Rédigez vos réponses directement sur cette feuille

1. Expliquez l’emploi des aspects BE + ING et Ø avec le verbe « think » dans les phrases suivantes :

   - « I think moving to Canada is a good idea. »
   - “I’m thinking of moving to Canada.”

2. Qu’est-ce qu’un verbe d’état? Donnez trois exemples.

3. Expliquez (en français) le choix de l’emploi de BE + ING dans les phrases suivantes :

   - « You’re being so foolish. »
   - « They are constantly laughing at us. »

4. Traduire les phrases suivantes en anglais en utilisant une forme simple ou progressive selon le contexte.

   1. Laisse-moi tranquille je réfléchis.
   2. (Une de journal) « Un boulanger du Devonshire a gagné dix millions d’euros à la loterie. »
3. M’écoutez-vous?

4. Tu te plains tout le temps c’est vraiment pénible (irritating).

5. Quand elle partit elle ne savait pas qu’il neigeait.

6. Quand je suis arrivé tout le monde dormait.

7. Quand j’étais enfant nous allions à la piscine le mercredi après-midi.

8. Pendant que nous discutions, quelqu’un nous a volé nos sacs.

9. Pourquoi n’avez-vous pas appelé une ambulance pendant qu’il essayait de la réanimer? (revive)

5. **Expliquez (en français) le choix de l’emploi du present perfect dans les phrases suivantes:**

- I’ve been cooking since 7 this morning.

- He has always wanted to be a pianist.

- “Can he drive?”
  “Well, no, he has broken his leg.”

6. **Expliquez la différence de sens entre les phrases suivantes:**

- Have you ever gone rafting in Alaska?

- Have you gone rafting in Alaska yet?

- Have you gone rafting in Alaska before?
7. Traduire:

1. Je ne l'ai jamais vu à la bibliothèque.

2. Avez-vous déjà fini votre entraînement ? (training session)

3. Ils sont partis il y a trois jours et je n'ai pas encore eu de leurs nouvelles. (hear from)


5. Il ne se sent pas bien depuis que son chien est mort.

6. « J'habite en Suisse depuis dix ans. »
   « Vraiment ? Moi j'ai vécu à Zurich pendant six mois. »

7. Je ne savais pas où elle était allée.

8. Dix minutes après il se rendit compte qu'il n'avait pas pris le bon chemin. (the right way)

8. Quelle est la différence de sens entre ces deux phrases ?

   We had tidied the garage when they came back home.

   We had been tidying the garage for two hours when they came back home.

9. Quels types d'événements futurs sont exprimés ici par:

   Le présent simple : « Tomorrow's class begins at eight sharp. »

   Le présent progressif: “We are going to eat Mexican tonight.”

   Will: “You can trust me, teenagers will get more and more addicted to their cell phones.”

   Be going to: “He's going to move in with her.”

   “What a mess! He's going to be furious!”
10. **Traduire:**

1. Le président doit s’adresser au sénat aujourd’hui à 15 heures. (address the Senate)

2. Dépêches-toi, nous sommes sur le point de partir.

3. Dans six semaines je serai en train de passer mes examens. (to take my exams)

4. J’aurai terminé ma dissertation d’ici vendredi. (essay / by Friday)

5. Il te téléphonerà dès qu’il rentrera.

6. Je réserverai les billets une fois que j’aurai les horaires (timetable)

7. Bientôt je saurai quand je me ferai opérer. (have surgery)
Grammaire LLCE 1
UE 11a
Rattrapage
Semestre 1

I. Justifiez en français l'emploi du présent progressif dans les phrases suivantes:

1. Are you enjoying living in a farm?

2. My brothers are always getting into trouble.

3. You are being quite rude.

II. Justifiez en français l'emploi du présent simple dans les phrases suivantes:

1. I disagree with everything you said.

2. “Simpson runs, kicks the ball and scores!”

III. Complétez les phrases suivantes en utilisant une forme simple ou progressive selon le contexte.

1. All right I __________________(accept) your apologies.
2. _____________ (you / listen) to me? You _____________ (seem) distracted.

3. “What _____________ (you / do)?” “I’m a student.”

4. Don’t you think she _____________ (get) bigger and bigger?

5. Why _____________ (you / constantly / complain); it is annoying.

6. Yesterday I _____________ (arrive) very early at the office and I ______
___________ (still / work) at 8 pm.

7. She _____________ (fall) asleep two hours ago while we _____________
(watch) TV.

8. While I _____________ (queue) at the cinema I _____________ (notice) the
girl ahead of me _____________ (steal) wallets from people’s bags.

9. When I _____________ (smell) smoke yesterday evening I immediately __
___________ (understand) that something _____________ (burn) in the oven.

10. Why _____________ (you / not / call) a taxi when you _____________
(see) it _____________ (rain) so much?

IV. Traduisez anglais les phrases suivantes de deux manières différentes
en utilisant deux façons différentes d’exprimer l’habitude passée.

- Quand j’étais enfant j’avais l’habitude d’emmener mon ours en peluche à l’école avec moi. (Teddy bear)

V. Traduisez en anglais les phrases suivantes:

1. Trois heures après son départ je riais encore de ses blagues. (jokes)

2. Ils savaient ce que tu faisais pour eux.

3. Je n’ai pas compris pourquoi il est parti.
VI. Justifiez en français l'emploi du présent perfect dans les phrases suivantes.

1. He has written numerous best-sellers.

2. Who has drunk all the wine?

3. I haven't been to the bank yet.

VII. Traduction de déjà. Expliquez dans quels cas vous utiliserez :

1. Ever

2. Yet

3. Before

VIII. Traduisez les phrases ci-dessous.

1. Il neige depuis hier.

2. J'ai toujours cru en toi.

3. Depuis quand travaille-t-il dans la publicité ? (advertising)

4. Julie n'est pas là, elle est allée se coucher.

5. Dépêchez-vous, ils vous attendent depuis trente minutes.

IX. Traduisez les phrases ci-dessous.
1. Lorsque je l’ai vu je me suis souvenu que nous nous étions déjà rencontrés.

2. Je travaillais depuis quelques mois quand j’ai eu mon premier enfant.

X. **Complétez avec une forme au past perfect simple ou progressif selon le contexte. Expliquez votre choix.**

1. He ________________ (type) all his speech when they told him the conference was cancelled.

2. He ________________ (type) his speech for hours when they told him the conference was cancelled.

XI. **Qu’expriment ici:**

- **WILL + Have + ing:** Next Saturday we’ll be celebrating their 40th wedding anniversary.

- **WILL + Have + En:** He imagines he will have finished his studies, settled in Canada and found a very-well paid job by the time he’s 23.

- **BE TO:** I’m to take up my new post in November.

- **WILL:** Don’t worry, she won’t make a scene, she’s a very understanding person.

- **Be going to:** Look at that blue sky, we’re going to have a very pleasant day.

XII. **Traduisez ces phrases en utilisant une expression du futur.**

1. Elle est sur le point de pleurer.

2. Reste assis, je vais ouvrir la porte. (remain seated)

3. En janvier prochain, j’aurai fini mon tour du monde. (trip around the world).

5. J'arrêterai de fumer quand je me sentirai mieux.

6. Tu me diras quand ton frère rentrera en France.

XIII. **Répondez à cette question en français.**
Dans quels cas préfère-t-on employer la voix passive plutôt que la voix active ?

XIV. **Traduisez les phrases suivantes en utilisant une tournure passive.**

1. On dit que les français aiment les escargots et les cuisses de grenouille. (snails / frog legs)

2. On a cru que tu étais malade.

3. On pense qu'elle a un poste très intéressant mais c'est faux. (position)

4. Samedi dernier on nous a envoyé de nombreuses cartes d'anniversaire.

5. On ne doit pas contredire le patron. (contradict)
John Trant entered the Cathedral of St Bavon at almost exactly 11.30.

An unexpected week’s holiday having come his way, he was spending it in Belgium, because Belgium was near and it was late in the season, and because he had never been there. Trant, who was unmarried (though one day he intended to marry), was travelling alone, but he rarely felt lonely because he believed that his solitude was optional and considered it rather as freedom. He was thirty-two and saw himself as quite ordinary, except perhaps in this matter of travel, which he took more seriously than most people. The hour at which he entered the Cathedral was important, because he had often been inconvenienced by the irritating habit of shutting\(^1\) tourist buildings between 12.00 and 2.00, even big churches. In fact, he had been hesitating whether to visit the Cathedral with so little time in hand. One\(^2\) could not even count upon the full half-hour, because the driving out\(^3\) of visitors usually began well before the moment of actual closure. [...]

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\(^1\) to shut: to close.
\(^2\) one (here): on (pronom sujet).
\(^3\) to drive out: faire sortir.
The thing that struck Trant most as he entered the vast building was how silent it seemed to be, how empty. Other Belgian cathedrals had contained twenty or thirty scattered⁴ people praying, priests on the move; and, of course, Americans. Here there seemed to be no one; other, doubtless, than the people in the tombs. Trant again wondered whether the informed⁵ did not know that it was already too late to go in. He leant against a column at the west end of the nave,⁶ as he always did, and read the history of the cathedral in his Blue Guide.

Robert Aickman, *The Cicerones* (1968)
(punctuation unchanged).

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⁴ to be scattered: to be spread widely in all directions.
⁵ the informed: the people who were informed.
⁶ the nave: *la nef*.
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 flutters 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. 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 for him it was unnatural. He had never seen anything like it. He

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1 To flutter: to move quickly and lightly.
2 Learned: *érudit* (adj.).
3 To frown: to bring the eyebrows together in anger or effort / a frown: a serious or displeased look.
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).
Thème  
LLCE 1  

Final Exam  
January 15, 2013

Première rencontre

IL y a six ans, j'avais une panne dans le désert du Sahara. Quelque chose s'était cassée dans mon moteur et comme je n'avais avec moi ni mécanicien, ni passagers, je me préparai à essayer de réussir, tout seul, une réparation difficile. C'était pour moi une question de vie ou de mort. J'avais à peine de l'eau à boire pour huit jours.

Le premier soir je me suis donc endormi sur le sable à mille milles de toutes les terres habitées. J'étais plus isolé qu'un naufragé sur un radeau au milieu de l'océan. Alors vous imaginez ma surprise, au lever du jour, quand une drôle de petite voix m'a réveillé. Elle disait:
- S'il te plaît... dessine-moi un mouton!

J'ai sauté sur mes pieds comme si j'avais été frappé par la foudre. J'ai bien frotté les yeux. J'ai bien regardé. Et j'ai vu un petit bonhomme tout à fait extraordinaire qui me considérait gravement.

Mais mon dessin, bien sûr, est beaucoup moins ravissant que le modèle. Ce n'est pas ma faute. J'avais été découragé dans ma carrière de peintre par les grandes personnes, à l'âge de six ans, et je n'avais rien appris à dessiner, sauf les boas fermés et les boas ouverts.

Je regardai donc cette apparition avec des yeux tout ronds d'étonnement. N'oubliez pas que je me trouvais à mille milles de toutes les régions habitées. Or mon petit bonhomme ne me semblait ni égaré, ni mort de fatigue, ni mort de faim, ni mort de soif, ni mort de peur. Il n'avait en rien l'apparence d'un enfant perdu au milieu du désert, à mille milles de toute région habité. Quand je réussis enfin à parler, je lui dis:

- Mais... qu'est-ce que tu fais là?

Et il me répêta alors, tout doucement, comme une chose très sérieuse:

- S'il te plaît... dessine-moi un mouton
En me réveillant, j’ai compris pourquoi mon patron avait l’air mécontent quand je lui ai demandé mes deux jours de congé : c’est aujourd’hui samedi. Je l’avais pour ainsi dire oublié, mais en me levant, cette idée m’est venue. Mon patron, tout naturellement, a pensé que j’aurais ainsi quatre jours de vacances avec mon dimanche et cela ne pouvait pas lui faire plaisir. Mais d’une part, ce n’est pas de ma faute si on a enterré maman hier au lieu d’aujourd’hui, et d’autre part, j’aurais eu mon samedi et mon dimanche de toutes façons. Bien entendu, cela ne m’empêche pas de comprendre tout de même mon patron.


*L’Étranger*, Albert Camus
VEUILLEZ REPONDRE AUX QUESTIONS DANS L’ORDRE DONNE.

Section A: IDENTIFICATION : Very short answers, no need to write full sentences (1 point per question)

1) Give the title of any morality play.
2) Who wrote The Canterbury Tales?
3) What term is used to refer to unrhymed lines of iambic pentameter?
4) What is the title of Edmund Spenser’s famous long allegorical poem, featuring the character of Gloriana?
5) In Shakespearean studies, what does the term ‘the First Folio’ refer to?
6) In Hamlet, what is Hamlet’s relation to i) Claudius ii) Gertrude
7) Name any two ‘metaphysical poets’.
8) What verse form did Alexander Pope use?
9) Give one example (title and author) of an epistolary novel written in the eighteenth century.
10) In Gulliver’s Travels by Jonathan Swift, who are Gulliver’s closest friends after he returns from his voyage to the land of the Houyhnhnms?

Section B: SHORT ANSWERS: Answer the question in two or three sentences. (4 points per question)

11) What is a ‘kenning’? Give three examples to illustrate your answer.
12) What are the characteristics of a ‘pastoral’?
13) Briefly summarise the frame narrative used in The Canterbury Tales.
14) Give two examples of ways in which Shakespeare’s tragedies often deviate from Aristotelian principles.
15) Briefly summarise the plot of ‘The Pilgrim’s Progress’ by John Bunyan.
16) Describe any three ways in which English theatre during the period referred to as the Restoration differed from the theatre in Shakespeare’s day.
17) Explain what the term ‘metaphysical conceit’ refers to and give an example.

Section C: MORE DETAILED ANSWERS: Write a short paragraph in response to each question (6 points for question 18; 8 points each for questions 19 and 20)

18) Summarise Sir Philip Sidney’s argument concerning the value of poetry, showing how he was influenced by Christian-Platonism.
19) Explain any four characteristics of the ‘literary epic’, referring to aspects of Paradise Lost to illustrate your answer.
20) Write a paragraph briefly explaining four different prominent features of Neoclassical ideas about literature (i.e. concerning the appropriate function, subject matter and means of composing literary works).
Section A: IDENTIFICATION: Very short answers, no need to write full sentences (1 point per question)

1) Give the dates generally ascribed to the beginning and end of the Old English (Anglo-Saxon) period.
2) In Beowulf, who or what is Wiglaf?
3) Who wrote the sonnet sequence ‘Astrophel and Stella’?
4) What is the title of Edmund Spenser’s famous long allegorical poem, featuring the character of Gloriana?
5) In Shakespearean studies, what does the term ‘The First Folio’ refer to?
6) In Hamlet, what is Hamlet’s relation to i) Claudius ii) Gertrude?
7) Name any two ‘metaphysical poets’ (first names and surnames).
8) What term is used to refer to unrhymed lines of iambic pentameter?
9) Give one example (title and author) of an epistolary novel written in English in the eighteenth century.
10) Who collaborated with William Wordsworth to produce ‘The Lyrical Ballads’?

Section B: SHORT ANSWERS: Answer each question in two or three sentences. (4 points per question)

11) Give a brief definition of the term ‘morality play’.
12) Briefly summarise the frame narrative used in The Canterbury Tales.
13) What are the characteristics of a ‘pastoral’?
14) Briefly explain any three characteristics of sixteenth century humanism.
15) Explain the term ‘carpe diem poem’ and give an example (title and author).
16) Briefly explain the term ‘metaphysical conceit’ and give an example.
17) i) What time in English history does the ‘Augustan Age’ refer to? ii) Briefly explain why the term ‘Augustan’ is used.

Section C: MORE DETAILED ANSWERS: Write a short paragraph in response to each question (6 points for question 18; 8 points each for questions 19 and 20)

18) Explain any three key ideas associated with Romanticism.
19) Briefly describe four typical characteristics of the first public theatres in London (include the terms ‘thrust stage’ and ‘tiring house’ in your answer).
20) Write a paragraph briefly explaining four different prominent features of Neoclassical ideas about literature (i.e. concerning the appropriate function, subject matter and means of composing literary works).

Please note: the quality of your written English will naturally be taken into account in the marking of sections B and C.
Durée : 2h 30
Documents autorisés : aucun
A noter : Les brouillons ne seront pas corrigés.

Write a mini-commentary (500-600 words) on the following extract. You should make sure you include the following elements in your commentary:
- identify the author, the poem, the literary context (period, type of poetry) and the place of the extract in relation to the whole poem;
- identify the speaker(s) and addressee(s).
- briefly summarise the main ideas explored in the poem in general and in the extract in particular;
- analyse the means by which these ideas are expressed in the extract and the effects which are generated, paying attention to the relation between form and content.

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!”
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance or nature's changing course untrimmed.
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wandrest in his shade,
When in eternal lines to time thou grow'st.
So long as men can breathe and eyes can see,
So long lives this, and this gives life to thee.
Questionnaire:

1) a. How did an applicant become a British citizen before the introduction of the citizenship ceremony?
   b. Why was it felt necessary to introduce this ceremony?

2) We are told (lines 5-6): "(...) the event will now be compulsory". What has also become compulsory for would-be Britons since the story was published in February 2004?

3) Why are several references made to America?

4) Using the text and what you have read or heard about the topic, why did it take so long for the British to introduce a ceremony with a pledge? (i.e. how do most British people feel about patriotism, the flag and national anthem?)

5) a. After studying the interviews from line 15 to 53, what common traits do these “new Britons” seem to share?
   b. What distinguishes them one from another, and from other Britons?

6) Judging from these interviews again, would you say that the ideas behind the citizenship ceremony were successful, i.e. did they reach the intended goals?
WELCOMING THE NEW BRITONS

By Duncan Walker
BBC News Online Magazine

Under a Union flag, a group of 20 people will sing the national anthem and swear allegiance to the Queen on Thursday. It's the UK's first citizenship ceremony - but will it make them feel more British? And will it make them more welcome?

The inaugural ceremony in Brent, north London, will be followed by hundreds more across the UK. For approximately 100,000 people who are given British citizenship each year, the event will now be compulsory. Bringing pageantry¹ and a sense of occasion to the services is key to welcoming these new Britons, organisers believe, and helping to make them feel that their new status actually means something.

"I will give my loyalty to the United Kingdom and respect its rights and freedoms. I will uphold its democratic values. I will observe its laws faithfully and fulfil my duties and obligations as a British citizen."
The new pledge

"It will be with all the trappings² because we want people to think it's special - otherwise you can't expect people to think citizenship is special," says one.

The ceremonies will also include a new pledge in which applicants must promise their loyalty and respect for Britain’s rights, freedoms and laws.

Those taking part in the ceremonies come from countries all over the world, including many who have British ancestry or partners. Some of those involved told us what it meant to them.

Margaret Lewis, 57, arrived from India in 1998
"I came to England to see my husband, who left us when my kids were small and went on the ships, arriving in Britain in the 70s. In 1998 his cousins called and said he was dying from cancer and I should send my kids to see him. After he died I decided to stay on as I thought I would like it. I just love the place and I feel very much at home here.

"I feel it's so much better to go through the ceremony. It's a big thing for me and I feel very honoured at the chance to take part. I'm thinking about what I'm going to wear and just looking forward to being there with my son and daughter-in-law, who will accompany me. I'm happy to pledge my allegiance to the Queen as I support the Royal Family because I remember, as a child, reading about her in books. When I was named it was after Princess Margaret."

Ross Richards, 30, arrived from Zimbabwe in 1998
"I came to Britain to work in the City in an international career and London is the best place in the world to do that.

"I would not say I have a strong allegiance to Zimbabwe. I might be Zimbabwean by birth, but I have the feeling I'm not particularly welcome there. I work internationally and it will be a lot easier for me to be on an EU passport.

"I'm pretty ambivalent about the ceremony and I would not say I'm excited about it. But I would say it's a good thing as it gets people to think about what they're signing up for. People should learn the norms of the country and live by them. The ceremony strikes me as a little American."

¹Pompe, apparat
²Trappings: “articles of dress or ornamentation, esp. as a sign of public office.” (Longman Dictionary)
Christopher Stark, 28, arrived from South Africa in 1997

"I came to London after university on a two-year visa with the intention of seeing the city, earning a few pounds and travelling. At the end of the two years I got an ancestry visa and decided I wanted to become British. I married an English woman in 2002 and I applied to become fully British, rather than just a welcome foreigner. There's a certain cultural affinity through my family, who have always considered themselves Scottish people living in South Africa.

"I have made a fantastic life for myself here and there's no motivation to go back. I'm looking forward to the ceremony and was amazed at all the fuss being made. I thought I would just go through a lawyer's office. I'm quite touched by the way it's being dealt with. "It will be great to be British. I will not be keeping my South African passport."

Galina Russell, 43, arrived from Uzbekistan in 1998

"The ceremony will be a really important day in my life and I will remember it all my life. I will be part of a great nation.

"I will be going to a restaurant afterwards with my husband, Ronald, and five-year-old son, Alexander, to make it more memorable.

"Becoming British means I will be able to teach my son patriotic things. I want him to be proud as well. I don't think it's at all strange to make an oath to the Queen, because I want to be part of the nation.

"I have been back to Uzbekistan and my mother, who is 81, says it is up to me. She thinks that because my husband and son are British, and I would like to, I can take British citizenship."

'Longer impact'

The first ceremony will see the new Britons formally welcomed to the UK by Prince Charles, who will present their certificates of citizenship. But are ordinary members of the public as supportive of the services as their future king?

Job hunter Christelle Jacquet, from west London, says: "Swearing an oath means nothing. Through education you can get a better and longer impact."

The 29-year-old says, "You can't just become British by standing under a flag. That's why American people are patchwork communities rather than just one big nation."

But shop worker Ali, a 27-year-old student who plans to return to Pakistan when his visa runs out in just two years, suggests the oath would help people learn about their new country. He says, "I think the oath is a good idea because people need to know the customs. It's a necessary thing if you want to live permanently in a country."

Irish-born beautician Elaine Munday, 26, lives with her boyfriend, Jamie, but would not consider taking part in a ceremony. She says, "I think it's a stupid idea and it won't make people feel welcome."

But sales manager Mark Gardner says he thinks the UK already treats new arrivals well, even though he feels the ceremonies "sound naff": "I travel a lot for work and I find the UK is quite an inclusive country anyway," he says.

Laundrette worker Pamela Smith, 57, says immigrants should live in the UK for several years before being offered citizenship, which should not be a "big deal" when it comes. She says: "I think most people from the Commonwealth have a right to be British citizens because they helped us during the two World Wars."

Story from BBC NEWS
Published: 25/02/2004

3 Naff: British slang, today meaning [among other things]: uncool, tacky, unfashionable, worthless...
CIVILISATION DE LA GRANDE-BRETAGNE

In July 2007, severe flooding took place in different parts of the UK, and various newspapers commented on the way the government and emergency services reacted according to the location of the disaster. Some articles about what the floods revealed were still being published one year later. This is one of them; it was written by Douglas Fraser and published in The Guardian on June 13, 2008.

ANSWER THE FOLLOWING QUESTIONS:

I –

a) What does Douglas Fraser denounce in this article?

b) Explain what is his starting point (paragraph one).

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

II –

a) What “northern stereotype” does Douglas Fraser allude to in line 5?

b) Why is it “gone”, i.e. what “things have changed ‘up there’”?

III – Explain what he means with: “the story, the narrative, the conversation that this United Kingdom has with itself” (l.8-9) or: “this national conversation” (l.12).
NORTHERN DISCOMFORT

When Gloucestershire flooded last year, Hull (1) did too, but you probably didn’t hear so much about it. Why not? The local council tried to find out, and discovered that it didn’t register on the radar of London newsdesks. Those who judge many times each day what makes news in Britain were aware that things have changed “up there” in recent decades, but with one northern stereotype gone, they are not yet sure what has replaced it.

London may be the most international, cosmopolitan and multicultural city on the planet, but how well does it understand its own hinterland (2)? For some of London the question has little relevance, but when it comes to the media, it does. Journalists are the editors of the story, the narrative, the conversation that this United Kingdom has with itself. It is a very lopsided (3) conversation.

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

[...]

With the arrival of Scottish devolution, only the stories that fit into a limited narrative – of political incompetence, Holyrood (4) profligacy (5), urban grit (6) or Hebridean whimsy (7) – are paid much attention in the London news sift (8). The assertion that Scots are overfunded by the Treasury is now a given on London newsdesks, but not the fact that Londoners have more spent on them per head. It all contributes to a combination of mutual ignorance and indifference between London and Scotland.

[...]

As I argue in a paper published this week by the Institute for Public Policy Research North, this affects more than whingeing (9) Jocks (10). Metropolitan myopia means regional politics within England are ignored too, however much localism might be a Westminster buzzword. [In the London-based national media] [(1)]Local politics can merely mean London’s mayor. There were plenty reasons for failing to vote yes in the referendum on the 2004 north-east assembly but a key one was the indifference of London-based media to English regions’ political identity. Unlike Scotland, with its own national titles and London-based tartanised editions, the north-east media does not have the clout (11) to counter that.

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

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

Session / Semestre: Session 1, semestre 1
Département: LLCE anglais
Code U.E. / Année: 13b / 2012-2013
Matière: Civilisation des Etats-Unis
Durée de l'épreuve: 2 heures
Date et heure: 10 janvier 2013, 10h30 - 12h30
Salle: Amphi W 300
Enseignant: P.-F. Peirano
Documents autorisés: néant

I. Answer TWO of the following four questions (5 pts).

- In the colonial period, what were the main three “areas” in the Thirteen Colonies? Why were they different from one another?

- 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 (15 pts).

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

Text 1. 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

1 hardships: les difficultés.
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 re-created 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\(^5\) this with insistent eagerness,\(^3\) kindling\(^4\) a warmth that thawed\(^5\) 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\(^6\) 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.

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\(^7\) stories of immigrant boys who rose to the top of the heap.\(^8\) 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\(^9\) of coins. He was full of wonder at the miracles of science and mechanical inventions, at the

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2 to hurl oneself against: se jeter (avec violence) contre (ici, au sens figuré).
3 eagerness: l’ardeur.
4 to kindle: enflammer.
5 to thaw [B-O]: fondre / faire fondre.
6 skilled / unskilled (here): qualifié / non qualifié.
7 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.
8 the heap: le tas / la masse.
9 a fistful: une poignée.
course of progress, at wealth and power. He was full of a sense of promise and possibility which renewed the pioneer spark.\textsuperscript{10}


**Text 2. President James K. Polk on Texas and Oregon (1845).\textsuperscript{11}**

I regard the question of annexation as belonging exclusively to the United States and Texas. They are independent powers competent to contract, and foreign nations have no right to interfere with them. Foreign powers do not seem to appreciate the true character of our Government. Our Union is a confederation of independent States, whose policy is peace with each other and all the world. The world has nothing to fear from military ambition in our Government. Foreign powers should therefore look on the annexation of Texas to the United States not as the conquest of a nation seeking to extend her dominions\textsuperscript{12} by arms and violence, but as the peaceful acquisition of a territory.

To Texas the reunion is important, because the strong protecting arm of our Government would be extended over her, and the vast resources of her fertile soil\textsuperscript{13} and climate would be speedily developed, with the safety of New Orleans and of our whole southwestern frontier against hostile aggression, as well as the interests of the whole Union, would be promoted by it.

In the earlier stages of our national existence, the opinion prevailed that our system of confederated States could not operate successfully over an extended territory, and serious objections have at different times been made to the enlargement of our boundaries. These objections were urged\textsuperscript{14} when we acquired Louisiana. Experience has shown that they were

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\textsuperscript{10} the spark: l'étincelle.

\textsuperscript{11} James K. Polk, a Democrat, was President of the United States from 1845 to 1849 and his political programme was characterized by the will to extend the United States' territory. Various significant events occurred during his term.

\textsuperscript{12} a dominion (here): un territoire / une possession.

\textsuperscript{13} soil: le sol.

\textsuperscript{14} to urge (here): recommander avec insistance.
not well founded. As our population has expanded, the Union has been cemented and strengthened. [...] 

I shall also strive\textsuperscript{15} to assert the rights of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the country of Oregon is clear and unquestionable, and already are our people preparing to perfect that title by occupying it with their wives and children. But eighty years ago\textsuperscript{16} our population was confined on the east of the Alleghanies.\textsuperscript{17} Within that period, our people have filled the eastern valley of the Mississippi, ascended the Missouri to its head springs,\textsuperscript{18} and are already engaged in establishing the blessings\textsuperscript{19} of self-government in valleys of which the rivers flow to the Pacific. The world beholds the peaceful triumphs of the industry\textsuperscript{20} of our emigrants. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes. The increasing facilities of intercourse\textsuperscript{21} will easily bring the States within the sphere of our federative Union. In the meantime, every obligation imposed by treaty or conventional stipulations should be sacredly respected.

\textsuperscript{15} to strive: s’efforcer de.  
\textsuperscript{16} But eighty years ago... il y a seulement quatre-vingt ans,...  
\textsuperscript{17} the Alleghany mountain range is part of the Appalachians, in the eastern United States.  
\textsuperscript{18} the head springs: les sources.  
\textsuperscript{19} a blessing: une bénéédiction.  
\textsuperscript{20} the industry (here): l’assiduité / l’application.  
\textsuperscript{21} intercourse: les relations / les rapports.
I. Answer TWO of the following four questions (6 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. Detailed commentary plan (14 pts).

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 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 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 has yielded 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, 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 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.

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1 our forefathers: nos ancêtres.
2 the blessing: la bénédiction.
4 to yield (here): produire.
5 want (here): le besoin.
LA CASA MATUSITA

En el Perú, una de las casas más misteriosas se encuentra en Lima. La llamada Casa Matusita es sin lugar a dudas una de las principales casas de terror que por décadas ha provocado en la población limeña más de un testimonio.

La Casa Matusita

La Casa Matusita es una vivienda de considerables dimensiones, que se encuentra situada en el centro histórico de la ciudad de Lima. En esta casa, de dos niveles, es solamente en el segundo piso donde ocurren estos supuestos hechos paranormales. Con el tiempo, sólo el primer piso ha sido ocupado por negocios o, como es en la actualidad, por una entidad bancaria.

La leyenda, por llamarla de algún modo, señala que en esta casa vivía un señor perverso que maltrataba y abusaba de sus dos únicos sirvientes. Un día, cuando el dueño de la casa ofrecía un almuerzo a algunos invitados, los sirvientes decidieron cobrar venganza. Cuenta la leyenda que los empleados colocaron una substancia en los alimentos, no para matar a su jefe, sino para ocasionarle problemas mentales.

Luego de haber servido la cena, los sirvientes, que esperaban en la cocina los resultados de su macabro plan, escucharon enormes ruidos y gritos provenientes de la sala. Creyendo que todo había resultado favorablemente, los empleados acudieron rápidamente a la habitación. La imagen que vieron fue aterradora: cuerpos despedazados, sangre en las paredes, en la mesa, en el suelo. Todos los invitados, incluyendo su jefe, habían hallado en esa cena una muerte trágica, violenta y terrorífica.

Examen:

1. ¿Cuál es la actitud del patrón respecto a sus sirvientes? (5 puntos)

2. ¿Qué hacen los sirvientes para vengarse? (5 puntos)

3. ¿Qué opina Vd. de las creencias populares? (10 puntos)
I) **COMPRENSION** (sólo una respuesta posible)

A) Bruselas pide a España que facilite a los jóvenes el acceso a la vivienda y a un empleo estable

**EP - Bruselas / Madrid - 19/02/2007**

La Comisión Europea ha solicitado al Gobierno español que facilite el acceso a la vivienda, en concreto a los jóvenes y a los inmigrantes "especialmente los recién llegados", y fomente los alquileres accesibles para reducir el riesgo de pobreza. El Ejecutivo comunitario ha alertado que, pese al fuerte crecimiento de la economía del país en los últimos años, no ha bajado el porcentaje de población española en riesgo de pobreza, que se situó en el 20% en 2005, frente al 16% de media en la UE. En las recomendaciones prioritarias, la Comisión Europea reclama al Gobierno "promover la vivienda pública y de alquiler a largo plazo". En materia de mercado laboral, Bruselas insiste en la necesidad de que España modernice la protección a los trabajadores con legislación para fomentar la flexibilidad y la seguridad, contrarrestar la temporalidad. También aconseja continuar aplicando un nuevo modelo de formación profesional para dar una mejor respuesta a las necesidades del mercado de trabajo.

1. ¿Cuál es el sector de la población al que hace referencia el comunicado de la Comisión Europea?
   a) al que solicita una vivienda y un trabajo a largo plazo, todas edades confundidas.
   b) al sector que lucha contra la pobreza.
   c) al sector que quiere abrirse paso en el mercado del trabajo y que solicita un lugar donde instalarse.
   d) ninguna de las respuestas es correcta.
2. ¿Cuál es la paradoja a la que se enfrenta la sociedad española?
   a) el riesgo al aumento de los índices de penuria al mismo tiempo que la progresión del Bienestar financiero.
   b) el sufrir altos índices del nivel de pobreza social, en correlación con un estado de equilibrio.
   c) de aceptar ser el país con mayor índice europeo.
   d) ninguna de las respuestas es correcta.

3. ¿Qué es lo que sugiere La Comisión Europea con respecto al mundo del trabajo?
   a) el libre acceso a la formación profesional.
   b) el seguimiento del uso del modelo de la formación continua.
   c) la protección del mundo profesional.
   d) una puesta al día de la ley del trabajo, además de un acuerdo para limitar los contratos eventuales.

4. ¿Qué es lo que solicita la UE con mayor insistencia a España?
   a) el fomento de los pisos de protección oficial.
   b) la ligereza de los sueldos
   c) la promoción de las formaciones europeas
   d) el descenso del nivel de la miseria

II) REDACCIÓN
El éxodo de cerebros europeos a Estados Unidos
Weblogs viernes, 16 de marzo de 2007

Se pretenden nuevas medidas que frenen su progreso. Unas mejores condiciones salariales y profesionales parecen estar en la raíz, pero no son las únicas causas. La merma de las condiciones para el retorno también influye. En declaraciones recientes al diario económico Cinco Días, Octavi Quintana, director de investigación en Salud de la Dirección General de Investigación de la Comisión Europea, admitía que el número de científicos europeos que actualmente ejerce en Estados Unidos es de 78.000, una cifra excesiva dada la demanda de calidad investigadora que se plantea en Europa actualmente. Pero eso no es lo peor: el problema continúa siendo la inexistencia de mecanismos que favorezcan unos niveles de competitividad equivalentes. Es decir, no hay frenos adecuados para el éxodo y tampoco hay capacidad de reacción suficiente para instalarlos en el vehículo científico europeo. El británico Timothy Hunt, premio Nóbel de Medicina en 2001 e integrante del equipo que inspiró la creación del Consejo Europeo de Investigación, advirtió en una charla informal que tuvo lugar a mediados de septiembre del pasado año, de la necesidad de imponer medidas para recuperar lo que él denominaba «la ilusión perdida» o las posibilidades que los dirigentes podrían ofrecer a sus conciudadanos para que investigaran en sus propios países.

¿Qué pensáis del éxodo de cerebros europeos a Estados Unidos? ¿Cuáles son las soluciones que se proponen para disminuir la emigración de intelectuales e investigadores a EEUU? (300 palabras)
Il candidato farà l’analisi del fotogramma tratto dal film *Rocco e i suoi fratelli* di Luchino Visconti (p.2), seguendo il metodo proposto nel documento intitolato «Analisi di un fotogramma» (pp.3-4).

Langue de composition : italien.
Aucun document n’est autorisé.
Nombre de pages du sujet : 4.
Analisi di un fotogramma

I. INDIVIDUAZIONE

1) L’angolazione

Com’è l’angolazione? C’è un tipo di ripresa particolare?

2) La scala

Dove si trova la cinepresa rispetto all’oggetto filmato (campo medio, campo lungo, ecc.)?

3) L’inquadratura

Include il posto della cinepresa, l’obiettivo scelto, l’angolazione, il profilmico (tutto ciò che si trova nel campo della cinepresa), la regia (direzione artistica).

Di quale tipo di inquadratura si tratta?

Descrizione del personaggio e dell’ambiente. I personaggi sono « a fuoco »?

II. COMPOSIZIONE PLASTICA

1) La profondità di campo

Include l’ambientazione (in esterno o in interno), la luce ed i surcadrage.

Quali sono le grandi linee geometriche che reggono la composizione? Studiare la loro disposizione.

Qual’è il percorso degli sguardi: verso un altro personaggio? verso il fuori campo? Che cosa suggerisce il fuori campo?

Qual’è l’intensità drammatica creata?

2) La definizione dell’immagine

In Bianco e nero o in colore?

Di quale tipo di esposizione si tratta?

Studiare la gamma dei colori, la ripartizione dell’ombra e della luce, i contrasti, le fonti luminose.

Studiare l’illuminazione. Analizzare gli effetti della spartizione dei grigi, la loro intensità.

3) La situazione dell’inquadratura nel montaggio

Dove si trova? A quale momento? Che cosa c’è prima e che cosa c’è dopo?
III. RICOSTRUZIONE DEL RACCONTO

1) Lo spazio presente

La posizione dei personaggi, i loro gesti sospesi sono la conseguenza della presenza di quali forze?

Studiare la relazione tra i personaggi e i rapporti che hanno con lo spazio e gli oggetti messi in evidenza.

Caratterizzare lo spazio che circonda i personaggi.

2) Lo spazio assente

Studiare, se esiste, lo spazio fuori campo. Individuare le metonimie. A che cosa alludono?

Studiare gli indicatori di movimento o di spostamento dei personaggi verso il fuori campo, l'importanza degli sguardi.

3) Immagine e narrazione

Quali sono i gradi di complessità delle relazioni rappresentata a quel momento?

A quale fase dello svolgimento del copione, dell'espressione di un conflitto corrisponde?

Si tratta di un momento decisivo o senza trascendenza?
Il candidato farà l’analisi del fotogramma tratto dal film Rocco e i suoi fratelli di Luchino Visconti (p.2), seguendo il metodo proposto nel documento intitolato «Analisi di un fotogramma» (pp.3-4).

Langue de composition : italien.
Aucun document n’est autorisé.
Nombre de pages du sujet : 4.
Analisi di un fotogramma

I. INDIVIDUAZIONE

1) L’angolazione

Com’è l’angolazione? C’è un tipo di ripresa particolare?

2) La scala

Dove si trova la cinepresa rispetto all’oggetto filmato (campo medio, campo lungo, ecc.)?

3) L’inquadratura

Include il posto della cinepresa, l’obiettivo scelto, l’angolazione, il profilmico (tutto ciò che si trova nel campo della cinepresa), la regia (direzione artistica).

Di quale tipo di inquadratura si tratta?

Descrizione dei personaggi e dell’ambiente. I personaggi sono « a fuoco »?

II. COMPOSIZIONE PLASTICA

1) La profondità di campo

Include l’ambientazione (in esterno o in interno), la luce ed i surcadrage.

Quali sono le grandi linee geometriche che reggono la composizione? Studiare la loro disposizione.

Qual’è il percorso degli sguardi: verso un altro personaggio? verso il fuori campo? Che cosa suggerisce il fuori campo?

Qual’è l’intensità drammatica creata?

2) La definizione dell’immagine

In Bianco e nero o in colore?

Di quale tipo di esposizione si tratta?

Studiare la gamma dei colori, la ripartizione dell’ombra e della luce, i contrasti, le fonti luminose.

Studiare l’illuminazione. Analizzare gli effetti della spartizione dei grigi, la loro intensità.

3) La situazione dell’inquadratura nel montaggio

Dove si trova? A quale momento? Che cosa c’è prima e che cosa c’è dopo?
III. RICOSTRUZIONE DEL RACCONTO

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Université du Sud - Toulon Var
Année 2012/2013
Examen de Portugais niveau 1 - 14a et 14b Session 1 semestre 1
Enseignante : Carla Guerreiro

Texto

No bar da Faculdade de Letras de Lisboa

- Boa tarde, colega.
- Hum... Boa tarde.
- Eu chamo-me Pilar Bilbao.
- Hum...
- Aqui sou estudante, mas em Espanha sou intérprete. E o colega?
- Hum... hum... Sou tradutor.
- E como é que se chama?
- Hum... Hum... Charles Brighton.
- É no Norte?
- Desculpe, não compreendo.
- Brighton é no Norte de Inglaterra?
- Hum... Não, é no sul. Hum... E onde é Bilbao?
- É no Norte de Espanha, mas eu não sou de Bilbao.
- E eu não sou de Brighton.

I - Compreensão escrita

Responda com Verdadeiro (V) ou Falso (F) e corrija as frases falsas:

1 - Em Portugal, o Charles e a Pilar são colegas.
2 - O Charles é estudante e intérprete.
3 - A Pilar é estudante e tradutora.
4 - Brighton e Bilbao são nomes de cidades.
5 - A Pilar é de Bilbao.
6 - Bilbao fica no centro de Espanha.

II - Funcionamento da língua:

1 -

a) Complete o seguinte texto com os verbos no presente do indicativo:

A Pilar ________ (ser) espanhola, mas ________ (viver) atualmente em Portugal. Ela (morar) em Lisboa, perto da Avenida de Roma. Ela ________ (ser) intérprete em Espanha, mas ________ (estar) a estudar Português Língua Estrangeira na Faculdade de Letras de Lisboa. Quando ela ________ (estar) em casa, ________ (costumarm) ver televisão e ________ (gostar) de ler e de passear. Quando ela não ________ (ter) aulas, ela ________ (assistir) a conferências, ________ (visitar) museus e ________ (tirar) fotografias.
b) Comece o mesmo exercício por “Eu” e faça as alterações necessárias.

2 – Aqui está uma das ruas do bairro onde mora a Pilar. Observe o desenho e complete as informações seguintes:

<table>
<thead>
<tr>
<th>Restaurante Imperial</th>
<th>Avenida de Roma</th>
<th>Gelataria Santini</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmácias Santos</td>
<td></td>
<td>Papelaria Peixoto</td>
</tr>
<tr>
<td>Teatro Maria Matos</td>
<td></td>
<td>Piscina Municipal</td>
</tr>
<tr>
<td>Correios</td>
<td></td>
<td>Cinema King</td>
</tr>
</tbody>
</table>

a) O cinema King fica ________ a piscina municipal.
b) A gelataria Santini fica mesmo ________ o Restaurante Imperial.
c) A papelaria Peixoto fica ________ a piscina municipal e a gelataria Santini.
d) O Teatro Maria Matos fica ________ os Correios.

3 – Junte cada pergunta com a resposta adequada:

1 – Qual é a profissão do Carlos?  2 – De onde és?
3 – Como se chama?  4 – Como está?
5 – Quem é ela?  6 – Qual é a nacionalidade do Miguel?
7 – Onde moras?  8 – Você é espanhola?
9 – Onde fica o Porto?  10 – Ela é secretária?

A) Em Portugal.  B) Bem, obrigado.
C) Em Lisboa.  D) É colega da Teresa.
E) É brasileiro.  F) Não, sou italiana.

III – Expressão escrita

Faça a sua apresentação. Indique o nome, a idade, a nacionalidade, a cidade onde mora, a sua ocupação.
Université du Sud - Toulon Var
Année 2012/2013

Examen de Portugais niveau 1 - 14a et 14b Session 2 semestre 1
Enseignante : Carla Guerreiro

Texto


I – Compreensão escrita

1 – Onde mora a família Santos?

2 – Onde é que a D.Anã trabalha

3 – Que idade é que têm os filhos?

4 – O que é que o Miguel e a Sofia estudam?

5 – O Rui gosta da escola? Porquê?

II – Funcionamento da língua:

1 –

a) Complete o seguinte texto com os verbos no presente do indicativo:

O Sr. Santos e a D.Anã ________ (mzar) em Lisboa, perto da Avenida de Roma. Eles ________ (ter) três filhos: o Miguel, a Sofia e o Rui. O Miguel ________ (ser) estudante de ciências na Faculdade de Ciências de Lisboa, mas a Sofia e o Rui não ________ (ser) estudantes universitários. Quando eles ________ (estar) em casa, ________ (costumam) ver televisão e ________ (gostar) de ler e de passear.

b) Comece o mesmo exercício por “Nós” e faça as alterações necessárias.

2 – Aqui está uma das ruas do bairro onde mora a família Santos. Observe o desenho e complete as informações seguintes:
<table>
<thead>
<tr>
<th>Restaurante Imperial</th>
<th>Avenida de Roma</th>
<th>Café Avenida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmácia Costa</td>
<td>Papelaria Peixoto</td>
<td></td>
</tr>
<tr>
<td>Teatro Maria Matos</td>
<td>Piscina Municipal</td>
<td></td>
</tr>
<tr>
<td>Correios</td>
<td>Cinema King</td>
<td></td>
</tr>
</tbody>
</table>

a) O cinema King fica ________ a piscina municipal.
b) O café Avenida fica mesmo ________ o Restaurante Imperial.
c) A papelaria Peixoto fica ________ a piscina municipal e o café Avenida.
d) O Teatro Maria Matos fica ________ os Correios.

3 – Junte cada pergunta com a resposta adequada:

1 – Qual é a profissão do Tó? A) Em Portugal.
3 – Como se chama? C) Em Lisboa.
4 – Como está? D) É colega da Ana.
5 – Quem é ele? E) É espanhol.
6 – Qual é a nacionalidade do Felipe? F) Não, sou inglesa.
7 – Onde mora? G) Sou de Inglaterra.
8 – Você é alemã? H) Não, é professora.

III – Expressão escrita

Faça a sua apresentação. Indique o nome, a idade, a nacionalidade, a cidade onde mora e a sua ocupação.
Université du Sud Toulon Var
U.F.R. Lettres et Sciences Humaines

Examen : **Français** Ue 14b  
Isabelle Martinez  
Durée de l’épreuve : 4 heures  
Vendredi 18 janvier 2013  
Aucun document n’est autorisé

**Sujets**

1/ **Commentaire :**

Vous ferez le Commentaire Littéraire de l’extrait du *Portrait de Dorian Gray*, (début du chapitre 2), Oscar Wilde, 1890.

2/ **Dissertation :**

Vous discuterez le point de vue de Lucien Goldmann sur le roman.

« **Le roman est un genre caractérisé, contrairement à l’épopée ou au conte, par la rupture insurmontable entre le héros et le monde.** »

*Introduction aux problèmes d’une sociologie du roman*, repris dans *Pour une sociologie du roman*, 1964
En entrant, ils virent Dorian Gray. Il était assis au piano, il leur tournait le dos et il feuilleteait un volume des Scènes de la forêt de Schumann.

1. Cette œuvre pour piano de Robert Schumann (Waldszene), op. 82, fut composée en 1849.

— Il faut que tu me les prêtes, Basil, s’écria-t-il. Je veux les apprendre. Ce sont des bijoux.
— Cela dépendra entièrement de ta conduite comme modèle aujourd’hui, Dorian.
— Mais j’en ai assez de poser et je n’ai pas besoin d’un portrait grandeur nature, répondit le jeune homme en pivotant sur son tabouret d’un air capricieux et impatient.
Quand il aperçut Lord Henry, une légère rougeur colora ses joues un instant et il se leva :
— Je te demande pardon, Basil, je ne savais pas que tu n’étais pas seul.
— Voici Lord Henry Wotton, Dorian, un vieil ami d’Oxford. Je venais juste de lui dire à quel point tu possais bien et voilà que tu as tout gâché.
— Vous n’avez pas gâché le plaisir, que j’ai à faire votre connaissance, monsieur, dit Lord Henry en s’avançant, la main tendue. Ma tante m’a souvent parlé de vous. Vous êtes un de ses favoris et aussi, si je comprends bien, une de ses victimes.
— Oh ! je vous réconcilierai avec ma tante. Elle vous adorer. Et j’imagine que votre absence n’a pas été remarquée. Le public a dû l’entendre, votre duo. Quand Tante Agatha se met au piano, elle fait largement autant de bruit que deux personnes.
Voilà qui est très méchant pour elle et pas très gentil pour moi, répondit Dorian en riant.
Lord Henry le regarda. Pas de doute, il était merveilleusement beau, avec ses lèvres écarlates à la fine courbure, ses yeux bleus et francs, sa chevelure bouclée et dorée.


Quelque chose dans son visage inspirait une confiance immédiate. Toute la candeur de la jeunesse était là, aussi bien que sa pureté passionnée. On sentait qu’il ne s’était pas laissé maculer par le monde. Rien d’étonnant que Basil Hallward lui vouût de la vénération.
— Vous êtes trop séduisant pour vous adonner à la philanthropie, monsieur, bien trop séduisant !
— Et Lord Henry se laissa tomber sur le divan en ouvrant son porte-cigare.
Le peintre s’était occupé à mélanger ses couleurs et à préparer ses pinceaux. Il paraissait soucieux et, lorsqu’il entendit la dernière remarque de Lord Henry, il le regarda, hésita un instant et finit par dire :
— Harry, je voudrais terminer ce tableau aujourd’hui. Me trouverais-tu très gosier si je te demandais de t’en aller ?
— Lord Henry sourit et regarda Dorian Gray :
— Dois-je sortir, monsieur ? demanda-t-il.
— N’en faites rien, Lord Henry, je vous en supplie. Je vois que Basil est dans une de ses humeurs boudeuses et je ne peux pas le supporter quand il boude. En outre, j’aimerais que vous me disiez pourquoi je ne dois pas m’adonner à la philanthropie.
— Cela m’étonnerait que je fisse rien de tel, monsieur. C’est un sujet si ennuyeux qu’on ait été obligé d’en parler sérieusement. Mais je ne vois certainement pas m’enfuir puisque vous m’avez demandé de rester. Cela ne m’ennuie pas vraiment, Basil, n’est-ce pas ? Tu m’as souvent dit que tu aimais que tes modèles eussent quelqu’un avec qui bavarder.
— Hallward se mordit la lèvre.
— Si Dorian te souhaitait, reste, bien sûr. Les caprices de Dorian sont une loi pour tout le monde, sauf pour lui.
Lord Henry prit son chapeau et ses gants.
— Basil, s’écria Dorian Gray, si Lord Henry s’en va, je m’en vais aussi. Tu ne desserres pas les dents quand tu peins, et c’est horriblement ennuyeux de se tenir debout sur une estrade en s’efforçant d’avoir l’air souriant. Demande-lui de rester. J’insiste.
— Reste, Harry, pour faire plaisir à Dorian... et à moi, dit Hallward, le regard intensément fixé sur son tableau.
C’est parfaitement vrai : je ne parle jamais en travaillant ; je n’écoute pas non plus, et mes pauvres modèles doivent s’ennuyer à mourir. Je te supplie de rester.
— Et moi rendez-vous à l’Orléans ?
Le peintre se mit à rire :
— Je ne crois pas qu’il y ait de souci à se faire de ce côté. Rassieds-toi, Harry. Et maintenant, Dorian, monte sur l’estrade, ne bouge pas trop et ne fais aucune attention à ce que dira Lord Henry. Il a une très mauvaise influence sur tous ses amis, à une seule exception près : moi.
Dorian Gray posa le pied sur l’estrade, avec l’air d’un jeune martyr grec, en adressant une petite moue d’enfant à Lord Henry, qui lui plaisait assez. Il était si différent de Basil, avec qui il formait un contraste si charmant. Et il avait une si belle voix. Après quelques instants, il lui dit :
— Exercez-vous vraiment une si mauvaise influence, Lord Henry ? Aussi mauvaise que le dit Basil ?
Le candidat traitera le sujet qui lui est proposé :

**Commentaire littéraire**

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

Consigne :

Vous rédigerez intégralement votre introduction et votre conclusion.

Vous rédigerez le plan détaillé de votre commentaire en annonçant vos axes de lecture et en relevant les éléments du texte correspondant à chaque sous-partie.

Vers la fin du mois d’octobre dernier, un jeune homme entra dans le Palais-Royal au moment où les maisons de jeu s’ouvraient, conformément à la loi qui protège une passion essentiellement imposable. Sans trop hésiter, il monta l’escalier du tripot désigné sous le nom de numéro 36.

- Monsieur, votre chapeau, s’il vous plaît ? lui cria d’une voix sèche et grondeuse un petit vieillard blême, accroupi dans l’ombre, protégé par une barricade, et qui se leva soudain en montrant une figure moulée sur un type ignoble.

Quand vous entrez dans une maison de jeu, la loi commence par vous dépouiller de votre chapeau. Est-ce une parabole évangelique et providentielle ? N’est-ce pas plutôt une manière de conclure un contrat infernal avec vous en exigeant je ne sais quel gage ? Serait-ce pour vous obliger à garder un maintien respectueux devant ceux qui vont gagner votre argent ? Est-ce la police, tapie dans tous les égouts sociaux, qui tient à savoir le nom de votre chapelier ou le vôtre, et si vous l’avez inscrit sur la coiffe ? Est-ce, enfin, pour prendre la mesure de votre crâne et dresser une statistique instructive sur la capacité cérébrale des joueurs ? Sur ce point, l’administration garde un silence complet. Mais, sachez-le bien, à peine avez-vous fait un pas vers le tapis vert, déjà votre chapeau ne vous appartient plus que vous ne vous appartenez à vous-même: vous êtes au jeu, vous, votre fortune, votre coiffe, votre canne et votre manteau. A votre sortie, le Jeu vous démontera, par une atroce épigramme en action, qu’il vous laisse encore quelque chose en vous rendant votre bagage. Si toutefois vous avez une coiffure neuve, vous apprendrez à vos dépens qu’il faut se faire un costume de joueur.
L’étonnement manifesté par le jeune homme en recevant une fiche numérotée en échange de son chapeau, dont heureusement les bords étaient légèrement pelés, indiquait assez une âme encore innocente; aussi le petit vieillard, qui sans doute avait croupi dès son jeune âge dans les bouillants plaisirs de la vie des joueurs, lui jeta-t-il un coup d’œil terne et sans chaleur, dans lequel un philosophe aurait vu les misères de l’hôpital, les vagabondages des gens ruinés, les procès-verbaux d’une foule d’asphyxies, les travaux forcés à perpétuité, les expatriations au Guazacoalco. Cet homme, dont la longue face blanche n’était plus nourrie que par les soupes gelatineuses de Darcoet, présentait la pâle image de la passion réduite à son terme le plus simple. Dans ses rides, il y avait trace de vieilles tortures, il devait jouer ses maigres appointements le jour même où il les recevait. Semblable aux rosses sur qui les coups de fouet n’ont plus de prise, rien ne le faisait tressaillir; les sourds gémissements des joueurs qui sortaient ruinés, leurs muettes imprecations, leurs regards hérétés le trouvaient toujours insensible. C’était le jeu incarné. Si le jeune homme avait contemplé ce triste cerbère, peut-être se serait-il dit: Il n’y a plus qu’un jeu de cartes dans ce cœur-là! ” L’inconnu n’écouta pas ce conseil vivant, placé là sans doute par la Providence, comme elle a mis le dégoût à la porte de tous les mauvais lieux. Il entra résolument dans la salle, où le son de l’or exerçait une éblouissante fascination sur les sens en pleine convolise. Ce jeune homme était probablement poussé là par la plus logique de toutes les éloquentes phrases de Jean-Jacques Rousseau, et dont voici, je crois, la triste pensée: Oui, je conçois qu’un homme aille au jeu, mais c’est lorsque, entre lui et la mort, il ne voit plus que son dernier écu.

1 Fleuve côtier du Mexique méridional dans la région duquel un essai de colonisation française fut tenté en 1823 et se termina misérablement.
2 Chimiste, s’emploia à utiliser la gelatine extraire des os; il en tira une colle fort efficace, mais échoua dans ses efforts pour y trouver un aliment très nutritif et économique à l’usage des déshérités.
3 Dans le Livre IV de l’Emile.
Grammaire LLCE 1
Semestre 2
Examen salariés

I. Récrivez ces phrases en utilisant l'amorce donnée et en conservant le sens de la phrase d'origine:

1. My manager regrets not offering us a bigger bonus this year.
   My manager wishes ...

2. Teenagers don't want their parents to interfere in their lives.
   Teenagers wish ...

3. Your sister would really be grateful if you stopped making fun of her.
   Your sister wishes ...

4. I would have liked to meet the whole team before they left.
   I wish ...

5. Why didn't she call us when she had her accident? We could have helped her.
   We wish ...

6. It's 2 o'clock, the exam session is over, everybody shall return their exam paper.
   It's time everybody....

7. Doctors don't want their patients to buy their medicine on the Internet.
   Doctors would prefer ...

8. I would really appreciate if you could arrive on time.
   I would rather ...

II. Récrivez ces phrases au style indirect en utilisant l'amorce proposée.

1. « I'll be back next week. »
   He promised ...

2. « I came here last week. »
   He said ...

3. “We’re leaving tomorrow.”
   They told me ...

4. “We must go now.”
They announced ...

5. “We met each other three months ago.”
   He said ...

6. “I can’t have a break at the moment.”
   She apologised ...

7. “Do you understand Spanish?”
   He asked me ...

8. “Don’t forget your mother’s birthday next Sunday.”
   She reminded us ...

9. “Have you already visited this country?”
   You asked me ...

10. “Why did I invite these people?”
    He wondered ...

III. **Indiquez ce qu’expriment les modaux dans les phrases suivantes puis traduisez les phrases en français.**

   *Exple: I can’t play the guitar like you do. → Incapacité
   Je ne sais pas jouer de la guitare comme toi.*

1. You could have called before coming. →

2. Shall I call a taxi? →

3. You may not drive if you have drunk alcohol. →

4. A few years ago I could party all night long and then go to work. →

5. You needn’t have bought so much food. →

6. There shouldn’t be any exam session in July since the school is closed. →

7. You might go and tell them you’re sorry for them. →
8. They must have worried for their daughter.

9. She’s not here yet; she might have forgotten our appointment.

IV. **Traduisez ces phrases à l’aide de modaux.**

1. Il courait deux kilomètres tous les jours.

2. Ils doivent être en train de te chercher.

3. Tu voudrais bien venir avec moi ?

4. Est-ce que j’accepte leur offre ?

5. Tu n’as pas besoin de te lever si tôt.

6. Tu ne dois pas renoncer. (give up)

7. Il se pourrait que ce soit la meilleure solution.

8. Je risque de ne pas venir avec vous.

9. Il est impossible qu’il t’ait dit cela.

V. **Mettez les mots entre parenthèses au comparatif ou au superlatif, selon le sens.**

1. Our theatre classes are (funny) _______________ than maths classes, but I believe dance classes are (funny) _______________ classes of all.

2. This is (bad) _______________ day of my life.

3. My (old) _______________ sister is five years (old) _______________ me. She’s two years (young) _______________ my brother who is (old) _______________ of us all.

VI. **Traduisez en français en utilisant les formes comparatives.**

1. Tu cours de plus en plus vite.
2. Plus j’y réfléchis, moins je comprends. (think about)

3. Elle est aussi belle que je l’imaginais.

4. Je suis de loin la personne la plus qualifiée pour ce travail.

5. Plus il est détendu, plus il a l’air jeune. (relaxed)

6. J’ai autant de problèmes que toi.

7. C’est le moins connu de ses livres. (famous)

VII. Transformez ces deux phrases pour n’en faire plus qu’une.

1. Here is a theatre ticket. I promised to give you this ticket.

2. Arthur is an artist. I like Arthur’s work.

3. You were waiting for a friend yesterday. Who was that friend?

VIII. Traduisez les phrases ci-dessous.

1. C’est la raison pour laquelle elle refuse de venir.

2. Tom et Judy, avec qui j’ai habité pendant deux ans, se sont mariés. (get married)

3. Le train de 8 heures, que j’ai pris ce matin, était bondé. (overcrowded)

4. Elle était d’accord avec moi, ce qui m’a étonné.

5. Ils ne savent pas ce que je sais.

6. C’est une femme dont le fils est champion de golf.

7. Quoi que je dise ils ne m’écoutent pas.

IX. Quels préfixes indiquent en anglais une idée de contraire ? Donnez des exemples.
I. Récrivez ces phrases en utilisant l'amorce donnée et en conservant le sens de la phrase d'origine:

1. My manager regrets not offering us a bigger bonus this year.
   My manager wishes ...

2. Teenagers don’t want their parents to interfere in their lives.
   They wish ...

3. Your colleagues would really be grateful if you stopped smoking in the office.
   Your colleagues wish ...

4. I would have liked to read the novel before I saw the film.
   I wish ...

5. Why didn’t you warn us of the danger; we could have changed our plans.
   We wish ...

6. Nowadays everybody has to try not to waste water.
   It’s time everybody....

7. Doctors don’t want their patients to buy their medicine on the Internet.
   Doctors would prefer ...

8. I would really appreciate if they taught their dog to be silent.
   I would rather ...

II. Récrivez ces phrases au style indirect en utilisant l'amorce proposée.

1. « I’ll phone you next week-end. »
   He promised ...

2. « I came here last week. »
   He said ...

3. “We’re waiting for you.”
   They told me ...
4. “We must leave you now.”
   They announced ...

5. “We heard about it three months ago.”
   He said ...

6. “I can’t answer any call at the moment.”
   She apologised ...

7. “Do you understand her?”
   He asked me ...

8. “Don’t forget our appointment tomorrow.”
   She reminded me ...

9. “Have you already made up your mind?”
   You asked me ...

10. “Why did I take these pictures?”
    He wondered ...

III. **Précisez ce que peuvent indiquer les modaux suivants.**
    **Donnez des exemples qui illustrent vos choix.**

<table>
<thead>
<tr>
<th>Exemple</th>
<th>MUST</th>
<th>Obligation</th>
<th>FORTE PROBABILITÉ</th>
</tr>
</thead>
</table>
| “You must obey orders.”
   “They must be furious.” |      |            |                   |

1. MAY

2. SHOULD

3. CAN

4. SHALL
IV. Traduisez ces phrases à l’aide de modaux.

1. Il écrivait une lettre à sa famille tous les jours.
2. Il doit être en train d’attendre son bus.
3. Tu voudrais bien venir avec moi ?
4. Est-ce que j’accepte leur offre ?
5. Vous n’avez pas à répondre à ce message.
6. Tu ne dois pas fumer dans les endroits publics.
7. Il se pourrait que le temps soit meilleur en juillet.
8. Je risque de ne rien comprendre à ce film en suédois. (Swedish)
9. Il est impossible qu’il t’ait dit cela.

V. Mettez les mots entre parenthèses au comparatif ou au superlatif, selon le sens.

1. Our theatre classes are (funny) ___________ than maths classes, but I believe dance classes are (funny) ___________ classes of all.
2. This is (bad) ___________ film I’ve ever seen.
3. Can you give me (far) ___________ details?
VI. **Traduisez en anglais en utilisant les formes comparatives.**

1. Tu cours de plus en plus vite.

2. Plus j’y réfléchis, moins je comprends. (think about)

3. Ce travail est aussi passionnant que je l’imaginais. (fascinating)

4. Je suis de loin la personne la plus qualifiée pour ce travail.

5. Plus il fait froid, moins je sors.

6. Je lis autant de romans que de bandes-dessinées. (novels / comics)

7. C’est le moins intéressant de ses films.

VII. **Transformez ces deux phrases pour n’en faire plus qu’une.**

1. Here is Janet’s phone number. I promised to give you her number.

2. Alice is an actress. I love all her films.

3. You were waiting for a friend yesterday. Who was that friend?

VIII. **Traduisez les phrases ci-dessous.**

1. C’est la raison pour laquelle je suis venu.

2. Tom et Judy, avec qui j’ai habité pendant deux ans, se sont mariés. (get married)

3. La réunion du lundi, qui a lieu toutes les semaines, a été annulée. (cancel)

4. Elle était d’accord avec moi, ce qui m’a étonné.

5. Ils ne savent pas ce que je sais.

6. C’est une fille dont les parents sont musiciens.

7. Quoi que je fasse ils ne sont jamais contents.
IX. Quel sens les suffixes donnent-ils aux mots suivants ?
- **FEARFUL**
- **POWERLESS**
- **GREENISH**
- **KINDNESS**
- **HUMANLIKE**

X. Quel sens les préfixes donnent-ils aux mots suivants ?
- **MISFIT**
- **SUBNORMAL**
- **OUTCAST**
- **OVERESTIMATE**
- **UNDERCOOKED**
SESSION 2013 / SEMESTRE 2
DIPLOÈME : LLCE ANGLAIS 1 (salariés)
ANNÉE : 2012-2013
Matière : VERSION ANGLAIS
DURÉE de L'ÉPREUVE :
DATE : 7 mai 2013
HEURE EXAMEN :
ENSEIGNANT : Emmeline Gros
DOCUMENTS AUTORISÉS : AUCUN
Traduisez en français le texte suivant :

The young woman moved cautiously in the dark so that the gravel would not crunch, then she leaned her bicycle against the wall of the stone house. In the cold of the night, she stood still and waited without feeling anything. The light went out. Aimée waited another good quarter of an hour. From time to time, her teeth chattered, her stomach throbbed and she sweated, but still didn’t feel anything. At this moment, she could have left, gone back to the station. She could have taken all the money that was in some of the lockers and disappeared on the 4.35 train. She fumbled in her bag, felt for her rubber gloves and put them on. She went around the back of the house. In the hutches, a few rabbits, disturbed by the noise, hopped around with a muffled sound. Aimée went up to the small back-door, with the intention of forcing it open, but it was not locked. Then, very cautiously, she climbed up the stairs. In the upstairs corridor, the bedroom door was open. She could hear the baron snoring. Aimée walked into the room and turned on the light. At first, the light did not wake him up. He lay on his side, his face set in a stubborn expression. She frowned, exasperated. Her lips went pale. She bit them.

(224 words)
UNIVERSITE DU SUD TOULON-VAR
U.F.R. LETTRES & SCIENCES HUMAINES

SESSION 2 (rattrapage)/ SEMESTRE 2
DIPLOÈME : LLCE ANGLAIS 1ère année
ANNÉE : 2012-2013
MATIÈRE : VERSION ANGLAIS
DURÉE de L'ÉPREUVE :
DATE :
HEURE EXAMEN :
ENSEIGNANT : Emmeline Gros
DOCUMENTS AUTORISÉS : AUCUN
A disturbing sight

The room in the bell tower of the church, where on Sunday mornings, the minister prayed for an increase in him of the power of God, had but one window. It was long and narrow and swung outward on a hinge\(^1\) like a door. On the window, made of little leaded panes,\(^2\) was a design showing the Christ laying his hand upon the head of a child. One Sunday morning in the summer as he sat by his desk in the room with a large Bible opened before him, and the sheets of his sermon scattered about, the minister was shocked to see, in the upper room of the house next door, a woman lying in her bed and smoking a cigarette while she read a book. Curtis Hartman went on tiptoe to the window and closed it softly. He was horror stricken at the thought of a woman smoking and trembled also to think that his eyes, just raised from the pages of a the book of God, had looked upon the bare shoulders and white throat of a woman. With his brain in a whirl\(^3\) he went down into the pulpit\(^4\) and preached a long sermon without once thinking of his gestures or his voice. The sermon attracted unusual attention because of its power and clearness. "I wonder if she is listening, if my voice is carrying a message into her soul," he thought and began to hope that in future Sunday mornings he might be able to say words that would touch and awaken the woman apparently far gone in secret sin.


\(^1\) Hinge : gond (de porte) to wing outward : to open
\(^2\) « leaded panes » = vitraux (pane : vitre, carreau)
\(^3\) Tourbillon, agitation
\(^4\) La chaire (là où le pasteur prononce son sermon)
Examen Final – Salariés

A Paris, je m’enfermai dans ma minuscule chambre d’hôtel et, négligeant les cours à la Faculté de Droit, je me mis à écrire tout mon saoul. À midi, je me rendais rue Mouffetard où j’achetais du pain, du fromage et naturellement, des concombres salés. Je n’arrivais jamais à rapporter les concombres chez moi intacts : je les dévorais toujours séance tenante, dans la rue. Ce fut pendant plusieurs semaines ma seule source de satisfaction. Les tentations, pourtant, ne manquaient pas. En me restaurant, debout dans la rue, le dos au mur, mon regard fut à plusieurs reprises attiré par une jeune fille d’une beauté absolument inouïe, aux yeux noirs et aux cheveux bruns, d’une douceur tout à fait sans précédent dans l’histoire du cheveu humain. Elle faisait son marché à la même heure que moi et je pris l’habitude de guetter son passage dans la rue. Je n’attendais absolument rien d’elle --- je ne pouvais même pas lui offrir le cinéma --- tout ce que je désirais, c’était pouvoir manger mon concombre en la savourant du regard. J’ai toujours eu tendance à avoir faim devant le spectacle de la beauté, devant les paysages, les couleurs, les femmes. Je suis un consommateur-né. La jeune fille finit du reste par s’apercevoir du regard bizarre que je posais sur elle en dévorant mes concombres salés. Elle dut être assez frappée par mon goût immodéré pour les crudités, par la rapidité avec laquelle je les ingurgitais, et, le regard fixe, elle souriait tout de même un peu en passant à côté de moi. Finalement, un beau jour, comme je me surpassais, avalant un concombre énorme, elle n’y tint plus et elle me dit au passage, avec une trace de sincère sollicitude dans la voix :

--- Dites donc, vous finirez par en crever !

*La Promesse de l’aube*. Romain Gary
Je me souviens que nous nous promenions souvent au bois de Boulogne. C’était à la fin de l’après-midi, les jours où je devais l’attendre à l’arrière de l’immeuble de l’avenue Victor-Hugo. Je ne saurais jamais pourquoi elle sortait par là et non par l’entrée principale, comme si elle craignait de croiser quelqu’un à cette heure-là. Nous suivions l’avenue jusqu’à la Muette. À mesure que nous marchions sur le chemin des lacs, je me sentais délivré d’un poids. Elle aussi, puisqu’elle me disait que ce serait bien si nous habitions une chambre dans ces blocs d’immeubles au bord du bois. Une zone neutre, coupée de tout, parmi de rares voisins dont nous ne comprendrions même pas la langue, de sorte que nous n’aurions pas besoin de leur parler ni de répondre à leurs questions. Nous n’aurions plus de comptes à rendre à personne. Nous finirions par oublier les trous noirs dans Paris : l’Unic Hôtel, la Petite-Roquette, le rez-de-chaussée du quai avec son mort, tous ces mauvais lieux qui nous donnaient à l’un et à l’autre cette démarche incertaine.

Une fin d’après-midi d’octobre, il faisait déjà nuit et il flottait autour de nous une odeur de feuilles mortes, de terre mouillée et d’écureuil, nous marchions le long du jardin d’acclimatation et nous étions arrivés au bord de la mare Saint-James. Nous nous sommes assis sur un banc. J’étais soucieux à cause de mon manuscrit oublié dans la maison de campagne. Elle m’avait dit que nous ne pouvions plus y retourner. Ce serait dangereux pour nous. Elle ne m’avait pas vraiment précisé la nature de ce danger.

*L’Herbe des nuits*, Patrick Modiano
Université du Sud Toulon-Var
Faculté des Lettres et Sciences Humaines

LLCE Anglais 1ère année ; Littérature U.S. Semestre 2
U.E 22a 1ère session mai 2013

Durée 3h30 (en commun avec Mme Christie)
Documents autorisés : aucun
A noter : les brouillons ne seront pas corrigés.

Vous devez répondre au questionnaire de Mme Christie (coeff. 1) et à un sujet de dissertation sur Moon Palace (coeff. 1) en utilisant deux feuilles d'examen distinctes.

**Sujet de Dissertation: Moon Palace**

Write an introduction, detailed plan (showing the different parts, main ideas and key examples) and conclusion for an essay on ONE of the following subjects:

- Rebirth in Moon Palace
OR
- Nature in Moon Palace

Remember to pay attention to the quality of your written English, which will naturally 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.
22a Littérature américaine

Examen final

Madame Christie

Respond to the following questions by providing thorough answers in complete sentences. Allow a little time at the end to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

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I. LITERARY DEFINITIONS

Provide thorough definitions for the following literary terms:

1. plot

2. symbol

3. antagonist

4. tone

5. protagonist

6. character

7. setting

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II. THE FIRST AMERICANS

Anthropologists have discovered that American Indian civilizations were very different than what the first Europeans to arrive on the continent would have understood. Discuss what you learned in the lectures (CM) and assigned readings about the lives of American Indians from their arrival on the American continent up to initial contact with Europeans.

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III. MAJOR AMERICAN LITERARY MOVEMENTS

Provide the information you have learned in class and in the lectures (CM) about the following major movements in American literature. Provide the dates (XXXX – XXXX), important characteristics and influences, writers, and works of literature for each period. Remember to write complete sentences.

1. Puritanism

2. The Enlightenment

3. Romanticism

4. Transcendentalism (and Anti-Transcendentalism)
Vous devez répondre :

1) au questionnaire de Mme Christie (coeff. 1).

ET

2) soit à un des deux sujets de dissertation sur Moon Palace, soit au questionnaire sur Moon Palace (coeff. 1).

Sujet de Dissertation: Moon Palace

Write an introduction, detailed plan (showing the different parts, main ideas and key examples) and conclusion for an essay on ONE of the following subjects:

- Rebirth in Moon Palace

OR

- Nature in Moon Palace

Remember to pay attention to the quality of your written English, which will naturally 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.

Questionnaire on Moon Palace

Write your answers in complete sentences. Remember to pay attention to the quality of your written English, which will be taken into account in the marking.

1) i) What was Thomas Effing’s original name, and why did he decide to change it? (2pts)
   ii) Why did Effing decide to give $20 000 of his money to strangers before he died? (2pts)

2) i) Why did Marco and Solomon decide to travel together to Utah? (2pts)
   ii) Why did Marco complete the journey alone? (2pts)

3) 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. (4pts)

4) 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. (4pts)

5) Briefly summarise any episode in Moon Palace which links Marco’s story to the history of the Native American Indians. (4pts)
Respond to the following questions by providing thorough answers in complete sentences. Allow a little time at the end to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

I. LITERARY DEFINITIONS

Provide thorough definitions for the following literary terms:

1. plot
2. symbol
3. antagonist
4. tone
5. protagonist
6. character
7. setting

II. MARY ROWLANDSON’S “A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson”

Discuss in detail what happens in Mary Rowlandson’s narrative. Then, mention aspects of Puritanism that are evident in her writing. In other words, what clues in the text reveal that Rowlandson was a Puritan?

III. MAJOR AMERICAN LITERARY MOVEMENTS

Provide the dates (XXXX – XXXX), important characteristics and influences, and writers for each period. Remember to write complete sentences.

1. Puritanism
2. The Enlightenment
3. Romanticism
4. Transcendentalism
Université du Sud Toulon-Var
Faculté des Lettres et Sciences Humaines
LLCE Anglais 1ère année ; Littérature U.S. Semestre 2
U.E 22a 2ème session juin 2013

Durée 3h30 (en commun avec Mme Christie)
Documents autorisés : aucun
A noter : les brouillons ne seront pas corrigés.

Vous devez répondre au questionnaire de Mme Christie et à un sujet de dissertation sur
Moon Palace en utilisant deux feuilles d’examen distinctes.

Sujet de Dissertation: Moon Palace

Write an introduction, detailed plan (showing the different parts, main ideas and key
examples) and conclusion for an essay on ONE of the following subjects:

1) Moon Palace: a novel of education?
OR
2) Travel in Moon Palace

Remember to pay attention to the quality of your written English, which will naturally 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.
22a Littérature américaine
Rattrapage X / 20
Madame Christie

Respond to the following questions by providing thorough answers in complete sentences. Allow a little time at the end to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

I. LITERARY DEFINITIONS  *14% de la note pour cette partie de l’examen

Provide thorough definitions for the following literary terms:

1. character
2. protagonist
3. antagonist
4. tone  *Also provide an example.
5. symbol  *Also provide an example.
6. plot
7. setting

II. THE FIRST AMERICANS  *30% de la note pour cette partie de l’examen

In the assigned readings listed below, each of the writers presents a perspective on Native American life in the United States:

- “Searching for Sacagawea” by Margaret Talbot
- Excerpt from The Pioneers by James Fenimore Cooper
- “A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson” by Mary Rowlandson
- “Speech to the Osages” by Tecumseh

In a few well-developed paragraphs, address any THREE (3) of these assigned readings offering different viewpoints about American Indians, discussing what the selected writers have to say about the First Americans.

III. MAJOR AMERICAN LITERARY MOVEMENTS  *40% de la note pour cette partie de l’examen

Provide dates (XXXX – XXXX), important characteristics and influences, writers, and works for each of the following major literary movements. Remember to write complete sentences.

1. Puritanism
2. The Enlightenment
3. Romanticism
4. Transcendentalism and Anti-Transcendentalism

IV. CRITICAL APPROACHES TO LITERATURE  *16% de la note pour cette partie de l’examen

Explain thoroughly any TWO (2) of the following CRITICAL APPROACHES to the study of literature:

1. Feminist Criticism
2. Marxist Criticism
3. New Historicism
4. New Criticism
22a Littérature américaine
Sportifs de haut niveau: Rattrapage X / 20
Madame Christie

Respond to the following questions by providing thorough answers in complete sentences. Allow a little time at the end to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

I. LITERARY DEFINITIONS *14% de la note pour cette partie de l’examen

Provide thorough definitions for the following literary terms:

1. character
2. protagonist
3. antagonist
4. tone *Also provide an example.
5. symbol *Also provide an example.
6. plot
7. setting

II. THE FIRST AMERICANS *30% de la note pour cette partie de l’examen

In the assigned readings listed below, each of the writers presents a perspective on Native American life in the United States:

- “Searching for Sacagawea” by Margaret Talbot
- Excerpt from The Pioneers (1823) by James Fenimore Cooper
- “A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson” by Mary Rowlandson
- “Speech to the Osages” by Tecumseh

In a few well-developed paragraphs, address any TWO (2) of these assigned readings offering different viewpoints about Native Americans, discussing what the selected writers have to say about the First Americans.

III. MAJOR AMERICAN LITERARY MOVEMENTS *46% de la note pour cette partie de l’examen

Provide the dates (XXXX – XXXX), important characteristics and influences, writers, and works for any THREE (3) of the following major literary movements. Remember to write complete sentences.

1. Puritanism
2. The Enlightenment
3. Romanticism
4. Transcendentalism and Anti-Transcendentalism

IV. CRITICAL APPROACHES TO LITERATURE *10% de la note pour cette partie de l’examen

Explain thoroughly any TWO (2) of the following CRITICAL APPROACHES to the study of literature:

1. Feminist Criticism
2. Marxist Criticism
3. New Historicism
4. New Criticism
Respondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

ATTENTION: You probably will not have time to RECOPY your answers.

I. LITERARY DEFINITIONS 10% de la note

Define the following literary terms, using complete sentences.

1. tone
2. first-person narrator
3. objective narrator
4. third-person omniscient narrator
5. third-person limited narrator
6. parody
7. irony
8. pastiche
9. antagonist
10. foreshadowing

II. MAJOR AMERICAN LITERARY MOVEMENTS 20% de la note

Provide the information that you have learned about the following major movements in American literature. Provide the corresponding dates (XXXX – XXXX) and indicate the important characteristics and influences for which each period is well-known, also mentioning one or more writers and works of literature from each period.

1. Realism
2. Naturalism
3. Imagism
4. Modernism
5. Postmodernism

IV. TEXTUAL COMMENTARY ON LITERARY WORKS 70% de la note

Select any seven (7) questions from the eleven (11) provided below, giving detailed answers in complete sentences.

1. From “The Year of the Rat” by Allison Adelle Hedge Coke

   The Year of the Rat
   
   for Vaughan and Travis
   
   bu-bon-ic plague: a contagious disease characterized by buboes, fever, and delirium
   
   hours later she recovers
the shock initial
and begins releasing traps to reset
peanut butter surprise
she washes her hands and
arms for forty minutes
straight before caring for
the children, for the day
*the children know nothing, they’re so
innocent, they don’t know anything*

Make connections between the title of this poem, the definition the poet provides at the beginning (see above), the excerpt (see above) drawn from the poem, and the main symbol repeated throughout. Why would Hedge Coke have chosen to reveal in this particular way what may actually have happened to her?

***************
2. From *On Plymouth Plantation* by William Bradford

All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away. And once they stole away their tools where they had been at work and were gone to dinner. But about the 16th of March a certain Indian came boldly amongst them, and spoke to them in broken English, which they could well understand, but marvelled at.

The story of the Puritans’ arrival in Massachusetts under the leadership of William Bradford is a tale of survival. What were their various experiences with the Indians living there along the coast? This quote reveals the turning point for this group of Puritans—what changed?

***************
3. From *The Scarlet Letter* by Nathaniel Hawthorne

But, on one side of the portal, and rooted almost at the threshold, was a wild rose-bush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom.

But the point which drew all eyes, and, as it were, transfigured the wearer,—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time,—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom.

**NEW CRITICISM APPROACH TO LITERATURE**

Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, or symbolism that it may contain. Discuss the color symbolism of the rose bush and the scarlet letter indicated in the quote, also indicating how this work reveals characteristics of anti-transcendentalism.

***************
4. From “Nature” (an essay) by Ralph Waldo Emerson

To speak truly, few adult persons can see nature. Most persons do not see the sun. At least, they have a very superficial seeing. The sun illuminates only the eye of the man, but shines into the eye and heart of the child. The lover of nature is he whose inward and outward senses are still truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood.

Standing on the bare ground . . . all mean egotism vanishes. I become a transparent eyeball. I am nothing. I see all. The currents of the universal being circulate through me. I am part or particle of God.
Emerson's writings clearly establish him as a Romantic writer that moved his followers into its outgrowth called "Transcendentalism." The essay "Nature" (excerpts above) establishes the beginnings of Transcendentalism. What were the main characteristics of the Romantic and Transcendental Movements? How does the concept of the "transparent eyeball" (le globe oculaire transparent) reflect the shift to an increasing focus on the Self?

***************

5. From "The Bride Comes to Yellow Sky" by Stephen Crane

Of course, people in Yellow Sky married as it pleased them, in accordance with a general custom; but such was Potter's thought of his duty to his friends, or of their idea of his duty, or of an unspoken form which does not control men in these matters, that he felt he was heinous. He had committed an extraordinary crime.

NEW CRITICISM APPROACH TO LITERATURE

Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, symbolism, or parody that it may contain. Discuss how Crane created a parody of a myth (mention what the myth was, as opposed to how it is presented in this short story), revealing what "crime" Potter thinks he has committed and how that contributes to the important message that Crane is trying to convey about the Old West.

***************

6. From "A Rose for Emily" by William Faulkner

So the next night, after midnight, four men crossed Miss Emily's lawn and slunk about the house like burglars, sniffing along the base of the brickwork and at the cellar openings while one of them performed a regular sowing motion with his hand out of a sack slung from this shoulder. They broke open the cellar door and sprinkled lime there, and in all the outbuildings. As they recrossed the lawn, a window that had been dark was lighted, and Miss Emily sat in it, the light behind her, and her upright torso motionless as that of an idol. They crept quietly across the lawn and into the shadow of the locusts that lined the street. After a week or two the smell went away.

FEMINIST CRITICISM APPROACH TO LITERATURE

The FEMINIST CRITICISM approach to literature allows a reader to examine a text as it may relate to the issues of women. Faulkner uses foreshadowing throughout this short story, withholding some details so that the reader can get to know Miss Emily and sympathize with her before understanding what she has done. What do we learn about the life of Miss Emily that might make us feel a little sorry for her? How does this quote clearly illustrate that this scene relates to the Southern culture? What are the gothic aspects in this story? Faulkner uses Miss Emily and her house to symbolize something important about a region of the United States where he grew up—what is the key symbolism that underlies this story?

***************

7. From Of Mice and Men by William Faulkner

"If you don't want me, you only jus' got to say so, and I'll go off in those hills right there—right up in those hills and live by myself. An' I won't get no mice stole from me."

George said, "I want you to stay with me, Lennie. Jesus Christ, somebody'd shoot you for a coyote if you was by yourself. No, you stay with me. Your Aunt Clara wouldn't like you running off by yourself, even if she is dead."

William Faulkner is considered to be a master of character portrayal. This novel is a story of hard times and great friendship. Explain how this work presents a very special friendship and how the setting reveals several aspects about the lives of migrant workers.

***************

8. "The Short Happy Life of Francis Macomber" by Ernest Hemingway
So, Robert Wilson thought to himself, she is giving him a ride, isn’t she? Or do you suppose that’s her idea of putting up a good show? How should a woman act when she discovers her husband is a bloody coward? She’s damn cruel sometimes. Still, I’ve seen enough of their damn terrorism.

In this short story by Ernest Hemingway, the female character is also portrayed as a hunter. Why is her husband seen as a coward at this point in the story, and what is she hunting? How might Hemingway’s portrayal of Margaret Macomber link with the author’s own personal history?

***************

9. “Mending Wall” by Robert Frost

Before I built a wall I’d ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn’t love a wall.

In Robert Frost’s poem, he has a fundamental disagreement with someone over a wall (mur). What is the setting for this poem, and what is the disagreement about? From where does the other character get his ideas about walls? What seems to bother Frost most about the idea of a wall?

***************

10. “The Lesson” by Toni Cade Bambara

Miss Moore lines us up in front of the mailbox where we started from, seem like years ago, and I got a headache for thinkin’ so hard. And we lean all over each other so we can hold up under the draggy ass lecture she always finishes us off with at the end before we thank her for borin us to tears. But she just looks at us like she readin tea leaves. Finally she say, “Well, what did you think of F.A.O. Schwarz?”

Who is Miss Moore, and to whom is she trying to teach a lesson? What is F.A.O. Schwarz, and what is the lesson? What does Sylvia, the narrator, think about this little trip? What is Bambara’s point, the lesson for the reader?

***************

11. “Battle Royal” by Ralph Ellison

It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: That I am nobody but myself. But first I had to discover that I am an invisible man!

In this excerpt from Ralph Ellison’s novel Invisible Man, a young African-American boy graduating from high school discovers that in spite of his good grades (notes), his skin color makes him invisible in the white community. What happens at the hotel that makes this clear to him? What forbidden symbol was used to humiliate the ten young African-American boys who were present there? And what was his grandfather’s message?
Madame Christie

Respond to the following questions by providing thorough, detailed answers in complete sentences. Allow a little time at the end of the exam to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

ATTENTION: You probably will not have time to RECOPY your answers.

I. LITERARY DEFINITIONS 10% de la note

Select six (6) out of the following ten (10) literary terms, defining them and using complete sentences.

1. tone
2. first-person narrator
3. objective narrator
4. third-person omniscient narrator
5. third-person limited narrator
6. parody
7. irony
8. pastiche
9. antagonist
10. foreshadowing

II. MAJOR AMERICAN LITERARY MOVEMENTS 20% de la note

Provide the corresponding dates (XXXX – XXXX) and indicate the important characteristics and influences for which each of the following major movements in American literature is well-known.

1. Realism
2. Naturalism
3. Modernism
4. Postmodernism

IV. TEXTUAL COMMENTARY ON LITERARY WORKS 70% de la note

Select any five (5) questions from the eleven (11) provided below, giving detailed answers in complete sentences.

-----------------------
1. From “The Year of the Rat” by Allison Adelle Hedge Coke

The Year of the Rat

    for Vaughan and Travis

    bu-bon-ic plaque: a contagious disease characterized by buboes, fever, and delirium

    ...

    hours later she recovers the shock initial
and begins releasing traps to reset
peanut butter surprise
she washes her hands and
arms for forty minutes
straight before caring for
the children, for the day
the children know nothing, they're so
innocent, they don't know anything

Make connections between the title of this poem, the definition the poet provides at the beginning (see above), the excerpt (see above) drawn from the poem, and the main symbol repeated throughout. Why would Hedge Coke have chosen to reveal in this particular way what may actually have happened to her?

**************
2. From On Plymouth Plantation by William Bradford

All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away. And once they stole away their tools where they had been at work and were gone to dinner. But about the 16th of March a certain Indian came boldly amongst them, and spoke to them in broken English, which they could well understand, but marveled at.

The story of the Puritans' arrival in Massachusetts under the leadership of William Bradford is a tale of survival. What were their various experiences with the Indians living there along the coast? This quote reveals the turning point for this group of Puritans—what changed?

**************
3. From The Scarlet Letter by Nathaniel Hawthorne

But, on one side of the portal, and rooted almost at the threshold, was a wild rose-bush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom.

But the point which drew all eyes, and, as it were, transfigured the wearer,—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time,—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom.

NEW CRITICISM APPROACH TO LITERATURE

Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, or symbolism that it may contain. Discuss the color symbolism of the rose bush and the scarlet letter indicated in the quote, also indicating how this work reveals characteristics of anti-transcendentalism.

**************
4. From "Nature" (an essay) by Ralph Waldo Emerson

To speak truly, few adult persons can see nature. Most persons do not see the sun. At least, they have a very superficial seeing. The sun illuminates only the eye of the man, but shines into the eye and heart of the child. The lover of nature is he whose inward and outward senses are still truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood.

Standing on the bare ground . . . all mean egotism vanishes. I become a transparent eyeball. I am nothing. I see all. The currents of the universal being circulate through me. I am part or particle of God.

Emerson's writings clearly establish him as a Romantic writer that moved his followers into its outgrowth called "Transcendentalism." The essay "Nature" (excerpts above) establishes the beginnings of Transcendentalism. What
were the main characteristics of the Romantic and Transcendental Movements? How does the concept of the “transparent eyeball” (le globe oculaire transparent) reflect the shift to an increasing focus on the Self?

***************
5. From “The Bride Comes to Yellow Sky” by Stephen Crane

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NEW CRITICISM APPROACH TO LITERATURE
Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, symbolism, or parody that it may contain. Discuss how Crane created a parody of a myth (mention what the myth was, as opposed to how it is presented in this short story), revealing what “crime” Potter thinks he has committed and how that contributes to the important message that Crane is trying to convey about the Old West.

***************
6. From “A Rose for Emily” by William Faulkner

So the next night, after midnight, four men crossed Miss Emily’s lawn and slunk about the house like burglars, sniffing along the base of the brickwork and at the cellar openings while one of them performed a regular sawing motion with his hand out of a sack slung from this shoulder. They broke open the cellar door and sprinkled lime there, and in all the outbuildings. As they recrossed the lawn, a window that had been dark was lighted, and Miss Emily sat in it, the light behind her, and her upright torso motionless as that of an idol. They crept quietly across the lawn and into the shadow of the locusts that lined the street. After a week or two the smell went away.

FEMINIST CRITICISM APPROACH TO LITERATURE
The FEMINIST CRITICISM approach to literature allows a reader to examine a text as it may relate to the issues of women. Faulkner uses foreshadowing throughout this short story, withholding some details so that the reader can get to know Miss Emily and sympathize with her before understanding what she has done. What do we learn about the life of Miss Emily that might make us feel a little sorry for her? How does this quote clearly illustrate that this scene relates to the Southern culture? What are the gothic aspects in this story? Faulkner uses Miss Emily and her house to symbolize something important about a region of the United States where he grew up—what is the key symbolism that underlies this story?

***************
7. From Of Mice and Men by William Faulkner

“If you don’t want me, you only jus’ got to say so, and I’ll go off in those hills right there—right up in those hills and live by myself. An’ I won’t get no mice stole from me.”

George said, “I want you to stay with me, Lennie. Jesus Christ, somebody’d shoot you for a coyote if you was by yourself. No, you stay with me. Your Aunt Clara wouldn’t like you running off by yourself, even if she is dead.”

William Faulkner is considered to be a master of character portrayal. This novel is a story of hard times and great friendship. Explain how this work presents a very special friendship and how the setting reveals several aspects about the lives of migrant workers.

***************
8. “The Short Happy Life of Francis Macomber” by Ernest Hemingway
So, Robert Wilson thought to himself, she is giving him a ride, isn't she? Or do you suppose that's her idea of putting up a good show? How should a woman act when she discovers her husband is a bloody coward? She's damn cruel sometimes. Still, I've seen enough of their damn terrorism.

In this short story by Ernest Hemingway, the female character is also portrayed as a hunter. Why is her husband seen as a coward at this point in the story, and what is she hunting? How might Hemingway's portrayal of Margaret Macomber link with the author's own personal history?

**************************
9. "Mending Wall" by Robert Frost

Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall.

In Robert Frost's poem, he has a fundamental disagreement with someone over a wall (mur). What is the setting for this poem, and what is the disagreement about? From where does the other character get his ideas about walls? What seems to bother Frost most about the idea of a wall?

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10. "The Lesson" by Toni Cade Bambara

Miss Moore lines us up in front of the mailbox where we started from, seem like years ago, and I got a headache for thinkin’ so hard. And we lean all over each other so we can hold up under the draggy ass lecture she always finishes us off with at the end before we thank her for borin us to tears. But she just looks at us like she readin tea leaves. Finally she say, "Well, what did you think of F.A.O. Schwarz?"

Who is Miss Moore, and to whom is she trying to teach a lesson? What is F.A.O. Schwarz, and what is the lesson? What does Sylvia, the narrator, think about this little trip? What is Bambara's point, the lesson for the reader?

**************************
11. "Battle Royal" by Ralph Ellison

It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: That I am nobody but myself. But first I had to discover that I am an invisible man!

In this excerpt from Ralph Ellison's novel Invisible Man, a young African-American boy graduating from high school discovers that in spite of his good grades (notes), his skin color makes him invisible in the white community. What happens at the hotel that makes this clear to him? What forbidden symbol was used to humiliate the ten young African-American boys who were present there? And what was his grandfather's message?
Respond to the following questions by providing thorough, detailed answers in complete sentences. Allow a little time at the end of the exam to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d’erreurs pourrait diminuer la note.

ATTENTION: You probably will not have time to RECOPY your answers.

I. LITERARY DEFINITIONS 10% de la note

Define the following eight (8) literary terms, using complete sentences.

1. first-person narrator
2. objective narrator
3. third-person omniscient narrator
4. third-person limited narrator
5. parody
6. irony
7. pastiche
8. foreshadowing

II. MAJOR AMERICAN LITERARY MOVEMENTS 25% de la note

Provide the corresponding dates (XXXX – XXXX), important characteristics and influences, writers, and works for the following major movements in American literature:

1. Realism
2. Naturalism
3. Imagism
4. Modernism
5. Postmodernism

IV. TEXTUAL COMMENTARY ON LITERARY WORKS 65% de la note

Select any seven (7) questions from the ten (10) provided below, giving thorough, detailed answers based on assigned readings, class notes, and lectures (CM). Write complete sentences.

***************
1. From “The Very Brief Relation of the Devastation of the Indies” by Bartolomé de las Casas

The tyranny exercised by the Spaniards against the Indians in the work of pearl fishing is one of the most cruel that can be imagined. There is no life as infernal and desperate in this century that can be compared with it . . .

Describe the life of a pearl diver under the control of the Spaniards, based upon the information provided in the Las Casas reading. What was Las Casas’ role in the New World? What was his story?

***************
2. From On Plymouth Plantation by William Bradford
All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away. And once they stole away their tools where they had been at work and were gone to dinner. But about the 16th of March a certain Indian came boldly amongst them, and spoke to them in broken English, which they could well understand, but marveled at.

The story of the Puritans' arrival in Massachusetts under the leadership of William Bradford is a tale of survival. What were their various experiences with the Indians living there along the coast? This quote reveals the turning point for this group of Puritans—what changed?

***************

3. From The Scarlet Letter by Nathaniel Hawthorne

But, on one side of the portal, and rooted almost at the threshold, was a wild rose-bush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom.

NEW CRITICISM APPROACH TO LITERATURE
Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, or symbolism that it may contain. Discuss the color symbolism of the rose bush and the scarlet letter, also indicating how this work reveals characteristics of anti-transcendentalism.

***************

4. From “The Bride Comes to Yellow Sky” by Stephen Crane

“Well, I 'low it's off, Jack,” said Wilson. He was looking at the ground. “Married!” He was not a student of chivalry; it was merely that in the presence of this foreign condition, he was a simple child of the earlier plains. He picked up his starboard revolver, and placing both weapons in their holsters, he went away. His feet made funnel-shaped tracks in the heavy sand.

NEW CRITICISM APPROACH TO LITERATURE
Through the NEW CRITICISM approach to literature, a reader can analyze a text based on technical aspects like plot, setting, characterization, symbolism, or parody that it may contain. Discuss the different aspects of parody that appear throughout the text, as well as Crane's point. What do Scratchy's tracks symbolize at the end of this story?

***************

5. From “A Rose for Emily” by William Faulkner

But garages and cotton gins had encroached and obliterated even the august names of that neighborhood; only Miss Emily's house was left, lifting its stubborn and coquettish decay above the cotton wagons and the gasoline pumps—an eyesore among eyesores.

FEMINIST CRITICISM APPROACH TO LITERATURE
The FEMINIST CRITICISM approach to literature allows a reader to examine a text as it may relate to the issues of women. Faulkner uses foreshadowing throughout this short story, withholding some details so that the reader can get to know Miss Emily and sympathize with her before understanding what she has done. What do we learn about the life of Miss Emily that might make the reader feel a little sorry for her? What is Faulkner's main point that is foreshadowed in this passage drawn from the beginning of the story? What are the gothic aspects in this story?

***************

6. From Of Mice and Men by John Steinbeck

“Let's have different color rabbits, George.”
“Sure, we will,” George said sleepily. “Red and blue and green rabbits, Lennie. Millions of 'em.”
William Faulkner is considered to be a master of character portrayal. This novel is a story of hard times and two main characters. Discuss who Lennie and George are, what they do for a living, and their relationship, explaining what this excerpt reveals about their lives.

***************
7. "The Short Happy Life of Francis Macomber" by Ernest Hemingway

His wife had been through with him before but it never lasted. He was very wealthy, and would be much wealthier, and he knew she would not leave him ever now. That was one of the few things that he really knew.

In this short story by Ernest Hemingway, what do we learn about Francis and Margot Macomber? There are different interpretations for how the story ends—was the shooting accidental or not? How might Hemingway’s portrayal of Margot link with the author’s own personal history?

***************
8. "The Road Not Taken" by Robert Frost

Two roads diverged in a yellow wood . . .

In Robert Frost’s poem, his narrator faces a dilemma. Explain the narrator’s choices and what the dilemma is. What decision is finally made, and why? How might this relate to anyone’s life?

***************
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Miss Moore lines us up in front of the mailbox where we started from, seem like years ago, and I got a headache for thinkin’ so hard. And we lean all over each other so we can hold up under the draggy ass lecture she always finishes us off with at the end before we thank her for borin us to tears. But she just looks at us like she readin tea leaves. Finally she say, "Well, what did you think of F.A.O. Schwarz?"

What is F.A.O. Schwarz, and what is the “lesson” Miss Moore is trying to teach the kids? What does Sylvia, the narrator, think about this little trip? What is Bambara’s main point for the reader?

***************
10. "Battle Royal" by Ralph Ellison

I was praised by the most lily-white men in town. I was considered an example of desirable conduct—just as my grandfather had been. And what puzzled me was that the old man had defined it as treachery.

In this excerpt from Ralph Ellison’s novel Invisible Man, a young boy is invited to give a speech in the ballroom of the best hotel in town. There, however, he discovers that it is not the speech that the important men of the town are really interested in. Explain what happened at the hotel, and what the boy’s grandfather was trying to tell him on his deathbed and also in a dream.
22b Littérature américaine - méthodologie

Rattrapage / Sportifs de haut niveau  Note: 0 - 20

Madame Christie

Respond to the following questions by providing thorough, detailed answers in complete sentences. Allow a little time at the end of the exam to review what you wrote and make corrections because errors can impact the grade.

Répondez aux questions qui suivent, en fournissant des réponses détaillées et dans des phrases complètes. Prenez un peu de temps à la fin pour les relire et faire les corrections nécessaires parce que la présence d'erreurs pourrait diminuer la note.

ATTENTION: You probably will not have time to RECOPY your answers.

I. LITERARY DEFINITIONS 12% de la note

Select six (6) out of the following eight (8) literary terms, defining them and using complete sentences.

1. first-person narrator
2. objective narrator
3. third-person omniscient narrator
4. third-person limited narrator
5. parody
6. irony
7. pastiche
8. foreshadowing

II. MAJOR AMERICAN LITERARY MOVEMENTS 40% de la note

Provide the corresponding dates (XXXX – XXXX), important characteristics and influences, writers, and works for any four (4) of the following major movements in American literature:

1. Realism
2. Naturalism
3. Imagism
4. Modernism
5. Postmodernism

IV. TEXTUAL COMMENTARY ON LITERARY WORKS 48% de la note

Select any six (6) questions from the ten (10) provided below, giving thorough, detailed answers in complete sentences.

***************

1. From “The Very Brief Relation of the Devastation of the Indies” by Bartolomé de las Casas

The tyranny exercised by the Spaniards against the Indians in the work of pearl fishing is one of the most cruel that can be imagined. There is no life as infernal and desperate in this century that can be compared with it . . .

Describe the life of a pearl diver under the control of the Spaniards, based upon the information provided in the Las Casas reading. What was Las Casas’ role in the New World? What was his story?
2. From On Plymouth Plantation by William Bradford

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In this excerpt from Ralph Ellison’s novel Invisible Man, a young boy is invited to give a speech in the ballroom of the best hotel in town. There, however, he discovers that it is not the speech that the important men of the town are really interested in. Explain what happened at the hotel, and what the boy’s grandfather was trying to tell him on his deathbed and also in a dream.
The coalition government: Sweetening the pill

The window of opportunity for the centre-left opened on Monday. The Liberal Democrats stared through it for less than 24 hours. Then the window closed once more, and now – for the first time in 13 years – Britain has a Conservative prime minister, albeit one of moderate temperament who intends to serve at the head of a coalition. By this afternoon it was clear that there would be no Labour-Liberal Democrat alliance. Instead, Nick Clegg and his negotiators threw in their lot with David Cameron and his Tory party.

That decision sealed Labour's fate and ended Gordon Brown's prime ministership. Soon, Mr Brown was speaking from No 10 for the final time, giving a touching farewell, before one final journey to Buckingham Palace. His dignified statement included his immediate resignation as Labour leader, a move that shores up his reputation as a party man by preparing the way for Labour to face the future with a new leader as soon as possible.

By the end of the day, however, Labour was very much old news. (...) The youngest prime minister since Lord Liverpool is fast becoming one who will preside over a new form of politics. After the first hung election in many years, the politicians of Britain's radical centre and centre-right have responded by stretching out across party lines to arrive at a formal coalition government, the first since the second world war. With Conservatives and Liberal Democrats looking set to sit side by side round the cabinet table, it is possible that party politics will never be quite the same again. Reports that the new government will soon fix parliamentary terms will, we hope, prove to be only the first of many indicators of how the fact of coalition will rewrite the political rules.

Even so, there can be no disguising the disappointment of many at this turn of events. The Liberal Democrats and Labour had a historic opportunity to form a democratically legitimate progressive coalition at a crucial moment. Labour appears to have bent over backwards to make policy compromises. In the end it was the Liberal Democrats who said no thanks, and headed for Mr

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1 To sweeten : adoucir
2 pill : pilule
3 bien que
4 to throw in one's lot with sb : unir sa destinée à celle de qqn
5 to seal sb's fate : décider du sort de qqn
6 Farewell : adieu
7 to shore up : consolider
8 to stretch out : s'étendre
9 officiel
10 prêt à, sur le point de
11 tournure prise par les événements
12 se mettre en quatre pour
Cameron's door instead. It is a decision with huge and yet unforeseeable\(^{13}\) consequences for all the parties. In fairness to\(^{14}\) the Lib Dems, it has to be admitted that the Commons arithmetic with Labour was far more difficult than with the Tories. But don't kid yourselves\(^{15}\). This was Britain's best fair-votes moment for at least 80 years. The moment was missed. It is a national opportunity lost.

In fairness also to Mr Clegg (...), the numbers and the difficult problem of appearing to rescue\(^{16}\) a defeated government inevitably stayed\(^{17}\) his hand in the dealings with Labour. The Conservative option was clearly easier arithmetically, and its legitimacy understandable as a first step in the negotiations. Mr Clegg gave Labour its chance, too. The outcome is of course a major blow\(^{18}\) to the centre-left, both short-term and existentially. (...)

It also has to be said that opportunity is not absent from the emerging Tory-Lib Dem coalition either. Such a coalition is a better alternative for Britain - and for liberals - than a Conservative minority government, and a lot better than a Tory majority. The presence of Liberal Democrats around the cabinet table and the possibility of direct Liberal Democrat ministerial authority in some policy areas is a cause for hope, not despair. Every concession that the negotiators have won from the Tories over the past few days is a small reason to hope that Mr Clegg's party will make their values and their presence felt, for the better.

Today may still be a liberal moment of a kind. Not the one we, and others, sought. A very fragile one. But not a moment entirely without possibility either.


**QUESTIONS**

*Répondez aux questions suivantes en anglais en prenant soin de reformuler le texte.*

1) What is the source of the document ? (1,5 point)
2) "The window of opportunity for the centre-left opened on Monday. The Liberal Democrats stared through it for less than 24 hours. Then the window closed once more" : What does it refer to ? Explain. (1,5 point)
3) "That decision sealed Labour's fate and ended Gordon Brown's prime ministership". What are the dates of Brown's premiership ? (1 point)
4) "by preparing the way for Labour to face the future with a new leader as soon as possible". Who is the leader of the Labour party today ? (1,5 point)
5) "The youngest prime minister since Lord Liverpool is fast becoming one **who will preside over a new form of politics**". Why does the author say that ? Explain. (2 points)
6) "After the first hung election in many years". Do you know any other example of hung Parliament ? Explain what happened. (2,5 points)
7) "Reports that the new government will soon fix parliamentary terms".
   a) What does it refer to ? Explain. (2 points)
   b) Give another constitutional reform planned by the government. (2 points)
8) Why did the coalition with Labour fail ? (2 points)
9) "**Such a coalition is a better alternative for Britain – and for liberals – than a Conservative minority government, and a lot better than a Tory majority**". Explain. (2 points)
10) What is the political standpoint\(^{19}\) of the article ? (2 points)

\(^{13}\) imprévisible
\(^{14}\) pour être juste envers
\(^{15}\) to kid oneself: se faire des illusions
\(^{16}\) sauver
\(^{17}\) retenir
\(^{18}\) coup
\(^{19}\) point de vue
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 16 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 maîtrise
3 à ce moment-là
4 à son actif
5 comme prévu
6 terne, 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 “Bliar”.

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 socialist tics 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 “Bliar”? (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 patriotique, militariste
17 à son actif
I. Answer TWO of the following four questions (5 pts).

- What were the initial causes of the American Revolution?

- Why was the 1787 Philadelphia Convention a historic event?

- 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. Make a detailed commentary plan of ONE of the two texts (15 pts).

Text 1.

George Washington’s advice to the new nation (June 8th, 1783).

Circular to the States.  

Headquarters, Newburgh.¹

Sir: The great object for which I had the honor to be appointed² in the Service of my Country being accomplished, I am now preparing to resign it into the hands of Congress. [...] But before I carry this resolution into effect, I think it a duty

¹ The headquarters of the Continental Army were located in this city, in the state of New York.
² to be appointed: être nommé.
incumbent⁵ on me, to congratulate you on the glorious events which Heaven has
been pleased to produce in our favor, to offer my sentiments regarding some
important subjects, which appear to me to be intimately connected with the
tranquility of the United States. [...] 

The Citizens of America, placed in the most enviable condition, as the sole⁴
proprietors of a vast portion of the continent, comprehending all the various soils
and climates of the world, are now acknowledged⁵ to be possessed of absolute
freedom and Independency; They are, from this period, to be considered as the
Actors on a Theatre, which seems to be designated by Providence for the display⁶ of
human greatness and felicity; Here, they are not only surrounded with every thing
which can contribute to the completion of private and domestic enjoyment, but
Heaven has given all its other blessings, by giving a fairer opportunity for political
happiness, than any other Nation has ever been favored with. [...] The foundation of
our Empire was not laid in the gloomy⁷ age of Ignorance and Superstition, but at an
Era when the rights of mankind were better understood and more clearly defined,
 [...] and their collected wisdom may be happily applied in the Establishment of our
forms of Government; the free cultivation of Letters,⁸ the extension of Commerce, the
growing liberality of Sentiments, have had a meliorating⁹ influence on mankind and
increased the blessings of society. At this auspicious¹⁰ period, the United States came
into existence as a Nation, and if their Citizens should not be completely free and
happy, the fault will be entirely their own.

Such is our situation, and such are our prospects. [...] Yet, it appears to me
there is an option still left to the United States of America, that it is in their choice

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³ to be incumbent on someone to do something: incomber / appartenir à quelqu'un de faire quelque chose
[cfr. un sketch célèbre des Inconnus : « qui lui incombe / qui lui décombe (sic) »].
⁴ the sole (here): the only.
⁵ to acknowledge (here): reconnaître.
⁶ the display: la démonstration / l’étalage.
⁷ gloomy: sombre / lugubre.
⁸ George Washington means that literary knowledge is advancing as well, that people are becoming
more and more cultivated.
⁹ meliorating: improving / beneficial.
¹⁰ auspicious: prometteur / de bon augure.
whether they will be respectable and prosperous, or contemptible\textsuperscript{11} and miserable as a Nation; This is the moment to establish or ruin their national Character, this is the favorable moment to give such a tone to our Federal Government, as will enable it to answer the ends\textsuperscript{12} of its institution, or this may be the ill-fated\textsuperscript{13} moment for relaxing the powers of the Union, annihilating\textsuperscript{14} the cement of the Confederation, and exposing us to become the sport of\textsuperscript{15} European politics, which may play one State against another to prevent their growing importance, and to serve their own interested purposes. For, according to the system of Policy the States shall adopt, they will stand or fall, and it is yet to be decided whether the Revolution shall be considered as a blessing or a curse\textsuperscript{16} — not to the present age alone, for with our fate will the destiny of unborn Millions be involved.

Text 2.

"The Conflict with Hamilton", a letter by Thomas Jefferson\textsuperscript{17} to the President of the United States [George Washington] (September 1792).

DEAR SIR, — When I embarked in the government, it was with a determination to intermeddle not at all with the legislature, & as little as possible with my co-departments. The first instance of variance from the former part\textsuperscript{18} of my resolution, I was duped into by the Secretary of the Treasury\textsuperscript{19} and made a tool for transmitting his schemes\textsuperscript{20}, not then sufficiently understood by me; and of all the errors of my political life, this has occasioned me the deepest regret. [...]
If it has been supposed that I have always intrigued among the members of the legislatures\(^\text{21}\) to defeat the plans of the Secretary of the Treasury, it is contrary to all truth. […] That I have utterly\(^\text{22}\), in my private conversations, disapproved of the system of the Secretary of the Treasury, I acknowledge\(^\text{23}\) & avow: and this was not merely a speculative difference. His system flowed from\(^\text{24}\) principles adverse to\(^\text{25}\) liberty, & was calculated to undermine and demolish the republic, by creating an influence of his department over the members of the legislature. I saw this influence actually produced, & its first fruits to be the establishment of the great outlines of his project\(^\text{26}\) by the votes of the persons who, having swallowed his bait,\(^\text{27}\) were laying themselves out to\(^\text{28}\) profit by his plans. […] These were no longer the votes of the representatives of the people, but of deserters from the rights & interests of the people: & it was impossible to consider their decisions, which had nothing in view but to enrich themselves, as the measures of the majority. […]

To say nothing of other interferences equally known, in the case of the two nations with which we have the most intimate connections, France & England, my system was to give some satisfactory distinctions to the former, of little cost to us, in return for the solid advantages yielded\(^\text{29}\) us by them; & to have met the English with some restrictions which might induce them to abate\(^\text{30}\) their severities against our commerce. I have always supposed this coincided with your sentiments. Yet the Secretary of the Treasury, by his cabals\(^\text{31}\) with members of the legislature, & by high-

\(^{21}\) the legislatures: the assemblies representing the legislative power.

\(^{22}\) utterly: entièrement.

\(^{23}\) to acknowledge: admettre, reconnaître.

\(^{24}\) to flow from (here): avoir pour origine.

\(^{25}\) adverse to: opposed to.

\(^{26}\) the outlines of a project: les grandes lignes d’un projet.

\(^{27}\) a bait: un appât.

\(^{28}\) to lay oneself out to do something: faire tout son possible pour faire quelque chose.

\(^{29}\) to yield (here): céder, concéder.

\(^{30}\) to abate: abaisser, diminuer.

\(^{31}\) a cabal: une cabale (manœuvres secrètes concertées contre quelqu’un).
toned declamation on other occasions, has forced down his own system, which was exactly the reverse. […]

When I came into this office, it was with a resolution to retire from it as soon as I could with decency. It pretty early appeared to me that the proper moment would be the first of those epochs at which the constitution seems to have contemplated a periodical change or renewal of the public servants. I look to that period with the longing of a mariner, who has at length the land in view. […] To a profound disregard of the honors of office I join as great a value for the esteem of my countrymen, & by an enthusiastic devotion to their rights & liberty. But I will not suffer my retirement to be clouded by the slanders of a man whose history is a tissue of machinations against the liberty of the country which has not only received and given him bread, but heaped its honors on his head.

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32 has imposed.
33 the longing; l'envie.
34 the slanders: les diffamations.
35 to heap (here): combler de.
I. Answer TWO of the following five questions (6 pts).

- The growing discontent in the Thirteen British Colonies of America (1764-1774).

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

- What were the divergences between the Democrat-Republicans and the Federalists? What were the leading figures for each party?

- What reasons prompted Thomas Jefferson to purchase the territory of Louisiana from France in 1803?

- What were the main events in the war between the United States and Great Britain (1812-1814)?
II. Make a detailed commentary plan of ONE of the two texts (14 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 accelerate their motions would have been attended with³ discontent and perhaps convulsions.

The news from South Carolina⁴ 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 Constitution⁵ 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

¹ James Warren was a statesman who, at the time, was part of the Massachusetts government.
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.
propriety⁶ and necessity of taking the decisive steps, and those who are averse to it⁷ are afraid to say much against it. […]

All great changes are irksome⁸ 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 undertaken⁹ until the design of Providence, by a series of great events, had so plainly 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 grant¹⁰ they may! But I fear that in every Assembly members will obtain an influence by noise, not sense; by meanness¹¹, 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 undone¹². 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.

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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*…
¹⁰ To grant: *garantir*.
¹¹ Meanness (here): *la mesquinerie*.
¹² Or we are all undone: *ou nous sommes tous perdus*. 
A letter from Gouverneur Morris\textsuperscript{13} to George Washington
(30 October 1787).

His Excellency Gen'l Washington.

DEAR SIR,—Although not very inquisitive about political opinions, I have not
been quite inattentive. The States eastward of New York appear to be almost
unanimous in favor of the new Constitution; for I make no account of\textsuperscript{14} the
dissentients\textsuperscript{15} in Rhode Island. [New] Jersey is near unanimity in her favorable
opinion. [...] New York, hemmed in\textsuperscript{16} between the warm friends of the Constitution,
could not easily (unless supported by powerful States) make any important struggle,
even though her citizens were unanimous, which is by no means the case. Parties
there are nearly balanced. [...] In the choice of a convention, it is not improbable that
the federal party will prove strongest, for persons of every distinct and opposite
interests have joined on this subject. With respect to this State I am far from being
decided in my opinion that they will consent. True it is that the city and its
neighborhood are enthusiastic in the cause; but I dread\textsuperscript{17} the cold temper of the back
counties\textsuperscript{18}, and still more the wicked\textsuperscript{19} industry\textsuperscript{20} of those who have long habituated
themselves to live on the public and cannot bear the idea of being removed from the
power. [...] What opinions prevail more southward I cannot guess.

I have observed that your name to the new Constitution has been of infinite
service. Indeed I am convinced that, if you had not attended the Convention and the
same paper had been handed out\textsuperscript{21} to the world, it would have met with a colder

\textsuperscript{13} Gouverneur Morris (1752-1816) was an American statesman. Born in the (former) colony of New
York, he represented Pennsylvania in the Philadelphia Convention of 1787.
\textsuperscript{14} I make no account of: je ne fais pas cas de / je n'accorde pas d'importance à.
\textsuperscript{15} the dissentients: les opposants.
\textsuperscript{16} to be hemmed in: être cerné.
\textsuperscript{17} I dread: I fear.
\textsuperscript{18} the back counties: les comtés situés plus à l'ouest (dans le cas de l'Etat de New York).
\textsuperscript{19} wicked: méchant, malveillant.
\textsuperscript{20} the industry (here): les efforts mis en œuvre.
\textsuperscript{21} to hand out: distribuer.
reception. As it is, should the idea prevail that you would not accept of the Presidency, it would prove fatal in many parts. [...]  
I will add my conviction that of all men you are the best fitted\textsuperscript{22} to fill that office. Your cool steady\textsuperscript{23} temper is indispensible\textsuperscript{24} necessary to give firm and manly\textsuperscript{24} tone to the new Government. To constitute a well poised\textsuperscript{25} political machine is the task of no common workman: but to set it in motion requires still greater qualities. Time gives primary institutions the mighty power of habit; and custom serves as the great commentator of human establishments. No Constitution is the same on paper and in life. The exercise of authority depends on personal character. [...] The horses once trained may be managed by a woman or a child; not so when they first feel the bit\textsuperscript{26}. And indeed among these thirteen horses now about to be coupled together, there are some of every character. They will listen to your voice, and submit to your control. But that the result may be as pleasing to you as it will be useful to them, I wish but do not expect. You will, however, on this, as on other occasions, feel that interior satisfaction which the world cannot give.

\begin{footnotes}
\item[22] the best fitted: \textit{le plus apte}.
\item[23] steady (here): \textit{solide}.
\item[24] manly: \textit{viril}.
\item[25] well poised: \textit{bien équilibré}.
\item[26] the bit (here): \textit{le mors} (pièce du harnais qui sert à diriger le cheval).
\end{footnotes}
Viages y vuelos baratos

El fenómeno del low-cost o vuelos baratos o de bajo coste sigue creciendo con la aparición continua de nuevas compañías aéreas de bajo coste. El incremento de ofertas de este tipo de viajes baratos junto con las compañías de publicidad tan agresivas que utilizan este tipo de aerolíneas dan lugar a que el usuario final se sienta confuso a la hora de decidirse por una u otra oferta.

¿Qué opina usted de las compañías de bajo coste?

Conteste esta pregunta en 300 palabras (+ o − 10%)
II) TEXTE A COMPLETER

Para cada palabra elija una de las cuatro alternativas propuestas (a, b, c, d).

Chupa Chups, el caramelo más internacional

En la España de los años 50, los estudios de mercado revelaban que los niños de entonces _1_ sus escasos _2_ en caramelos, pequeñas bolas azucaradas con las que se pringaban los dedos y la ropa. En ese contexto, Enric Bernat, visionario hijo de una familia de _3_ catalanes (su abuelo fue el primer fabricante de caramelos de España), _4_ la brillante idea que iba a lanzar a su empresa a _5_ los mercados del mundo: ponerle un palo al caramelo. Nació así el "chupa chups", el dulce que hoy en día ha adquirido carácter universal. El _6_ de este tipo fue _7_ como Chups y comercializado al precio de una peseta, bastante elevado para la época. Corría el año 1958, y la _8_ pionera se _9_ Granja Asturias S.A.

En estricto rigor, Enric Bernat no fue _10_ del caramelo con palo, pero sí que fue el primero que _11_ su producción y con él _12_ levantar una multinacional, con una marca conocida en casi todo el mundo. La idea fue rápidamente aceptada por los niños de entonces. La empresa _13_ a crecer y en 1964 _14_ de nombre, adoptando el que aún conserva y que la ha hecho famosa por todo el mundo: Chupa Chups S.A. Y es que _15_ la empresa catalana _16_ a lanzarse al mercado extranjero en los años 70, los rusos, japoneses, alemanes, mexicanos, australianos o americanos se han convertido en auténticos fans del invento español. En 1979 _17_ la cifra récord de más de 10.000 millones de chupa chups vendidos en todo el mundo.

Chupa Chups S.A. _18_ ahora por la familia de Enric Bernat (su hijo Xavier es el presidente y otros dos hijos, vicepresidentes) después del fallecimiento del fundador a los 80 años, que _19_ viuda y cinco hijos. Desde hace unos años se había _20_ de la primera línea directiva de la empresa en favor de sus hijos, aunque la gestión del día a día _21_ ahora en manos de directivos ajenos a la familia. Casi cincuenta años después, aquella pequeña empresa con la que _22_ Bernat _23_ en un grupo que produce en Francia, Rusia, China y México, además _24_ España, que vende sus productos a 150 países, _25_ 343 millones de euros y emplea a cerca de 1.700 personas en todo el mundo.

El _26_ web de Chupa Chups es una herramienta de entretenimiento orientada a fidelizar al consumidor e identificarlo aún más con la marca. _27_ se sirve de diferentes apartados multimedia en que el internauta encontrará abundante y divertido material gráfico de la marca (salvapantallas, fondos de escritorio,...) y originales juegos. _28_ destacar, además, el espíritu internacional de su web, acorde _29_ el carácter multinacional de la empresa. _20_, no olvida incluir los clásicos e imprescindibles apartados de información corporativa, materiales de prensa y otros servicios para el consumidor.

www.chupachups.es
1. a. compraban  b. vendían  c. comían  d. gastaban
2. a. dinero  b. recursos  c. ingresos  d. economía
3. a. zapateros  b. confiteros  c. músicos  d. marineros
4. a. hubo  b. descubrió  c. tuvo  d. tomó
5. a. colonizar  b. emigrar  c. nacionalizar  d. progresar
6. a. primer  b. primo  c. primero  d. último
7. a. mezclar  b. bautizar  c. sacramentar  d. falsificar
8. a. fábrica  b. edificio  c. taller  d. asociación
9. a. abrió  b. cerró  c. quebró  d. denominó
10. a. constructor  b. inventor  c. usurpador  d. narrador
11. a. vendió  b. negoció  c. industrializó  d. regateó
12. a. se adueñó  b. conquistó  c. desarrolló  d. consiguió
13. a. pudo  b. logró  c. empezó  d. dejó
14. a. cambió  b. tomó  c. encontró  d. conservó
15. a. desde que  b. siempre que  c. a pesar de que  d. dado que
16. a. temiera  b. decide  c. decidiera  d. decidida
17. a. se produjo  b. se alcanzó  c. se limitó  d. se perdió
18. a. está controlada  b. es controlada  c. sea controlada  d. esté controlada
19. a. abandonó  b. hizo  c. dejó  d. fue
20. a. ido  b. juntado  c. apartado  d. acercado
21. a. esta  b. esté  c. ésta  d. está
22. a. extirpó  b. arrancó  c. unió  d. quitó
23. a. se convirtió  b. se hizo  c. se volvió  d. se puso
24. a. de la  b. del  c. de  d. ò
25. a. vende  b. compra  c. factura  d. adquiere
26. a. portal  b. portátil  c. portada  d. portazo
27. a. para él  b. para ella  c. para esa  d. para ello
I) COMPRENSIÓN

VALORA TU IDIOMA

El español se ha consolidado como la tercera lengua más hablada del mundo, después del chino y el inglés. Pero el futuro del castellano no depende sólo del número de hablantes, que crece deprisa, sino de su uso como lengua internacional y su prestigio y utilidad como lengua de status y herramienta importante en los negocios. La globalización ha aumentado si cabe la importancia del inglés como lengua franca, pero también la fuerza del español entre una gran comunidad de hispanohablantes, y como segunda lengua en muchos países.

En Estados Unidos, 34 millones de latinos hablan español en sus casas, y seis millones de norteamericanos lo estudian como segunda lengua. En Brasil, el comercio latinoamericano impulsa el estudio del español. No sólo crece la población hispana, sino también las oportunidades de negocio en español. La fuerza de la comunidad de naciones de habla española pasa por su prosperidad económica y por el asentamiento de la democracia, pero todo esto necesita y refuerza la pujanza de un idioma común. La irrupción de las multinacionales españolas en América Latina o la emigración desde esos países hasta España son fenómenos económicos y sociales que no pueden entenderse sin la lengua.

En cuanto a la red, más de la mitad de los contenidos de Internet están en inglés, mientras que sólo el 4,6% de las páginas Web están en castellano, y esta proporción ha retrocedido en los últimos años. Pero esta diferencia abismal no es tan importante como el hecho de que nos superen lenguas como el alemán (6,94%) o el francés (4,95%). Seguramente, esto tiene poco que ver con el idioma y mucho con la red y el precio de las telecomunicaciones en cada país y la situación de la ciencia en nuestras universidades y empresas innovadoras.

Para apoyar el idioma no sólo hacen falta novelistas y profesores de español, también capacidad científica y buena disponibilidad de accesos a la red. El valor económico del castellano no deja de crecer en todo el mundo. Este estudio cuantifica su importancia en más de un 15% del PIB español.
1. Se puede cuantificar el valor del castellano en nuestra economía
   a. verdadero
   b. falso

2. La teoría económica de valorar el castellano se aplica
   a. al idioma
   b. a la comunidad que lo habla
   c. a las actividades económicas que dependen de él
   d. al idioma, a la comunidad que lo habla y a las actividades económicas que dependen de él

3. Se cuantifica la importancia del castellano al
   a. 5% del PIB español
   b. 10% del PIB español
   c. 15% del PIB español

4. El idioma español tiene el segundo puesto en cuanto a ciencia y nuevas tecnologías
   a. verdadero
   b. falso

5. En Estados Unidos hablan español en casa
   a. 24 millones de latinos
   b. 34 millones de latinos
   c. 44 millones de latinos

6. El español es la segunda lengua más hablada y estudiada en EEUU después del inglés
   a. verdadero
   b. falso

7. El futuro del castellano depende
   a. del número de hablantes que va creciendo
   b. de su uso como lengua internacional
   c. de su importancia en los negocios
   d. del número de hablantes cada vez más creciente, de su uso como lengua internacional, y también de su prestigio y utilidad como «lengua co-oficial» y herramienta importante en los negocios.

II) Redacción

Discriminación laboral: ¿Qué opináis de la diferencia de salarios entre hombres y mujeres en un mismo puesto? (200 palabras)

"La equiparación salarial entre hombres y mujeres que desempeñan un mismo puesto de trabajo es aún una tarea pendiente de arreglar. Una reivindicación que continúa siéndolo debido a los múltiples casos de discriminación. Dentro de las estadísticas recientes figura la publicada, hace un par de semanas por la Agencia Tributaria que señala que el salario medio de la trabajadora española fue, durante el pasado año 2012, de 12.800€ en contraposición con los 18.321€ anuales percibidos en el caso de los hombres, lo cual viene a constituir un 30 % menos de diferencia."
SESSION DE MAI 2013

24A

ITALIEN LV2

TEMPS IMPARTI : 2 HEURES


Rispondi alle domande seguenti:

1) Da dove viene l’idea di Respiro?

2) Dove si svolge l’azione? Quando? Quali sono gli elementi che permettono di capirlo?

3) Chi sono i protagonisti?

4) Qual’è il significato della sequenza che apre il film? Quali sono i movimenti di cinepresa predominanti? Si tratta di una narrazione filmica classica oppure atipica? Perché?

5) Perché la gente rigetta Grazia?

6) Qual’è il ruolo di Pasquale in questa vicenda?

7) Che cosa succede nell’ultima sequenza? Perché?

8) Puoi citare un altro film di Emanuele Crialese? Quale? Qual’è il rapporto tra questo film e Respiro?

Langue de composition: italien.

Aucun document n’est autorisé.
SESSION DE JUIN 2013  
24A  
ITALIEN LV2  
TEMPS IMPARTI : 2 HEURES


Il candidato dovrà rispondere alle domande seguenti:

1) Da dove viene l’idea di *Respiro*? ( / 2 pts)

2) Dove si svolge l’azione? Quando? Quali sono gli elementi che permettono di capirlo? ( / 3 pts)

3) Chi sono i protagonisti? ( / 3 pts)

4) Qual’è il significato della sequenza che apre il film? Quali sono i movimenti di cinepresa predominanti? Si tratta di una narrazione filmica classica oppure atipica? Perché? ( / 3 pts)

5) Perché la gente rigetta Grazia? ( / 3 pts)

6) Qual’è il ruolo di Pasquale in questa vicenda? ( / 3 pts)

7) Che cosa succede nell’ultima sequenza? Perché? ( / 2 pts)

8) Puoi citare un altro film di Emanuele Crialese? Quale? Qual’è il rapporto tra questo film e *Respiro*? ( / 1 pt)

*Langue de composition : italien.*

*Aucun document n’est autorisé.*
Na cervejaria Trindade


Eles costumam sair todos os domingos juntos. Às vezes vão ao cinema, outras vezes vão à discoteca ou passeiam pelas ruas de Lisboa, ou então ficam sentados num café a conversar. Mas hoje vão estar juntos na cervejaria Trindade para festejar os anos da Sónia. O Nuno e a Ana, dois amigos da Sónia que moram em Sintra, também vêm ao jantar. Vão chegar no comboio das sete menos um quarto.

João – Boa tarde! Já estão aqui há muito tempo à espera?
Sofia – Não, apenas há dez minutos. Parabéns Sónia!
Miguel – Então, muitos parabéns.
Sónia – Obrigada, espero viver até aos cem anos.
João – Tenho uma ideia para o jantar. Vamos até à estação do Rossio esperar o Nuno e a Ana e depois vamos a pé até ao Bairro Alto.
Sofia – Acho uma ótima ideia! Vamos à cervejaria Trindade.

No restaurante

Empregado – Que desejam os senhores?
Miguel – Nós somos seis, o que é que nos sugere?
Empregado – Talvez a especialidade da casa, o bife à Trindade. A carne é muito tenra e o molho é uma delícia.
Sofia – E não têm peixe?
Empregado – A nossa especialidade são os mariscos, mas também temos sempre o nosso bacalhau à Brás que é muito bom.
Sofia – Então eu prefiro o bacalhau.
João – Hoje é um dia especial para a Sónia. Por isso, sugiro primeiro uma entrada de camarão para todos.
Empregado – E que mais desejam?
João – Eu e a Sofia queremos bacalhau à Brás.
Miguel – E nós preferimos o bife à Trindade com batatas fritas.
Empregado – Então é uma entrada de camarão, duas doses de peixe e quatro de carne. E para beber?
João – Cerveja para todos, concordam?
Ana – Está bem, e uma garrafa grande de água bem fresca.
No final da refeição, os amigos cantam os parabéns à Sónia, comem uma fatia do bolo de aniversário e bebem champanhe. Oferecem à Sónia o último CD do Rodrigo Leão.

I – Compreensão escrita

1 – Onde estão o Miguel e a Sofia e o que é que estão a fazer?

2 – O que é que eles costumam fazer aos domingos?

3 – Onde é que eles vão hoje à noite? Porquê?

4 – Quais são as especialidades da cervejaria Trindade?

5 – O que é que os amigos da Sónia vão comer e beber?

6 – O que é que eles fazem no final da refeição?

II – Funcionamento da língua:

1 – Faça perguntas para as seguintes respostas:

a) ____________________________________________

A cervejaria Trindade fica no Bairro Alto.

b) ____________________________________________

Hoje é domingo.

c) ____________________________________________

Porque a Sónia faz anos.

d) ____________________________________________

Queremos cerveja.

e) ____________________________________________

O comboio chega às sete menos um quarto.

f) ____________________________________________

A Sofia, o Miguel e os amigos costumam ir ao cinema aos domingos.

2 – Complete com as formas dos verbos entre parênteses no presente do indicativo:

Hoje ________ (ser) o dia de anos da Sónia. De manhã, ela ________ (ir) comprar o bolo de aniversário e depois ________ (almoçar) com a família. Eles ________ (viver) perto de Lisboa.
À noite, a Sónia, o João e os amigos ________ (ir) jantar fora. O Nuno também ________ (vir) com a Ana. Eles ________ (encontrar-se) na estação do Rossio.
Nuno – Eu ________ (beber) água, mas a Ana ________ (preferir) cerveja.
Empregado – O que é que os senhores ________ (escolher) para a sobremesa?
Sofia – Eu ________ (querer) salada de frutas, mas eles ________ (comer) arroz doce.

3 – Este é o signo da Sónia. Diga o que vai acontecer na próxima semana.

<table>
<thead>
<tr>
<th>Aquário – de 21 de janeiro a 20 de fevereiro</th>
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A Sónia


<table>
<thead>
<tr>
<th>PARA COMER</th>
<th>PARA BEBER</th>
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<td>sandes de fiambre</td>
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<tr>
<td>sandes de queijo</td>
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<td>sandes mista</td>
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<tr>
<td>bolo</td>
<td>chá</td>
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</table>
Texto

Ao domingo, a família Santos almoça sempre fora.
Neste momento, estão todos juntos no restaurante, sentados à mesa.
A D. Ana gosta muito de peixe. Ela está a comer linguado grelhado com batatas cozidas. O Sr. Santos e o Miguel estão a comer arroz de marisco. O Steve está a comer costeletas de vitela com puré de batata. O Rui geralmente come carne, mas hoje está a comer filetes de pescada com arroz de cenoura. A Sofia, como não tem muita fome, está a comer meia dose de febras de porco assadas com salada de alface e tomate.
E para beber? Estão todos a beber vinho branco da casa, menos o Rui e a Sofia. Ele está a beber laranjada e ela água mineral.

I – Compreensão escrita

1 – A família Santos almoça em casa ao domingo?

2 – Onde é que eles estão agora?

3 – O que é que eles estão a comer?

4 – Porque é que a Sofia só está a comer meia dose?

5 – O que é que eles estão a beber?

II – Funcionamento da língua:

1 – Faça perguntas para as seguintes respostas:

a) ______________________________________________________
Hoje é domingo.

b) ______________________________________________________
A Sofia está a comer meia dose de febras de porco.

c) ______________________________________________________
Quero bacalhau com natas.

d) ______________________________________________________
Todos estão a beber vinho branco, menos a Sofia e o Rui.
2 – Complete com as formas dos verbos entre parênteses no presente do indicativo:

Hoje _______ (ser) quarta-feira. O Miguel e o Steve _______ (estar) em casa, porque não _______ (ter) aulas à tarde. O Steve _______ (estar) a estudar português e o Miguel e a Sofia _______ (estar) a preparar o lanche para eles. Normalmente, _______ (comer) pão com queijo ou fiambre e _______ (beber) uma chávena de café com leite. Mas hoje o lanche _______ (ser) diferente: também _______ (haver) bolo de chocolate.

3 – Durante o final da tarde, a família Santos vai estar muito ocupada. Indique o que é que os membros da família vão fazer:

a) D. Ana/preparar o jantar.

b) Sr. Santos/arrumar a secretária.

c) Miguel/estudar.

d) Sofia/tomar duche.

e) Steve/ escrever um postal.

f) Rui/fazer os trabalhos de casa.

III – Expressão escrita

Você está na mercearia e vai comprar alguns produtos alimentares. Faça um diálogo com o merceiro. Pode escolher palavras da lista:

- um pão saloio
- uma garrafa de água sem gás
- uma dúzia de ovos
- um pacote de açúcar
- uma tablete de chocolate
- dois quilos de batatas
Le candidat traitera l'un le sujet qui lui est proposé :

Commentaire littéraire

Extrait de La Leçon, Eugène Ionesco, 1950

LE PROFESSEUR : Bonjour, Mademoiselle ... C'est vous, c'est bien vous, n'est-ce pas, la nouvelle élève?

L'ÉLÈVE se retourne vivement, l'air très dégagé, jeune fille du monde; elle se lève, s'avance vers Le Professeur, lui tend la main.


LE PROFESSEUR : C'est bien, Mademoiselle. Merci, mais il ne fallait pas vous presser. Je ne sais comment m'excuser de vous avoir fait attendre. Je finissais justement ... n'est-ce pas, de ... je m'excuse. Vous m'excuserez ...


LE PROFESSEUR : Mes excuses ... Vous avez eu de la peine à trouver la maison?

L'ÉLÈVE: Du tout ... Pas du tout. Et puis j'ai demandé. Tout le monde vous connaît ici.

LE PROFESSEUR : Il y a trente ans que j'habite la ville. Vous n'y êtes pas depuis longtemps! Comment la trouvez-vous?

L'ÉLÈVE : Elle ne me déplaît nullement. C'est une jolie ville, agréable, un joli parc, un pensionnat, un évêque, de beaux magasins, des rues, des avenues ...

L'ÉLÈVE : Vous aimez Bordeaux?

LE PROFESSEUR : Je ne sais pas. Je ne connais pas.

L'ÉLÈVE : Alors vous connaissez Paris?

LE PROFESSEUR : Non plus, Mademoiselle, mais, si vous me le permettez, pourriez-vous me dire, Paris, c'est le chef-lieu de ... Mademoiselle?

L'ÉLÈVE : (cherche un instant, puis, heureuse de savoir) Paris, c'est le chef-lieu de ... la France?


L'ÉLÈVE : Oh ! je ne les connais pas tous encore, Monsieur, ce n'est pas si facile que ça, j'ai du mal à les apprendre.

LE PROFESSEUR : Oh, ça viendra ... Du courage ... Mademoiselle ... Je m'excuse ... de la patience ... doucement, doucement ... Vous verrez, ça viendra ... Il fait beau aujourd'hui ... ou plutôt pas tellement ... Oh ! si quand même. Enfin, il ne fait pas trop mauvais, c'est le principal ... Euh ... euh ... Il ne pleut pas, il ne neige pas non plus.

L'ÉLÈVE : Ce serait bien étonnant, car nous sommes en été.

LE PROFESSEUR : Je m'excuse, Mademoiselle, j'allais vous le dire ... mais vous apprendrez que l'on peut s'attendre à tout.

L'ÉLÈVE : Évidemment, Monsieur.

LE PROFESSEUR : Nous ne pouvons être sûrs de rien, Mademoiselle, en ce monde.

L'ÉLÈVE : La neige tombe l'hiver. L'hiver, c'est une des quatre saisons. Les trois autres sont euh le prin...

LE PROFESSEUR : Oui?

L'ÉLÈVE : ... temps, et puis l'été et euh ... 

LE PROFESSEUR : Ça commence comme automobile, Mademoiselle.

L'ÉLÈVE : Ah, oui, l'automne ...

LE PROFESSEUR : C'est bien cela, Mademoiselle, très bien répondu, c'est parfait. Je suis convaincu que vous serez une bonne élève. Vous ferez des progrès. Vous êtes intelligente, vous me paraissiez instruite, bonne mémoire.

L'ÉLÈVE : Je connais mes saisons, n'est-ce pas, Monsieur?

L'ÉLÈVE : C'est difficile.

LE PROFESSEUR : Oh, non. Il suffit d'un petit effort, de la bonne volonté, Mademoiselle. Vous verrez. Ça viendra, soyez-en sûre.

L'ÉLÈVE : Oh, je voudrais bien, Monsieur. J'ai une telle soif de m'instruire. Mes parents aussi désirent que j'approfondisse mes connaissances. Ils veulent que je me spécialise. Ils pensent qu'une simple culture générale, même si elle est solide, ne suffit plus, à notre époque.

LE PROFESSEUR : Vos parents, Mademoiselle, ont parfaitement raison. Vous devez pousser vos études. Je m'excuse de vous le dire, mais c'est une chose nécessaire. La vie contemporaine est devenue très complexe.

L'ÉLÈVE : Et tellement compliquée ... Mes parents sont assez fortunés, j'ai de la chance. Ils pourront m'aider à travailler, à faire des études très supérieures.

LE PROFESSEUR : Et vous voudriez vous présenter ...

L'ÉLÈVE : Le plus tôt possible, au premier concours de doctorat. C'est dans trois semaines.

LE PROFESSEUR : Vous avez déjà votre baccalauréat, si vous me permettez de vous poser la question.

L'ÉLÈVE : Oui, Monsieur, j'ai mon bachel sciences, et mon bachel lettres.

LE PROFESSEUR : Oh, mais vous êtes très avancée, même trop avancée pour votre âge. Et quel doctorat voulez-vous passer ? Sciences matérielles ou philosophie normale?
Le candidat traitera le sujet qui lui est proposé :

Commentaire littéraire

Extrait, scène d’exposition de La Cantatrice chauve, Eugène Ionesco, 1950

Consigne :

Vous rédigerez intégralement votre introduction et votre conclusion.

Vous rédigerez le plan détaillé de votre commentaire en annonçant vos axes de lecture et en relevant les éléments du texte correspondant à chaque sous-partie.

SCÈNE I


Mme SMITH : Tiens, il est neuf heures. Nous avons mangé de la soupe, du poisson, des pommes terre au lard, de la salade anglaise. Les enfants ont bu de l’eau anglaise. Nous avons bien mangé, ce soir. C’est parce que nous habitons dans les environs de Londres et que notre nom est Smith.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Les pommes de terre sont très bonnes avec le lard, l’huile de la salade n’était pas rance. L’huile de l’épicier du coin est de bien meilleure qualité que l’huile de l’épicier d’en face, elle est même meilleure que l’huile de l’épicier du bas de la côte. Mais je ne veux pas dire que leur huile à eux soit mauvaise.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Pourtant, c’est toujours l’huile de l’épicier du coin qui est la meilleure...

M. SMITH, continuant sa lecture, fait claquer sa langue.
Mme SMITH : Mary a bien cuit les pommes de terre, cette fois-ci. La dernière fois elle ne les avait pas bien fait cuire. Je ne les aime que lorsqu'elles sont bien cuites.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Le poisson était frais. Je m'en suis léché les babines. J'en ai pris deux fois. Non, trois fois. Ça me fait aller aux cabinets. Toi aussi tu en as pris trois fois. Cependant la troisième fois, tu en as pris moins que les deux premières fois, tandis que moi j'en ai pris beaucoup plus. J'ai mieux mangé que toi, ce soir. Comment ça se fait ? D'habitude, c'est toi qui manges le plus. Ce n'est pas l'appétit qui te manque.

M. SMITH, fait claquer sa langue.

Mme SMITH : Cependant, la soupe était peut-être un peu trop salée. Elle avait plus de sel que toi. Ha ! ha ! ha ! Elle avait aussi trop de poireaux et pas assez d'oignons. Je regrette de ne pas avoir conseillé à Mary d'y ajouter un peu d'anis étoilé. La prochaine fois, je saurai m'y prendre.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Notre petit garçon aurait bien voulu boire de la bière, il aimerait s'en mettre plein la lampe, il te ressemble. Tu as vu à table comme il visait la bouteille ? Mais moi, j'ai versé dans son verre de l'eau de la carafe. Il avait soif et il l'a bue. Hélas, me ressemble : elle est bonne ménagère, économie, joue du piano. Elle ne demande jamais à boire de la bière anglaise. C'est comme notre petite fille qui ne boit que du lait et ne mange que de la bouillie. Ça se voit qu'elle n'a que deux ans. Elle s'appelle Peggy. La tarte aux coins et aux haricots a été formidable. On aurait bien fait peut-être de prendre, au dessert, un petit verre de vin de Bourgogne australien mais je n'ai pas apporté le vin à table afin de ne pas donner aux enfants une mauvaise preuve de gourmandise. Il faut leur apprendre à être sobre et mesuré dans la vie.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Mrs. Parker connaît un épicien bulgare, nommé Popenco Rosenfeld, qui vient d'arriver de Constantinople. C'est un grand spécialiste en yaourt. Il est diplômé de l'école des fabricants de yaourt d'Andrinople. J'irai demain lui acheter une grande marmite de yaourt bulgare folklorique. On n'a pas souvent des choses pareilles ici, dans les environs de Londres.

M. SMITH, continuant sa lecture, fait claquer sa langue.

Mme SMITH : Le yaourt est excellent pour l'estomac, les reins, l'appendicite et l'apothéose. C'est ce que m'a dit le docteur Mackenzie-King qui soigne les enfants de nos voisins, les Johns. C'est un bon médecin. On peut avoir confiance en lui. Il ne recommande jamais d'autres médicaments que ceux dont il a fait l'expérience sur lui-même. Avant de faire opérer Parker, c'est lui d'abord qui s'est fait opérer du foie, sans être aucunement malade.

M. SMITH : Mais alors comment se fait-il que le docteur s'en soit tiré et que Parker en soit mort?

Mme SMITH : Parce que l'opération a réussi chez le docteur et n'a pas réussi chez Parker.

M. SMITH : Alors Mackenzie n'est pas un bon docteur. L'opération aurait dû réussir chez tous les deux ou alors tous les deux auraient dû succomber.

Mme SMITH : Pourquoi?

M. SMITH : Un médecin consciencieux doit mourir avec le malade s'ils ne peuvent pas guérir ensemble. Le commandant d'un bateau périrait avec le bateau, dans les vagues. Il ne lui survit pas.

Mme SMITH : On ne peut comparer un malade à un bateau.