to tell the reader?

3 Why should we be careful about what Pirrip says in his fictional autobiography?

4 What is the author’s purpose when he uses palindromes for the hero’s names?

4 In what way can we say Orlick is Pip’s double?

B Essay:

Death in *Great Expectations.*
C Commentary

Chapter XVI.

IT fell out as Wemmick had told me it would, that I had an early opportunity of comparing my guardian's establishment with that of his cashier and clerk. My guardian was in his room, washing his hands with his scented soap, when I went into the office from Walworth; and he called me to him, and gave me the invitation for myself and friends which Wemmick had prepared to receive "No ceremony," he stipulated "and no dinner dress, and say to-morrow". I asked him where we should come to (for I had no idea where he lived) and I believe it was in his general objection to make anything like an admission, that he replied, "Come here, and I'll take you home with me". I embrace this opportunity of remarking that he washed his clients off, as if he were a surgeon or a dentist. He had a closet in his room, fitted up for the purpose, which smelt of the scented soap like a perfumer's shop. It had an unusually large jack-towel on a roller inside the door, and he would wash his hands and wipe them and dry them all over this towel, whenever he came in from a police-court or dismissed a client from his room. When I and my friends repaired to him at six o'clock next day, he seemed to have been engaged on a case of a darker complexion than usual, for we found him with his head butted into this closet, not only washing his hands, but laving his face and gargling his throat. And even when he had done all that, and had gone all round the jack-towel, he took out his penknife and scraped the case out of his nails before he put his coat on.

There were some people slinking about as usual when we passed out into the street, who were evidently anxious to speak with him; but there was something so conclusive in the halo of scented soap which encircled his presence, that they gave it up for that day. As we walked along westward, he was recognized ever and again by some face in the crowd of the street, and whenever that happened he talked louder to me; but he never otherwise recognised anybody, or took notice that anybody recognized him.

He conducted us to Gerrard-street, Soho, to a house on the south side of that street. Rather a stately house of its kind, but dolefully in want of painting and with dirty windows. He took out his key and opened the door, and we all went into a stone hall, bare, gloomy, and little used. So, up a dark brown staircase into a series of three dark brown rooms on the first floor. There were carved garlands on the panelled walls, and as he stood among them giving us welcome, I know what kind of loops I thought they looked like.

Dinner was laid in the best of these rooms; the second was his dressing-room; the third his bedroom. He told us that he held the whole house, but rarely used more of it than we saw. The table was comfortably laid—no silver in the service, of course- and at the side of his chair was a capacious dumb waiter with a variety of bottles and decanters on it, and four dishes of fruit for dessert. I noticed throughout, that he kept everything under his own hand, and distributed everything himself.

There was a bookcase in the room; I saw, from the backs of the books, that they were about evidence, criminal law, criminal biography, trials, acts of parliament, and such things. The furniture was all very solid and good, like his watch-chain. It had an official look, however, and there was nothing merely ornamental to be seen. In a corner, was a little table of papers with a shaded lamp: so that he seemed to bring the office home with him in that respect too, and to wheel it out of an evening and fall to work. As he had scarcely seen my three companions until now—for he and I had walked together—he stood on the hearth-rug, after ringing the bell, and took a searching look at them. To my surprise, he seemed at once to be principally if not solely interested in Drummle.
Questionnaire on American literature and *Moon Palace* by Paul Auster

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

Write your answers in complete sentences. You should write a paragraph in answer to each question. Remember to pay attention to the quality of your written English, which will be taken into account in the marking.

1) Explain what the term ‘Naturalism’ refers to in the context of American literary history and briefly summarise any aspect of *Moon Palace* which alludes to Naturalism. (6pts)

2) Give a definition of the term ‘bildungsroman’. (2 pts)

3) Briefly summarise any episode in *Moon Palace* which links Marco’s story to the history of the Native American Indians (4pts)

4) Briefly summarise what Marco learns in attempting to describe the world for Thomas Effing. (4pts)

5) Summarise the symbolism associated with Marco Stanley Fogg's name and with his initials, M.S. (4pts)
Documents autorisés : aucun
A noter : les brouillons ne seront pas corrigés.

Sujet de Commentaire/ Dissertation: Moon Palace

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Choose ONE of the following questions:

- Write an introduction, detailed plan and conclusion for a literary commentary on the extract from Paul Auster’s novel Moon Palace printed on the next page.

OR

- Write an introduction, detailed plan and conclusion for an essay on the following subject:

  Transcendentalism in Moon Palace.

Remember to pay attention to the quality of your written English, which will be taken into account in the marking. However, please note that it is only necessary to write complete sentences for the introduction and the conclusion.
I had no clear idea of what I was going to do. When I left my apartment on the first morning, I simply started walking, going wherever my steps decided to take me. If I had any thought at all, it was to let chance determine what happened, to follow the path of impulse and arbitrary events. My first steps went south, and so I continued to go south, realizing after one or two blocks that it would probably be best to leave my neighborhood anyway. Note how pride weakened my resolve to stand aloof from my misery, pride and a sense of shame. A part of me was appalled by what I had allowed to happen to myself, and I did not want to run the risk of seeing anyone I knew. Walking north meant Morningside Heights, and the streets up there would be filled with familiar faces. If not friends, I was sure to bump into people who knew me by sight: the old crowd from the West End bar, classmates, former professors. I did not have the courage to withstand the looks they would give me, the stares, the mystified second glances. Worse than that, I was horrified by the thought of having to talk to any of them.

I headed south, and for the rest of my sojourn in the streets, I did not set foot on Upper Broadway again. I had something like sixteen or twenty dollars in my pocket, along with a knife and a ballpoint pen; my knapsack contained a sweater, a leather jacket, a toothbrush, a razor with three fresh blades, an extra pair of socks, skivvies, and a small green notebook with a pencil stuck in the spiral binding. Just north of Columbus Circle, less than an hour after I had launched out on my pilgrimage, an improbable occurrence took place. I was standing in front of a watch-repair shop, studying the mechanism of some ancient timepiece in the window, when I suddenly looked down and saw a ten-dollar bill lying at my feet. I was too shaken to know how to react. My mind was already in a tumult, and rather than simply call it a stroke of good luck, I persuaded myself that something profoundly important had just happened: a religious event, an out-and-out miracle. As I bent down to pick up the money and saw that it was real, I began to tremble with joy. Everything was going to work out. I told myself, everything was going to come out right in the end. Without pausing to consider the matter any further, I walked into a Greek coffee shop and treated myself to a farmer's breakfast: grapefruit juice, cornflakes, ham and eggs, coffee, the works. I even bought a pack of cigarettes after the meal was over and remained at the counter to drink another cup of coffee. I was seized by an uncontrollable sense of happiness and well-being, a newfound love for the world. Everything in the restaurant seemed wonderful to me: the steaming coffee urns, the swivel stools and four-slotted toasters, the silver milkshake machines, the fresh muffins stacked in their glass containers. I felt like someone about to be reborn, like someone on the brink of discovering a new continent. I watched the counterman go about his business as I smoked another Camel, then turned my attention to the frowzy waitress with the fake red hair. There was something inexpressibly poignant about both of them. I wanted to tell them how much they meant to me, but I couldn't get the words out of my mouth. For the next few minutes, I just sat there in my own euphoria, listening to myself think. My mind was a blithering gush, a pandemonium of rhapsodic thoughts. Then my cigarette burned down to a stub, and I gathered up my forces and moved on.
An unlikely\textsuperscript{1} partnership

In the end, the progressive coalition failed the stress test\textsuperscript{2}. The parliamentary arithmetic for a Labour-Liberal Democrat coalition simply did not add up to "strong and stable" government. Just a dozen more seats for the Liberal Democrats might have made the alliance feasible. (...) This is a cause for real regret. A Conservative-Liberal Democrat coalition will not serve the cause of progressive politics in the way that a Labour-Liberal Democrat alliance would have. Liberal Democrat and Labour policies are closer and sounder\textsuperscript{3} on a host of\textsuperscript{4} crucial areas, from the approach to the economy to our relations with Europe. And of the two larger parties, Labour offered by far the more serious package on electoral reform. A Labour-Liberal Democrat coalition would have left Britain close to the long-sought goal of a fair voting system. The Conservatives' pledge to hold a referendum on moving to the Alternative Vote – though better than nothing – leaves us with a mountain to climb as far as serious political reform is concerned.

Yet there are reasons why progressives should not be entirely crushed\textsuperscript{5} by this outcome\textsuperscript{6}. What many Liberal Democrat and indeed Labour voters feared in the run-up to\textsuperscript{7} this election was an unrestrained and a doctrinaire Conservative government of the sort experienced by Britain in the 1980s. This is not what they will now get. David Cameron does not swagger\textsuperscript{8} into Downing Street, but rather limps\textsuperscript{9} across the threshold\textsuperscript{10}. This politician, who once thought power was heading\textsuperscript{11} inexorably in his direction, this week briefly stared into the political abyss.

And Mr Cameron remains very much on probation\textsuperscript{12}. The wilder excesses of what is still, in many ways, an ideologically hard-line Tory party should be curbed\textsuperscript{13} by the presence of the Liberal Democrats. The fact that there will be Liberal Democrat ministers in the new Cabinet ought to act as a restraining influence. It is hard to see any stunts\textsuperscript{14} to repatriate powers from Brussels with pro-Europeans such as Nick Clegg in positions of

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\textsuperscript{1} improbable, inattendu
\textsuperscript{2} test de crise
\textsuperscript{3} sound : sensé
\textsuperscript{4} toute une série de
\textsuperscript{5} accablé,effondré
\textsuperscript{6} résultat, issue
\textsuperscript{7} la période qui précède
\textsuperscript{8} entrer d’un air fanfaron, en paradant
\textsuperscript{9} entrer en boitant, en clopinant, tant bien que mal
\textsuperscript{10} seuil de la porte
\textsuperscript{11} to head = to move, to go
\textsuperscript{12} à l’épreuve
\textsuperscript{13} réfréner, contenir, restreindre
\textsuperscript{14} tour de force
authority. (...) A shackled\textsuperscript{15} Conservative government is not a prize to bear comparison\textsuperscript{16} with a historic progressive coalition, but it is a prize nonetheless.

Yet we should not imagine for a moment that this will be an easy arrangement. There is likely to be considerable external pressure on the Liberal Democrats in the coming months. This ideologically uneasy coalition will severely test the unity of Mr Clegg’s party. It will also test the Liberal Democrat support in the wider country. Few people voted Liberal Democrat last week in the hope that it would help deliver a Tory government. Yet that is what their vote has ended up doing. This is a perilous moment for Mr Clegg’s party. Smaller coalition partners have a habit of getting squeezed\textsuperscript{17}. The Liberal Democrats will have to be careful that they do not get outmanoeuvred\textsuperscript{18} by the Conservatives and end up taking the blame for unpopular decisions.

(...) In the longer term, this coalition will be judged on the extent to which it delivers a new way of doing politics. And there have been encouraging signs in recent days that this could be possible. The manner in which the Conservatives reached out\textsuperscript{19} to the Liberal Democrats after it became clear that the result of the election was a hung parliament suggests that British politicians, despite their inexperience, are capable of coping with coalition politics. The Liberal Democrats have done their bit too. By recognising that the Conservative Party, as the winner of the greatest number of seats and votes in the election, had the first right to seek to form a government, they showed that they understood their own responsibilities.

\textit{The Independent}, 12 May 2010.

\textbf{QUESTIONS}

\textit{Répondez aux questions suivantes en anglais en prenant soin de reformuler le texte.}

1) What is the source of the document and what is the political context? (1 point)
2) Why did the Labour-Liberal Democrat coalition fail according to the \textit{Independent}? (2 points)
3) Why would it have been better than a Conservative-Liberal Democrat coalition? (2 points)
4) "the long-sought goal of a fair voting system" (line 9): What is the name of the British electoral system and why is it criticized? (2 points)
5) "The Conservatives' pledge to hold a referendum on moving to the Alternative Vote" (19-10): explain. What happened? (2 points)
6) Why is there room for hope however? (1.5 point)
7) "What many Liberal Democrat and indeed Labour voters feared in the run-up to this election was an unregulated and a doctrinaire Conservative government of the sort experienced by Britain in the 1980s" (113-14): explain. What does it refer to? (1.5 point)
8) What type of influence may the Liberal Democrats have on the Conservatives? (1.5 point)
9) Why is the situation likely to be hard for the Liberal Democrats? (2.5 points)
10) "hung parliament" (line 35): What is a hung parliament? Give another example of a hung parliament since 1945. What happened? (2.5 points)
11) After reading this article, what do you conclude about the political standpoint of \textit{The Independent}? Justify your answer. (1.5 point)

\textsuperscript{15} entravé, freiné
\textsuperscript{16} soutenir la comparaison
\textsuperscript{17} pressé
\textsuperscript{18} manipulé, doublé
\textsuperscript{19} tendre la main à
From Bambi to Bliar
After a decade, he'll soon be gone

WITHIN weeks Britain will have a new prime minister. If anyone still had doubts, on Tuesday May 1st Tony Blair said that he will shortly be leaving office, almost certainly to be replaced by his finance minister, Gordon Brown.

Precisely ten years ago, to the cheers of an assembled crowd, Mr Blair walked into Downing Street as the youngest prime minister since 1812. His political nickname, at the time, was Bambi. He had ended a Conservative hegemony that had proved unhealthy even for the Conservatives.

By then, Mr Blair already had one of his most striking achievements under his belt, having changed his party from being a creature with some old and embarrassing socialist tics to one that professed to favour free trade, markets and wealth creation. Britain could have both an efficient economy and well-funded schools and hospitals, he said.

A second election victory duly came, over lacklustre opposition. Abroad, Mr Blair had successful military campaigns to end wars in Kosovo and Sierra Leone behind him, and a clear view that Britain should use its limited clout to make the world safer. He was at the apex of his power.

Instinctively he stood by America after the 2001 terrorist attacks, again finding the right words to express sympathy with the old ally across the Atlantic. All democracies must unite, he said, and Britain would "not rest until this evil is driven from our world." Britain promptly joined the invasion of Afghanistan to oust the Taliban. As with the earlier interventions, this one appeared to make the world safer. The invasion of Iraq, to remove Saddam Hussein and impose democracy, seemed to Mr Blair to be the same sort of operation. After trying to persuade the United Nations, he won the support of his own House of Commons with the greatest speech he has given there.

Four years on, the misery in Iraq colours everything Mr Blair has done. How that bit of the world looks in a decade or two will determine his place in history. In the short

\[1\] surnom
\[2\] malaise
\[3\] à ce moment-là
\[4\] à son actif
\[5\] comme prévu
\[6\] terme, peu brillant
\[7\] à l'étranger
\[8\] influence
\[9\] sommet
\[10\] fausser
term, it has proven to be a huge burden. Mr Blair’s authority at home has been undermined. Abroad, it has been harder to contemplate other interventions, for example to stop mass slaughter in Darfur, in Sudan. The suspicion that Mr Blair misled voters over Iraq has become an accusation of bad faith that has been impossible to shake off. By now a common nickname for the prime minister was “Blair”.

His departure from Downing Street will be not be accompanied with flag-wavers, but by the findings of a police investigation into the funding of the Labour Party. Yet he is choosing when to go, a rarity in British politics. He does have real achievements to point to, not least in helping to bring peace and political reconciliation to Northern Ireland. And the two men who may succeed him, Mr Brown and then, possibly, David Cameron of the Conservative Party, both borrow heavily from Mr Blair. For all his mistakes, miscalculations and disappointments, he can claim that he has refashioned British politics in his own image.


QUESTIONS

Répondez aux questions suivantes en anglais EN PRENANT SOIN DE REFORMULER LE TEXTE.

1) What is the source of the document and what is the political context? (1,5 point)
2) "He had ended a Conservative hegemony" : What does it refer to (give names and precise dates)? (3 points)
3) "Mr Blair already had one of his most striking achievements under his belt, having changed his party from being a creature with some old and embarrassing socialistic to one that professed to favour free trade, markets and wealth creation" :
   - What are the major steps of the modernization of the Labour Party? (2 points)
   - What do we learn about Blair’s role in this modernization? (1 point)
4) "A second election victory duly came" : When did it take place? (1 point)
5) How many seats are there in the House of Commons and what is the name given to its members? (2 points)
6) What has been the influence of Iraq on Blair’s premiership? (1,5 point)
7) Explain: "How that bit of the world looks in a decade or two will determine his place in history." (1,5 point)
8) Why was Blair nicknamed "Blair"? (2 points)
9) "Yet he is choosing when to go, a rarity in British politics". How have British Prime Ministers lost office? Give examples. (3 points)
10) Explain the last sentence: "For all his mistakes, miscalculations and disappointments, he can claim that he has refashioned British politics in his own image". (1,5 point)

11 fardeau
12 saper, ébranler
13 massacre
14 tromper
15 se débarrasser de
16 patriote, militariste
17 à son actif
I. Answer TWO of the following four questions (4 pts).

- What were the successive stages in the building of the American political system (1776-1791)?

- What was known as the "XYZ affair" in 1797? What consequences did it have in the United States?

- Why was the presidential election of 1800 given the name of "The Revolution of 1800"?

- What were the causes of the war between the United States and Great Britain between 1812 and 1814?

II. Comment on ONE of the two texts (16 pts).

Text 1.

A letter from John Adams to James Warren¹
(22 April 1776).

The United Colonies are advancing by slow but sure steps, to that mighty² Revolution which you and I have expected for some time. Forced attempts to

¹ James Warren was a statesman who, at the time, was part of the Massachusetts government.
accelerate their motions would have been attended with discontent and perhaps convulsions.

The news from South Carolina has aroused and animated all the continent. It has spread a visible joy, and if North Carolina and Virginia should follow the example, it will spread through the rest of the colonies like electric fire.

I think it is now the precise point of time for our Council and House of Representatives either to proceed to make such alterations in our Constitution as they may judge proper, or to send a petition to Philadelphia for the consent of Congress to do it. It will be considered as evidence of our spirit and vigour, and will give life and activity and energy to all the other colonies. Four months ago, it might have been disagreeable and perhaps dangerous; but it is quite otherwise now. Another thing, if you are so unanimous in the measure of independency, and wish for a declaration of it, now is the proper time to instruct your delegates to that effect. It would have been productive of jealousies perhaps, and animosities, a few months ago; but, now, it would have a contrary tendency. The Colonies are all at this moment turning their eyes that way. Vast majorities in all the colonies now see the propriety and necessity of taking the decisive steps, and those who are averse to it are afraid to say much against it. […]

All great changes are irksome to the human mind, especially those which are attended with great dangers and uncertain effects. No man living can foresee the consequences of such a measure, and therefore I think it ought not to have been undertaken until the design of Providence, by a series of great events, had so plainly

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2 Mighty: puissant.
3 To be attended with (here): être suivi de.
4 In March 1776, the Provisional Congress of South Carolina had expressed its wish to draft a Constitution.
5 Be careful! John Adams is talking about the State Constitutions – not the Federal one, which would be drafted later.
6 The propriety: la convenance.
7 Those who are averse to it; those who are against it.
8 Irksome: ennuyeux.
9 It ought not to have been undertaken: cela n’aurait pas dû être entrepris…
marked out the necessity of it. We may feel a sanguine confidence of our strength! Yet in a few years it may be put to the trial.

We may please ourselves with the prospect of free and popular governments, but there is great danger that these governments will not make us happy. God grant\textsuperscript{10} they may! But I fear that in every Assembly members will obtain an influence by noise, not sense; by meanness\textsuperscript{11}, not greatness; by ignorance, not learning. I fear, too, that it will be impossible to convince and persuade people to establish wise regulations.

There is one thing, my dear sir, that must be attempted and sacredly observed, or we are all undone\textsuperscript{12}. There must be decency and respect and veneration introduced for persons in authority, of every rank, or we are undone. In a popular government this is the only way of supporting order, and in our circumstances, as our people have been so long without any government at all, it is more necessary than in any other.

Text 2.

A letter from Thomas Jefferson to Dr. Joseph Priestley
(21 March, 1801).

DEAR SIR,—What an effort have we gone through\textsuperscript{13}! The barbarians really flattered themselves they should be able to bring back the times of Vandalism, when ignorance reigned. We were to look backwards, not forwards, for improvement. Those who live by charlatanerie endeavored\textsuperscript{14} to crush our model of government. [...] But now, our countrymen have recovered from the alarm into which they had been thrown; science & honesty are replaced on their high ground. It is with great

\textsuperscript{10} To grant: garantir.
\textsuperscript{11} Meanness (here): la mesquinerie.
\textsuperscript{12} Or we are all undone: ou nous sommes tous perdus.
\textsuperscript{13} To go through: traverser.
\textsuperscript{14} To endeavo(u)r: s'efforcer de.
satisfaction that, in the first moments of my public action, I can welcome you to our land, cover you under the protection of those laws which were made for the wise and good like you, and disdain the legitimacy of that former legislation, which under the form of a law, was for some time placed among them.

As the storm is now subsiding, and the horizon becoming serene, it is pleasant to consider the phenomenon with attention. We can no longer say there is nothing new under the sun. For this whole chapter in the history of man is new. The great extent of our Republic is new. Its sparse habitation is new. The mighty wave of public opinion which has rolled over it is new. The order & good sense displayed in this recovery from delusion, and in the crisis which lately arose, really bespeak a strength of character in our nation which augurs well for the duration of our Republic; & I am much better satisfied now of its stability than I was before it was tried.

I have been, above all things, solaced by the prospect which opened on us, in the event of a non-election of a President; in which case, the federal government would have been in the situation of a clock or watch run down. There was no idea of force. A convention, invited by the Republican members of Congress, with the virtual President & Vice President, would have been set up in 8 weeks, would have repaired the Constitution where it was defective, & wound it up again. This peaceable & legitimate resource shows a precious principle of self-preservation in our composition, till a change of circumstances shall take place, which is not within prospect at any definite period.

15 Jefferson is, of course, referring to his role as President of the United States.
16 To disdain: dédaigner.
17 Sparse: rare.
18 Delusion: l’illusion, la tromperie.
19 Jefferson is referring to the 1800 presidential election, for which an extra vote at the House of Representatives was necessary.
20 To bespeak: témoigner de.
21 To solace: consoler, soulager.
22 Run down (here): démonté.
23 To wind up (a watch): remonter.
24 This pronoun is referring to the American people.
Die Dame im Kiosk und der Kunde diskutieren.

1) Bitte schreiben Sie die 4 Dialoge!
2) Was will der Mann am Ende mit der Zeitung machen?  

„ICH WILL ANDERE ZEITUNGEN!“
Die Verben kennen Sie schon. Sie werden oft mit den folgenden Präpositionen gebraucht.

2)

| aufpassen | auf | anrufen (muv) bewerben arbeiten informieren (ovt) entschuldigen | bei | diskutieren erzählen freuen lachen nachdenken schreiben weinen wissen | über
| freuen | (ni) | (ni) | (ni) | (ni) | (ni) |
| warten |
| denken | an |
| glauben |
| fragen | nach |
| suchen |
| (ni) interessieren | für |
| brauchen |
| (ni) entschuldigen |

Ergänzen Sie.  

a) Ich kann mich nicht entscheiden. Ich muß ___ d ___ Sache noch einmal nachdenken.

b) Er sah wirklich komisch aus. Alle haben ___ d ___ gelacht.

c) Ich komme in zwei Stunden wieder. Kannst du bitte ___ d ___ Kinder aufpassen?

d) Franz arbeitet schon zehn Jahre ___ d ___ gleichen Firma.

e) Ich habe gestern ___ d ___ Arzt gesprochen. Herbert ist bald wieder gesund.

f) Wenn Sie etwas ___ d ___ Fall wissen, müssen Sie es der Polizei erzählen.

3) Lesen Sie den Text « Doris »

a) SCHREIBEN Sie in 9 kompletten Sätzen (phrases), was Sie verstanden haben. (auf deutsch natürlich)  9 P

b) ÜBERSETZEN Sie den Text von Zeile 1 (seit ich...) bis Zeile 6... das Leben schwer.  5 P

c) SCHREIBEN Sie eine kurze Zusammenfassung auf Französisch.  5 P

AUTOR

Doris

Hallo,

Lesen Sie die Texte und ordnen Sie die Überschriften zu.

| Die Mietwohnung | Das Studentenwohnheim | Die Wohngemeinschaft |

Viele Studenten ziehen von zu Hause aus und suchen sich eine Wohnung oder ein Zimmer. Dabei gibt es verschiedene Möglichkeiten:

1. 

2. 

3. 

Bitte beantworten Sie folgende Fragen ausführlich:

1) Wo wohnen Sie? Welche Vorteile hat Ihre Wohnung? (40 Wörter 3 P
2) Welches ist die ideale Wohnung für einen Studenten? warum? 60 Wörter 6,5 P
3) Brief: liebe Paula 7,5 P

Lesen Sie die E-Mail und ergänzen Sie die fehlenden Wörter.

<table>
<thead>
<tr>
<th>Aufzug</th>
<th>Bad</th>
<th>Balkon</th>
<th>Dusche</th>
<th>Tieffgarage</th>
<th>Küche</th>
<th>Mietvertrag</th>
<th>Parkplatz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quadratmeter</td>
<td>Schlafzimmer</td>
<td>Stadtmitte</td>
<td>Stock</td>
<td>Wohnblock</td>
<td>Wohnung</td>
<td>Zimmer</td>
<td></td>
</tr>
</tbody>
</table>

Liebe Paula,


Im Sommer werde ich da jeden Tag frühstücken. Aber das Beste ist: Ich muss nun nie wieder einen (14) ________________ suchen, denn ich habe einen Stellplatz in der (15) ________________ gemietet. Du musst mich so bald wie möglich besuchen!

Viele Grüße, Marietta
Sujet pour les étudiants inscrits en contrôle continu :

- Présenter le Realismo Mágico. (10 points)
- Faire un résumé du conte de Julio Cortázar : Continuidad de los parques. Texte ci-dessous. (10 points)

Continuidad de los parques

Había empezado a leer la novela unos días antes. La abandonó por negocios urgentes, volvió a abrirlo cuando regresaba en tren a la finca; se dejaba interesar lentamente por la trama, por el dibujo de los personajes. Esa tarde, después de escribir una carta a su apoderado y discutir con el mayordomo una cuestión de aparcerías volvió al libro en la tranquilidad del estudio que miraba hacia el parque de los robles. Arrellanado en su sillón favorito de espaldas a la puerta que lo hubiera molestado como una irritante posibilidad de intrusiones, dejó que su mano izquierda acariciara una y otra vez el terciopelo verde y se puso a leer los últimos capítulos. Su memoria retenía sin esfuerzo los nombres y las imágenes de los protagonistas; la ilusión no velesca lo ganó casi en seguida. Gozaba del placer casi perverso de irse desgajando línea a línea de lo que le rodeaba, y sentir a la vez que su cabeza descansaba cómodamente en el terciopelo del alto respaldo, que los cigarrillos seguían al alcance de la mano, que más allá de los ventanales danzaba el aire del atardecer bajo los robles. Palabra a palabra, absorbido por la sórdida disyuntiva de los héroes, dejándose ir hacia las imágenes que se concertaban y adquirían color y movimiento, fue testigo del último encuentro en la cabana del monte. Primero entraba la mujer, recelosa; ahora llegaba el amante, lastimada la cara por el chicotazo de una rama. Admirablemente restallaba ella la sangre con sus besos, pero él rechazaba las caricias, no había venido para repetir las ceremonias de una pasión secreta, protegida por un mundo de hojas secas y senderos furtivos. El puñal se entibió contra su pecho, y debajo latía la libertad agazapada. Un diálogo anhelante corría por las páginas como un arroyo de serpientes, y se sentía que todo estaba decidido desde siempre. Hasta esas caricias que enredaban el cuerpo del amante como queriendo retenerlo y disuadirlo, dibujaban abominablemente la figura de otro cuerpo que era necesario destruir. Nada había sido olvidado: cartas, azares, posibles errores. A partir de esa hora cada instante tenía su empleo minuciosamente atribuido. El doble repaso despiadado se interrumpía apenas para que una mano acariciara una mejilla. Empezaba a anochecer.

Sin mirarse ya, atados rígidamente a la tarea que los esperaba, se separaron en la puerta de la cabana. Ella debía seguir por la senda que iba al norte. Desde la senda opuesta él se volvió un instante para verla correr con el pelo suelto. Corrió a su vez, parapetándose en los árboles y los setos, hasta distinguir en la bruma malva del crepúsculo la alameda que llevaba a la casa. Los perros no debían ladrar, y no ladraron. El mayordomo no estaría a esa hora, y no estaba. Subió los tres peldaños del porche y entró. Desde la sangre galopando en sus óidos le llegaban las palabras de la mujer: primero una sala azul, después una galería, una escalera alfombrada. En lo alto, dos puertas. Nadie en la primera habitación, nadie en la segunda. La puerta del salón, y entonces el puñal en la mano. La luz de los ventanales, el alto respaldo de un sillón de terciopelo verde, la cabeza del hombre en el sillón leyendo una novela.
Sujet pour les étudiants salariés:

- Faire un résumé de l'article ci-dessous. (10 points)
- Que pensez-vous de la crise financière et politique qui frappe la zone euro actuellement? (10 points)

América Latina, una escuela para la crisis

La zona euro atraviesa una situación que fue experimentada por América Latina en las décadas de los 80 y los 90. Para evitar los errores del pasado, el editorialista y exministro venezolano Moises Naím extrae algunas lecciones válidas para Europa.

Aprender del pasado es lo que sugiere el diario El País: que el Viejo Continente "aprenda de los errores y aciertos de una región que sabe más que ninguna otra de crisis económicas, hundimientos bancarios, shock externos y los efectos del despilfarro, el alto endeudamiento y las vacías promesas del populismo". Así lo apunta su autor Moisés Naim, que defiende que lo más importante es dar una respuesta coherente y global, lo que él denomina "el poder del paquete".

Subraya que para que el paquete tenga éxito "no sólo ofrece recortes del gasto público y austeridad, sino también una justa distribución de los costos del ajuste económico entre diferentes grupos sociales, el fortalecimiento de las redes de seguridad social para los más vulnerables, reformas estructurales que generen más empleo y, sobre todo, esperanzas para un futuro mejor". Un compendio de medidas que demuestren que se toma como modelo a la América Latina de hoy, "la que ha sabido navegar por la crisis mundial sin descarrilarse, que maneja sus finanzas públicas con prudencia y sabe regular sus bancos". Sirvan como ejemplo del éxito Brasil, Chile, o Colombia.

Moisés Naim, El País, noviembre 2011.
Ti amo in tutte le lingue del mondo (di Leonardo Pieraccioni)

Gilberto (Leonardo Pieraccioni), una volta nuotatore a livello agonistico\(^1\), sulla soglia dei quaranta anni, insegna in un liceo di Pistoia\(^2\) in qualità di professore di educazione fisica. Dopo l'improvviso ed inaspettato fallimento del suo matrimonio, Gilberto vive con il fratello Catenò (Giorgio Panariello), uomo tenero e problematico che vive all'ombra dei successi del fratello atleta. Ma Gilberto è marcatò stretto da una ragazzina di sedici anni sua allieva (Giulia Elettra Gorietti), che si dice innamorata follemente di lui e glielo scrive su alcuni bigliettini, come da titolo, in tutte le lingue del mondo. Poi, all'improvviso entra nella sua vita Margherita (Marjo Berasategui), e nasce l'amore.

Ti amo in tutte le lingue del mondo è un film natalizio forse non nelle atmosfere ma sicuramente nell'ambizione di raggiungere un bacino di pubblico ampio il più possibile. Secondo quanto affermato dallo stesso regista si tratta di una storia di amori sbagliati, che non possono nascere o che sono destinati al fallimento. Ed in fondo tutti i personaggi sono animati da un profondo senso d'infelicità, che ne segna inevitabilmente le scelte. Nel cast oltre al già citato Panariello possiamo annoverare\(^3\) Massimo Ceccherini, nel ruolo per lui inedito di frate, quanto mai lontano dal suo repertorio abituale di allegra scurilità\(^4\). Degno di nota è inoltre il cantautore Francesco Guccini, nei panni del severo preside della scuola in cui insegna Gilberto: vedere Guccini nei panni di un burbero\(^5\) e conservatore funzionario pubblico non può non strappare un sorriso. La sceneggiatura rinnova l'ormai lunghissima collaborazione artistica tra Pieraccioni e Giovanni Veronesi, recentemente molto apprezzato per un'altra commedia di volti notissimi: Manuale d'amore.

http://filmup.leonardo.it

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\(^{1}\) De compétition
\(^{2}\) Ville de Toscane
\(^{3}\) Compter, inclure
\(^{4}\) Obsénité
\(^{5}\) Bourru
Domande: Ti amo in tutte le lingue del mondo

1. Di che cosa parla il film "Ti amo in tutte le lingue del mondo"? (2)

2. Chi sono i principali personaggi? (2)

3. Qual'è la situazione sentimentale e professionale di Gilberto? (2)

4. Chi è innamorata follemente di lui? Come lei gli trasmette il messaggio? (2)

5. Definite, con le vostre parole, il carattere del fratello di Gilberto. (2)

6. Secondo voi, che cosa significa la parola "natalizio"? Perché il film è qualificato così? (2)

7. Come Pieraccioni definisce le storie d'amore del film? Che cosa significa? (2)

8. Che cosa significa secondo voi la parola "cantautore" che qualifica Francesco Guccini? (2)

9. Che cosa significa la parola "strappare"? Datene un sinonimo in francese. (2)

10. Che cosa dice l'autore dell'articolo riguardo alla sceneggiatura del film? È una critica elogiativa o negativa? (2)
Il ciclone (di Leonardo Pieraccioni))

In un paesino della Toscana vive la famiglia Quarini, il padre Osvaldo e i tre figli Levante, Libero e Selvaggia. Levante è ragioniere e tiene la contabilità di alcuni negozi. Osvaldo e Libero lavorano nei campi, Selvaggia è commessa nella farmacia. Levante, quando va in paese, si ferma nel casolare vicino e da lontano parla con Gino, un contadino che non si vede mai e di cui si sente solo la voce. Un giorno, un gruppo di ballerine spagnole di flamenco, rimaste a piedi, trova ospitalità presso la famiglia Quarini, in una bella casa della campagna toscana. La normale vita di provincia naturalmente viene sconvolta dalla verve di queste ragazze vivaci e disponibili.


http://cinema-tv.corriere.it

1 Maison de campagne
2 Energiques, vacillantes
3 Négligé
4 Obsène
5 Aidé, soutenu
6 Grâce
Domande: Il Cielone

1. Chi sono i principali personaggi del film? (Presentarli dettagliatamente)

2. Secondo il testo, come potrebbe essere definito il carattere di Levante?

3. Che cosa si svolge che viene sconvolgere la tranquillità del paesino di Toscana?
