EXAMEN FINAL Grammaire et Linguistique (salarisés) LLCE Anglais 3 - janvier 2013

Durée 2h00, aucun document autorisé ; rendre une feuille d’examen séparée pour chaque partie

1/ Grammaire : expliquez le fonctionnement grammatical des déterminants en gras dans le texte, en comparant les deux one et les deux the (20 pts)

2/ Linguistique (20pts) :

a) à la l. 8 et 9, indiquer la situation d’énonciation [Sit(S,T)] pour les verbes lexicaux finish, sit et have

b) à la l. 21 et 22, effectuer le repérage [●] des notions dont les termes guess et make tidy sont les occurrences

1 One thing was certain, that the WHITE kitten had had nothing to do with it:--it was the black kitten’s fault entirely. For the white kitten had been having its face washed by the old cat for the last quarter of an hour (and bearing it pretty well, considering); so you see that it COULDN’T have had any hand in the mischief.

4 The way Dinah washed her children’s faces was this: first she held the poor thing down by its ear with one paw, and then with the other paw she rubbed its face all over, the wrong way, beginning at the nose: and just now, as I said, she was hard at work on the white kitten, which was lying quite still and trying to purr—no doubt feeling that it was all meant for its good.

8 But the black kitten had been finished with earlier in the afternoon, and so, while Alice was sitting curled up in a corner of the great arm-chair, half talking to herself and half asleep, the kitten had been having a grand game of romps with the ball of worsted Alice had been trying to wind up, and had been rolling it up and down till it had all come undone again; and there it was, spread over the hearth-rug, all knots and tangles, with the kitten running after its own tail in the middle.

13 ’Oh, you wicked little thing!’ cried Alice, catching up the kitten, and giving it a little kiss to make it understand that it was in disgrace. ’Really, Dinah ought to have taught you better manners! You OUGHT, Dinah, you know you ought!’ she added, looking reproachfully at the old cat, and speaking in as cross a voice as she could manage—and then she scrambled back into the arm-chair, taking the kitten and the worsted with her, and began winding up the ball again. But she didn’t get on very fast, as she was talking all the time, sometimes to the kitten, and sometimes to herself. Kitty sat very demurely on her knee, pretending to watch the progress of the winding, and now and then putting out one paw and gently touching the ball, as if it would be glad to help, if it might.

21 ’Do you know what to-morrow is, Kitty?’ Alice began. ’You’d have guessed if you’d been up in the window with me—only Dinah was making you tidy, so you couldn’t. I was watching the boys getting in sticks for the bonfire—and it wants plenty of sticks, Kitty! Only it got so cold, and it snowed so, they had to leave off. Never mind, Kitty, we’ll go and see the bonfire to-morrow.’ Here Alice wound two or three turns of the worsted round the kitten’s neck, just to see how it would look: this led to a scramble, in which the ball rolled down upon the floor, and yards and yards of it got unwound again.

Lewis Carroll, Through the Looking Glass [1871]

Pour information : Il s’agit de la 1ère page du roman, qui est la suite d’Alice au pays des merveilles ; white et black kitten sont les chatons de Dinah
On the 19th of December, in 1949, when I had been living in Paris for over a year, I was arrested as a receiver of stolen goods\(^1\) and spent eight days in prison. My arrest came about through an American tourist whom I had met twice in New York, who had been given my name and address and told to look me up.\(^2\) I was then living on the top floor of a grim hotel on the rue du Bac. The place was run by an old Frenchman dressed in an elegant black suit which was green with age. He sat at his desk in the lobby, day in and day out, greeting each one of his lodgers with an inclination of the head. If it had not been for his daughter, the hotel would certainly have gone bankrupt long before. It was said that this old man had not gone farther than the door of his hotel for thirty years, which was not at all difficult to believe. He looked as though the daylight would have killed him.

I did not, of course, spend much of my time in this palace. The moment I began living in French hotels, I understood the necessity of French cafés. This made it rather difficult to

\(^1\) goods: items / articles for sale.
\(^2\) to look up (here): to find and visit someone when in the same area.
look me up, for, as soon as I was out of bed, I took notebook and fountain pen$^3$ off to the upstairs room of the *Flore,*$^4$ where I consumed rather a lot of coffee and, as evening approached, rather a lot of alcohol, but did not get much writing done. But one night, I was discovered by this New Yorker and, only because we found ourselves in Paris, we immediately established the illusion that we had been friends back in the United States. By that time it was too late. I committed myself to getting him a room in my hotel, for he was living in one of the hotels near the Gare St. Lazare, where, he said, the owner was a thief and his wife a repressed nymphomaniac.

(punctuation unchanged).

---

$^3$ a fountain pen: *un stylo-plume.*  
$^4$ the *Café de Flore* is one of the oldest and most famous cafés in Paris.
I had rarely had reason to enter my father’s room prior to this occasion and I was newly struck by the smallness and starkness\(^1\) of it. Indeed, I recall my impression at the time was of having stepped into a prison cell, but then this might have had as much to do with the pale early light as with the size of the room or the bareness of its walls. For my father had opened his curtains and was sitting, shaved and in full uniform, on the edge of his bed from where evidently he had been watching the sky turn to dawn. At least one assumed he had been watching the sky, there being little else to view from his small window other than rooftiles and guttering.\(^2\) The oil lamp beside his bed had been extinguished and when I saw my father glance disapprovingly at the lamp I had brought to guide me up the staircase, I quickly lowered the wick. Having done this, I noticed all the more the effect of the pale light coming into the room and the way it lit up the edges of my father’s still awesome features.

“Ah,” I said, and gave a short laugh, “I might have known Father would be up and ready for the day.”

“I’ve been up for the past three hours,” he said, looking me up and down rather coldly.

“I hope Father is not being kept awake by his arthritic troubles.”

“I get all the sleep I need.”

---

\(^1\) Starkness: le dépouillement.
\(^2\) Guttering: les gouttières.
My father reached forward to the only chair in the room, a small wooden one, and placing both hands on its back, brought himself to his feet. When I saw him stood upright before me, I could not be sure to what extent he was hunched over due to infirmity and what extent due to the habit of accommodating the steeply sloped ceilings of the room.

(punctuation unchanged).
La vieille main tavelée au pince fendu écarter un voilage de pongé. Après la nuit d’insomnie, le vermeil de l’aube, la glorieuse cymbale. La chambre d’hôtel blanc neige et or pâle. Au loin la lumière à croisillons de la grande tour en fer derrière un peu de brume. En bas les arbres très verts du square Boucicaut. La ville est calme dans le printemps guerrier. Envahi par les réfugiés. Tous ceux-là qui pensaient que leur vie était de ne pas bouger. La vieille main lâche la crémone et saisit la poignée de la valise. Six étages plus bas, Yersin franchit le tambour de bois verni et de cuivre jaune. Un voiturier en habit referme sur lui la portière du taxi. Yersin ne fuit pas. Il n’a jamais fui. Ce vol, il l’a réservé des mois plus tôt dans une agence de Saigon.


(Peste et Choléra, Patrick Deville)
Depuis que j’écris ces pages, je me dis qu’il y a un moyen, justement, de lutter contre l’oubli. C’est d’aller dans certaines zones de Paris où vous n’êtes pas retourné depuis trente, quarante ans et d’y rester un après-midi, comme si vous faisiez le guet. Peut-être celles et ceux dont vous vous demandez ce qu’ils sont devenus surgiront au coin d’une rue, ou dans l’allée d’un parc, ou sortiront de l’un des immeubles qui bordent ces impasses désertes que l’on nomme « square » ou « villa ». Ils vivent de leur vie secrète, et cela n’est possible pour eux que dans des endroits silencieux, loin du centre. Pourtant, les rares fois où j’ai cru reconnaître Dannie, c’était toujours dans la foule. Un soir, gare de Lyon, quand je devais prendre un train, au milieu de la cohue des départs en vacances. Un samedi de fin d’après-midi, au carrefour du boulevard et de la Chaussée d’Antin dans le flot de ceux qui se pressaient aux portes des grands magasins. Mais, chaque fois, je m’étais trompé.

Un matin d’hiver, il y a vingt ans, j’avais été convoqué au tribunal d’instance du treizième arrondissement, et vers onze heures, à la sortie du tribunal, j’étais sur le trottoir de la place d’Italie. Je n’étais pas revenu sur cette place depuis le printemps de 1964, une période où je fréquentais le quartier. Je me suis aperçu brusquement que je n’avais pas un sou en poche pour prendre un taxi ou le métro et rentrer chez moi, J’ai trouvé un distributeur de billets dans une petite rue derrière la mairie, mais après avoir composé le code une fiche est tombée à la place des billets. Il y était écrit : « Désolé. Vos droits sont insuffisants. »

*L’Herbe des nuits*, Patrick Modiano
Dissertation :

Images of the Nile in Shakespeare's *Antony and Cleopatra*
To what extent could Greenblatt’s view of *Othello* be applied to Shakespeare’s *Antony and Cleopatra*?

The rich and disturbing pathos of the lovers’ passionate reunion in *Othello* derives then not only from our awareness that Othello’s premonition is tragically accurate, but from a rent, a moving ambivalence, in his experience of the ecstatic moment itself. The “calmness” of which he speaks may express gratified desire, but, as the repeated invocation of death suggests, it may equally express the longing for a final *release* from desire, from the dangerous violence, the sense of extremes, the laborious climbing and falling out of control that is experienced in the tempest. To be sure, Othello *welcomes* this tempest, with its charge of erotic feeling, but he does so for the sake of the ultimate consummation that the experience can call into being:

Stephen Greenblatt, “The Improvisation of Power”  
Literature, LLCE Anglais, Semester 5 (M. Engle)
John Steinbeck, The Grapes of Wrath
Final Examination—January 2013

Read this carefully before beginning:
--Please write your essay neatly on the sheets provided.
--It is important to remain silent and to stop work immediately upon the announcement
of the end of this exam period.
--No documents authorized.
*****

Reminder: those students writing on the topic below will do their oral commentaire
with the other literature professor in third year, and vice versa.

Dissertation: Please write a coherent and elegant essay treating the topic below. The
quality of your written English will naturally be taken into consideration in your grade:

Family in The Grapes of Wrath
Answer the following questions:

1. Define the 4 following terms: "intentional fallacy", "pathetic fallacy", "affective fallacy". (4 points)

2. Describe the development of 20th c. critical attitudes towards "realism". Provide examples from your personal readings. (6 points)

3. Situate the two following poems and show the differences in the representation of nature (10 points).

- **Edmund Spenser, Amoretti, Sonnet 34 (1595)**
  Lyke as a ship, that through the ocean wyde
  By conduct of some star doth make her way,
  Wheras a storne hath dimd her trusty guyde,
  Out of her course doth wander far astray.
  So I, whose star, that wont with her bright ray
  Me to direct, with cloudes is overcast,
  Doe wander now in darknesse and dismay,
  Through hidden perilis round about me plast.
  Yet hope I well that, when this storne is past,
  My Heilce*, the lodestar of my lyfe
  Will shine again, and looke on me at last,
  With lovely light to cleare my cloudy grief.
  Till then I wander carefull, comfortlesse,
  In secret sorrow and sad pensiveness.

- **William Wordsworth, The Daffodils (1807)**
  I wandered lonely as a cloud
  That floats on high o'er vales and hills,
  When all at once I saw a crowd,
  A host, of golden daffodils ;
  Beside the lake, beneath the trees,
  Fluttering and dancing in the breeze.
  Continuous as the stars that shine
  And twinkle on the milky way,
  They stretched in never-ending line
  Along the margin of a bay :
  Ten thousand saw I at a glance,
  Tossing their heads in sprightly dance.
  The waves beside them danced ; but they
  Cut did the sparkling waves in glee :
  A poet could not but be gay,
  In such a jocund company ;
  I gazed - and gazed - but little thought
  What wealth the show to me had brought :
  For oft, when on my couch I lie
  In vacant or in pensive mood,
  They flash upon that inward eye
  Which is the bliss of solitude ;
  And then my heart with pleasure fills,
  And dances with the daffodils.
UNIVERSITE du SUD, TOULON – VAR
LICENCE LLCE Anglais 3, semestre 5 (2e session, juin 2013)
52c Méthodologie de la critique littéraire
Durée : 2h (document autorisé : aucun)
Sujet de S. Gorgievski

Answer the following questions:
1. Define the following terms in their historical context: “anamorphosis”, “nonsense”. (4 points)
2. Explain the critical term “defamiliarization”. Provide 3 examples from your personal reading. (6 points)
3. Discuss the views expressed about literary criticism in this extract from Henry James’ “The Figure in the Carpet” (chapter 3, 1916). (10 points).

“Have I got to tell you, after all these years and labours?” There was something in the friendly reproach of this—jocously exaggerated—that made me, as an ardent young seeker for truth, blush to the roots of my hair. I’m as much in the dark as ever, though I’ve grown used in a sense to my obtuseness; at that moment, however, Vereker’s happy accent made me appear to myself, and probably to him, a rare dunce. I was on the point of exclaiming “Ah yes, don’t tell me: for my honour, for that of the craft, don’t!” when he went on in a manner that showed he had read my thought and had his own idea of the probability of our someday redeeming ourselves. “By my little point I mean—what shall I call it?—the particular thing I’ve written my books most for. Isn’t there for every writer a particular thing of that sort, the thing that most makes him apply himself, the thing without the effort to achieve which he wouldn’t write at all, the very passion of his passion, the part of the business in which, for him, the flame of art burns most intensely? Well, it’s that!”

I considered a moment—that is I followed at a respectful distance, rather gasping. I was fascinated—easily, you’ll say; but I wasn’t going after all to be put off my guard. “Your description’s certainly beautiful, but it doesn’t make what you describe very distinct.”

“I promise you it would be distinct if it should dawn on you at all.” I saw that the charm of our topic overflowed for my companion into an emotion as lively as my own. “At any rate,” he went on, “I can speak for myself: there’s an idea in my work without which I wouldn’t have given a straw for the whole job. It’s the finest fullest intention of the lot, and the application of it has been, I think, a triumph of patience, of ingenuity. I ought to leave that to somebody else to say; but that nobody does say it is precisely what we’re talking about. It stretches, this little trick of mine, from book to book, and everything else, comparatively, plays over the surface of it. The order, the form, the texture of my books will perhaps someday constitute for the initiated a complete representation of it. So it’s naturally the thing for the critic to look for. It strikes me,” my visitor added, smiling, “even as the thing for the critic to find.”

This seemed a responsibility indeed. “You call it a little trick?”

“That’s only my little modesty. It’s really an exquisite scheme.”

“And you hold that you’ve carried the scheme out?”

“The way I’ve carried it out is the thing in life I think a bit well of myself for.”

I had a pause. “Don’t you think you ought—just a trifle—to assist the critic?”

“Assist him? What else have I done with every stroke of my pen? I’ve shouted my intention in his great blank face!” At this, laughing out again, Vereker laid his hand on my shoulder to show the allusion wasn’t to my personal appearance.

“But you talk about the initiated. There must therefore, you see, be initiation.”

“What else in heaven’s name is criticism supposed to be?” I’m afraid I coloured at this too; but I took refuge in repeating that his account of his silver lining was poor in something or other that a plain man knows things by. “That’s only because you’ve never had a glimpse of it,” he returned. “If you had had one the element in question would soon have become practically all you’d see. To me it’s exactly as palpable as the marble of this chimney. Besides, the critic just isn’t a plain man: if he were, pray, what would he be doing in his neighbour’s garden? You’re anything but a plain man yourself, and the very raison d’être of you all is that you’re little demons of subtlety. If my great affair’s a secret, that’s only because it’s a secret in spite of itself—the amazing event has made it one. I not only never took the smallest precaution to keep it so, but never dreamed of any such accident. If I had I shouldn’t in advance have had the heart to go on. As it was, I only became aware little by little, and meanwhile I had done my work.”

“And now you quite like it?” I risked.

“My work?”

“Your secret. It’s the same thing.”
WRITE AN ESSAY ON ONE OF THE FOLLOWING SUBJECTS:

- Ethnic minorities in the UK.

OR

- Women at work.
WRITE AN ESSAY ON ONE OF THE FOLLOWING SUBJECTS:

- Education policy since 1997.

OR

- Social class distinctions in the UK.
A. Questions générales :

1º/ Vocabulaire et culture : traduisez en français les mots « tebo, novela, títere, posguerra ».


3º/ Expression-mémorisation : escriba 2 versos o 2 líneas de un autor hispanofono, que Ud. conozca de memoria (e indique un máximo de referencias para situarlo/ás).

B. Don Quijote de la Mancha. Extracto del capítulo II de la Primera parte

1º/ Grammaire : dans les deux phrases signalées dans le texte,
-donnez l'infinitif de tous les verbes ;
-justifiez l'emploi des subjonctifs ;
-justifiez l'emploi du verbe « ser » ;
-indiquez la tournure traduite par « on ... ».

2º/ Genres et composition littéraires : complétez cette phrase
« En el Quijote Cervantes recurre a la mezcla de ............. literarios e introduce otros textos de la literatura existente, creando una composición en ................. Aquí, el tipo de textos poéticos que se citan son ................. (« bal. des », en francés), asonantados en los versos ............., el primero con la asonancia ...., y el segundo con la asonancia en ....... Es poesía no estrófica, na ............., épica, originalmente, pero en ocasiones lírica también. »

3º/ Connaissances de civilisation et du Quichotte :
Expliquez et situez dans le Quichotte l'épisode de « la vela de las armas y la armazón de caballería » dont le texte proposé est un extrait.

4º/ Art de la traduction : laquelle des deux traductions présentées préférez-vous, et pourquoi ?
como D. Quijote decaía, ni aún la mitad y acomodándose en la caballeriza, volvió á ver lo que su huésped mandaba, al cual estaban desarmando las doncellas (que ya se habían reconciliado con él), las cuales, aunque le habían quitado el peto y el espaldañar, jamás supieron ni pudieron desencargar la gola ni quitarle la contracheça celada, que traía atada con unas cintas verdes, y era menester cortarlas, por no poderse quitar los nudos; mas él no lo quiso consentir en ninguna manera; y así se quedó toda aquella noche con la celada puesta, que era la más gracios y extraña figura que se pudiera pensaj y al desarmarle (como él se imaginaba que aquellas mozas que le desarmaban eran principales señoras y damas de aquel castillo) les dijo con mucho donaire:

« Nunca fuera caballero
De dámas tan bien servidas,
Como fuera D. Quijote
Cuando de su aldea vino;
Doncellas curaban del,
Princesas de su roció,
A Roctante, que éste es el nombre, señoras mías,
de mi caballo, y D. Quijote de la Mancha, el mio.»

(Cap. II.)

L'aubergiste se résolut de lui parler courtoisement, et lui dit ainsi : «Seigneur chevalier, si Votre Grâce cherchez logis, hormis le lit (parce qu'en cette taverne il n'y en a pas un), tout le reste s'y trouvera en grande abondance. » Don Quichotte, voyant l'humilité du gouverneur de la forte-rese, car c'est ainsi qu'ils paraissaient respectivement l'auberge et l'aubergiste, lui répondit : «Pour moi, seigneur châtelain, la moindre chose me suffit car : «Les armes, voilà ma parure, Et le combat, c'est mon repos.»

L'auberge vint tenir l'ètre à don Quichotte, qui mit pied à terre avec beaucoup de difficulté, comme un homme qui de tout le jour n'avait pas dormi.

Le chevalier recommanda à l'hôtelier d'avoir grand soin de son cheval, l'assurant qu'entre toutes les bêtes du monde qui mangeaient du foison, il n'y en avait pas de meilleure. L'aubergiste l'examina attentivement ; mais il ne lui parut pas aussi bon à beaucoup près, que le prétendait don Quichotte. Après avoir installé le cheval à l'écurie, il vint voir ce que désirait son hôte et le trouva se faire desarmer par les jeunes filles, de avec lesquelles il s'était déjà réconcilié. Elles lui avaient été le dos et le plastron de la cuisses, mais quelque effort qu'elles fissent, elles n'arrivèrent point à déboîter le gorgerin ni à retirer la salade cabossée, qui était attachée avec des rubans verts. Elles ne pouvaient en défaire les nœuds sans les couper, chose à quoi il ne voulut jamais consentir : ainsi passa-t-il toute la nuit avec l'armet en tête, ce qui lui faisait la figure la plus singulière et la plus drôle qu'on pût imaginer ; et comme il prenait les parures charmer qui le désarmaient pour des personnes d'importance, pour les dames de ce château, il leur dit galamment :

- Jamais ne fut si bien soigné
Par aulle dame un chevalier
Que don Quichotte quand il vint
De son village en ce château.
Il était servi par des dames
Et son cheval par des princesses.

- C'est-à-dire Rossinante car tel est le nom de mon cheval, mes belles dames, et don Quichotte de la Manche est le mien.

Traduction de François de Quinamandre - page 2 - du Tranduction de Jean Cassou (1949)
De aquí a unos días viene la desbandada de los ciudadanos hacia los lugares de veraneo con la ilusa intención de "pasar unos días tranquilos y descansar un poco".

El sitio preferido son las playas, esos deliciosos lugares donde hay un ruido infernal noche y día, procedente de transistores, bares, restaurantes, discotecas y motos sin escape, con un tráfico infernal y constante, y una orilla de mar plagada de aceites solares protección 3, bolsitas de plástico, grasa de los chiringuitos, carteles de prohibición, y de precios inversamente proporcionales a la calidad de los productos.

Muchos españoles abandonaron las playas y volvieron a los ríos, pero poco duró la ventaja de esta reconversión vacacional. Los ríos, debido a la sequía, circulan a medio gas (...) y las truchas bajan totalmente groguis de detergentes y productos químicos y se dejan acariciar con la mano como los lobos de Rodríguez de la Fuente.

Por las riberas de los ríos, según van desapareciendo los árboles, aparecen los campings, con el consiguiente olor a sardina frita comprada en el súper local, el aroma de las aguas residuales y la navegación río abajo del envase Tuperware.

Carmen Rico Godoy, Cambio 16
Il mio mestiere

Il mio mestiere è quello di scrivere e io lo so bene e da molto tempo. Spero di non essere frentesìa: sul valore di quel che posso scrivere non so nulla. So che scrivere è il mio mestiere. Quando mi metto a scrivere, mi sento straordinariamente a mio agio e mi muovo in un elemento che mi par di conoscere davvero bene: adopero degli strumenti che mi sono noti e familiari e li sento ben fermi nelle mie mani. Se faccio qualunque altra cosa, se studio una lingua straniera, se provo a imparare la storia o la geografia o se tento di parlare in pubblico, a lavorare a maglia o a viaggiare, soffro e mi chiedo di continuo come gli altri facciano queste stesse cose; mi pare sempre che ci debba essere un modo giusto di fare queste cose che è noto agli altri e sconosciuto a me. E mi pare di essere sorda e cieca e ho come una nausea in fondo a me. Quando scrivo invece non penso mai che ci sia forse un modo più giusto di cui si servono gli altri scrittori. Non me ne importa niente di come fanno gli altri scrittori. Intendiamoci, io posso scrivere soltanto delle storie. Se provo a scrivere un saggio di critica o un articolo per un giornale, va abbastanza male. Quello che allora scrivo, lo devo cercare faticosamente come fuori di me. Posso farlo un po' meglio che studiare una lingua o parlare in pubblico, ma solo un po' meglio. E ho sempre l'impressione di truffare gli altri con delle parole prese a prestito qua e là. E soffro e mi sento in esilio. Invece quando scrivo delle storie, sono come uno che è in patria, sulle strade che conosce dall'infanzia e fra le mura e gli alberi che sono i suoi. Il mio mestiere è scrivere delle storie, cose inventate o cose della mia vita, ma comunque storie, dove non c'entra la cultura ma soltanto la memoria e la fantasia. Questo è il mio mestiere, e lo farò fino alla morte. Sono molto contenta di questo mestiere e non lo cambierei per niente al mondo.


1) Rispondete alle seguenti domande utilizzando parole vostre: (/10)

a. Qual è il mestiere di Natalia Ginzburg?
b. Come si sente quando scrive?
c. Cosa prova quando tenta di fare altre cose?
d. È certa di scrivere cose di buona qualità?
e. Come si sente a scrivere un saggio di critica?

2) Indicativo, congiuntivo o condizionale? Completate le frasi seguenti coniugando i verbi fra parentesi: (/10)

a. Mi chiedo di continuo come gli altri (fare) queste cose.
b. Mi pare che ci (dovere) essere una soluzione possibile.
c. Io so bene che scrivere (essere) il mio mestiere.
d. Sono molto contenta del mio mestiere e non lo (cambiare) per niente al mondo.
e. Se tu (venire) da me, ti farò leggere i libri di Natalia Ginzburg.
f. Le sembra che l'epoca attuale (disprezzare) la poesia.
g. L'autore afferma che non gli (piacere) il tempo in cui vive.
h. Non (andare) mai a vedere una commedia di quello scrittore.
i. Se tu non me lo (avere) chiesto, non te lo avrei mai detto.
j. Ero certo che il giorno dopo (piovere).
3) Tradurre le frasi seguenti: (/10)

a. Si je devais écrire d'autres textes, je ne serais pas à l'aïse.
b. Je suis très content de mon métier et je n'accepterais jamais d'en faire un autre.
c. Si tu me racontes ton histoire, je l'écrirai dans mon livre.
d. Je ne sais pas si mes livres sont de bonne qualité, mais je pense que tu me le dirais si tu ne les aimais pas.
e. J'aime beaucoup lire des romans, des comédies, des poèmes et des essais.

4) Completate le frasi seguenti: (/10)

a. Non pagano i loro editori...........tre anni.
b. Non...........voluto venire.
c. Non.............potuto mangiare.
d. Vorrei che tu (leggere).............i miei libri.
e. Verrà a teatro con noi,...........sua sorella e .............suo fratellino.
f. Hai ricevuto una lettera...........mia madre e da...............fratelli.
g. Penso che non...........vero.
h. Bisogna che lei (andarsene)..............subito !
i. La barca era...........mezzo...........fiume.
j. La finestra...........sua camera dà...............giardino.

5) Completare con il comparativo: (/5)

a. Una matita è più grossa........un fiammifero.
b. Parigi è più grande...........Roma.
c. Quel ragazzo assomiglia più al padre...........alla madre.
d. È più facile scrivere romanzi...........saggi di critica.
e. Il ferro è meno duro...........acciaio.

6) Spiegate qual è il vostro rapporto con la lettura. Vi piace leggere? Che ruolo dovrebbero avere, secondo voi, i libri o la stampa in generale nella vita di una persona? (/15)
Examen de LV Italien - rattrapage semestre 5 - (LLCE Anglais 3 et LM3)
(L. Guidobaldi)

1) Dopo aver letto il testo (vedi fotocopia), rispondete alle seguenti domande: (20 pts)

1) Quali parole traducono meglio l'insoddisfazione di questo scrittore?
2) Perché lo scrittore si sente condannato alla solitudine?
3) Perché, secondo voi, per scrivere "bisogna isolarsi"?
4) Secondo voi, come si può combattere la solitudine?

2) Tradurre le seguenti frasi: (10 pts)

1) Quand on doit prendre des décisions, il vaut mieux réfléchir tout seul.
2) Si une amie est malade, il faut la réconforter en allant la voir.
3) Roberto ed io ci conosciamo da dieci anni e trascorriamo insieme le vacanze.
4) Ieri sera è scoppiata una lite tra i miei amici.
5) Quando la sua ricchezza è aumentata, il numero dei suoi amici è diminuito.

3) Indicate il sostantivo che corrisponde ai seguenti aggettivi: (5 pts)
Solitario, antipatico, moderno, occidentale, odioso.

4) Completate le frasi con la preposizione adatta: (5 pts)
1) Lo conosco .......... due anni.
2) Sua sorella è più cordiale .......... suo cugino.
3) Ho la passione .......... i romanzi d'introspezione psicologica.
4) Cerco sempre .......... evitare le discussioni.
5) .......... questo momento non mi sento solo.
Non so vivere da solo

La solitudine è un fatto, non un sentimento. [...] Odio la solitudine e non so vivere da solo. Ma ho scelto di fare il mestiere più solitario del mondo: lo scrittore non ha allievi, discepoli o assistenti, l’azione di scrivere è solitaria e in più per farlo bisogna isolarsi.

Ma una solitudine creativa può essere felice?

«No, è molto dura, dello specifico del tuo lavoro non puoi parlare con nessuno. Carlo Emilio Gadda era un grande solitario, quando qualcuno cercava di intervistarlo rispondeva: per favore, mi lasci in ombra. L’ombra era la sua solitudine, ed era triste, naturalmente.»

Dunque la solitudine è solo negativa per lei?

«La solitudine è la sede della meditazione e della crescita. Nell’esperienza psicoanalitica e psicoterapeutica, che conosco bene, le cose che ti dice il medico o l’analista fruttano solo dopo, quando rimani solo. La decisione è solitaria.»

Questo è vero anche in senso generale?

«Sì, ma oggi la solitudine non usa più, la gente non sa più accettarla, nella nostra cultura è considerata il peccato dei mali.»

È anche un disvalore?

«Certo. La figura principale del nostro tempo è l’imprenditore, qualcuno che ci s’immagina non sta mai da solo, sempre occupato in riunioni, colazioni di lavoro, incontri. O c’è il grande mito del volontariato e dell’aggregazione, per combattere la solitudine anche là dove finora era considerata inevitabile, come nella malattia o nella vecchiaia. L’uomo moderno nella sua versione occidentale non è mai solo.»

Eppure, proprio nelle moderne società occidentali l’esperienza della solitudine continua a esistere con forza.

«Ma in genere è confinata in esperienze estreme ed estremamente distruttive, come la droga o l’alcol. Persino nel momento della morte ormai la solitudine è considerata inaccettabile.»

Ottiero Ottieri (intervistato da Elisabetta Rasy), Panorama, 22 maggio 1997.
Université du Sud - Toulon Var

Année 2012/2013

Examen de Portugais niveau 3 - 53a, 54a et 54b  Session 1 Semestre 1
Enseignante : Carla Guerreiro

Texto
Cuidado com o sol!

Mariana – Vamos sentar-nos ali ao pé daquele barco.
João – Para isso era preciso que a areia não estivesse molhada!
Mariana – Então ficamos aqui à sombra desta barraca.
Bruno – E se fôssemos tomar banho?
João – Eu prefiro ficar aqui ao sol.
João – Tenho a pele muito branca. Quero bronzear-me um pouco.
Mariana – Cuidado com o sol! Olha que o sol queima. É melhor que ponhas o creme.
João – De acordo. Dá-mo cá.

Bruno – João, vem daí, a água está morna. Aproveita a ocasião.
Mariana – É raro a água estar assim tão boa. Acontece tão poucas vezes.
Bruno – Aqui há muita gente. Vamos para ali que não há quase ninguém.

Bruno – Eu também nadei bastante, mas vou ficar mais um bocadinho. A água está uma maravilha!
Mariana – João, onde é que deixaste o saco e as toalhas?
João – Deixe! tudo lá em cima. As toalhas estão dentro do teu saco.
Mariana – Então vamos andando.

I – Compreensão escrita

1 – O que fizeram a Mariana, o Bruno e o João quando chegaram à praia?

2 – Porque é que o João não foi logo tomar banho com a Mariana e o Bruno?

3 – Que conselhos é que a Mariana dá ao João?

4 – Por que razão o João mudou de ideias?

5 – Eles decidiram ir para casa mais cedo. Quais as razões desta decisão?
II – Funcionamento da língua:

1 – Complete as frases conjugando os verbos no pretérito imperfeito do indicativo, no pretérito perfeito do indicativo ou no pretérito perfeito composto do indicativo:

a) Antigamente, o João, a Maria e o Bruno ________ (ir) muitas vezes à praia do Guincho, mas como ________ (fazer) muito vento, ________ (diecir) ir antes à Costa da Caparica.

b) Ultimamente, como o tempo não ________ (estar) bom, eles ________ (passar) o tempo no cinema e no café e ________ (fazer) outras atividades.

c) No ano passado, eles ________ (querer) ir ao Algarve em agosto, mas como o João ________ (estar) doente, ________ (desistir) da ideia.

2 – Complete com os verbos no pretérito perfeito simples ou no pretérito mais-que-perfeito composto do indicativo:

a) Quando os amigos ________ (chefar) à praia, a maré já ________ (baixar).

b) Eles nunca ________ (ir) a uma praia tão calma. Por isso, ________ (ficar) entusiasmados quando ________ (chefar).

c) No verão passado, eles não ________ (ir) à praia, porque o tempo ________ (estar) desagradável.

3 – Coloque as frases na voz passiva:

a) O João, a Maria e o Bruno deixaram as toalhas no saco.

b) Muitos turistas têm visitado aquela praia.

c) Antigamente, os tíos da Maria alugavam uma casa naquela praia.

d) O João aproveitou a ocasião para tomar banho.

e) Há muitos anos, não muito longe da praia, os pescadores tinham construído um aldeamento.

III – Expressão escrita

Num texto a partir de dez (10) linhas, conte o que gostava de fazer e como gostaria de passar as férias.
Dez anos da CAIS

Muitos os vêem na rua, de colete fluorescente a dizer CAIS (abreviatura de Círculo de Apoio à Integração dos Sem-abrigo), com uma revista na mão que tentam vender aos automobilistas parados nos semáforos e às pessoas que passam nas ruas, ou saem do metro. Foi há dez anos que surgiu para dar um projecto digno de vida a quem não o tinha. Ao dignificá-lo, pela qualidade do produto que vende e pela possibilidade de fazer um ordenado, permite-lhe gostar mais de si mesmo e atrever-se a ir mais longe.

Maria Paula tem 44 anos. Durante 15 a toxicodependência orientou todas as suas opções e influenciou os seus caminhos. Durante um ano chegou a viver num carro abandonado. Mas, como ela diz, “fecha-se uma porta e abrem-se várias janelas.” Conheceu a revista CAIS e pediu que lhe fosse permitida a venda da revista. Foi aí que começou uma nova etapa na sua vida. Há quase oito anos que Maria Paula Tavares é vendadora da revista CAIS. Quase tantos anos como a idade da própria associação na qual a revista tem origem.

Nascida em 1994, a CAIS é uma associação de solidariedade social, sem fins lucrativos, que quer apoiar a reinserção das pessoas ou grupos excluídos. Setenta por cento do valor das vendas da revista fica para o vendedor.

Diferente de todas as outras

O início não foi fácil. Henrique Pinto, director da revista, recorda os primeiros tempos, lembrando que houve momentos complicados, em que, devido à saída de meios, a revista chegou a não ser editada em alguns meses. Mas se antes a tiragem se situava entre os dois e os cinco mil exemplares, hoje estão perto dos quarenta mil. E quando se fala em crescimento e transformações, Maria Paula responde imediatamente: “Uma casa. Consegui ter uma casa, através do dinheiro que juntei e da ajuda da Câmara Municipal de Lisboa. Além disso, consegui tirar um curso de Informática. Mas conseguir emprego é muito complicado. Importante também é que, depois de começar a vender revistas, conheci muitas pessoas diferentes e comecei a ser acarinhada, o que foi fantástico.”

Mas nem só de revistas vive a CAIS. Apesar de dependermos da ajuda de patrocinadores, conseguiram criar algumas iniciativas importantes, como congressos, produção de estudos e livros, organização de campeonatos de futebol de semi-abrigo, entre outras. Henrique Pinto quer, no entanto, que fique claro que a ajuda que pretendem dar se relaciona com uma atitude de longo prazo, em que o que é importante é a velha máxima de não dar o peixe, mas ensinar a pescar, ou seja, educar para a vida activa.

in Noticias Magazine
I – Compreensão escrita

1 – Quais são os objetivos da Associação Cais?

2 – Depois de ler o testemunho da Maria Paula Tavares, acha que o trabalho desta associação pode aumentar a auto-estima das pessoas que se encontram em situações difíceis? De que forma?

3 – Explique o significado das seguintes frases:

« fecha-se uma porta e abrem-se várias janelas »

« não dar o peixe, mas ensinar a pescar »

4 – Qual é a sua opinião sobre esta associação? Existem associações deste tipo na sua cidade e na sua região?

II – Funcionamento da língua:

1 – Complete as frases conjugando os verbos no pretérito imperfeito do indicativo, no pretérito perfeito do indicativo ou no pretérito perfeito composto do indicativo:

A Ana Paula _______ (ter) uma vida difícil, mas _______ (decidir) lutar pela sua inserção profissional e, por isso, _______ (aderir) à Associação Cais.

Ultimamente, ela _______ (estar) muito ocupada a enviar o seu currículo para arranjar um emprego e, por isso, ela _______ (frequentar) ateliês de apoio aos desempregados.

No início, ela _______ (não saber) o que fazer, mas depois _______ (conheceu) a revista Cais e _______ (querer) trabalhar como vendedora.

2 – Complete com os verbos no pretérito perfeito simples ou no pretérito mais-que-perfeito composto do indicativo:

a) Quando a Ana Paula _______ (decidir) tornar-se vendedora da revista Cais, ela já _______ (ouvir) falar dos programas de inserção da Associação Cais.

b) A Ana Paula nunca _______ (participar) antes em programas de inserção. Por isso, _______ (ficar) entusiasmada ao participar.

c) No ano passado, ela _______ (conseguir) ter acesso à habitação, porque _______ (ter) uma ajuda da Câmara Municipal de Lisboa e porque _______ (juntar) dinheiro.

3 – Coloque as frases na voz passiva:

a) A Ana Paula comprou uma revista da Associação Cais.

b) Ela leu a revista e contactou a associação.

c) Ela convenceu os técnicos da associação a contratarem-na como vendedora.

d) A Associação Cais organiza vários eventos, como congressos e campeonates de futebol de sem-abrigo.
e) No início, a Associação Cais não editou muitos números da revista devido às dificuldades financeiras.

III – A Associação Cais tem como objetivo ajudar os sem-abrigo a ter uma vida normal. Na sua opinião, o que acha que se podia e devia fazer para diminuir ou até para acabar com esta situação? Exprima a sua opinião num texto de 20 linhas.
Final Exam Session 2

I Describe country slang, urban slang, black slang, teenage slang, and gay slang. Give three examples of each type and explain their meaning and when and how they are used. (10 points)

II Read and summarize the article on Ebonics. What is Ebonics? Why did Ebonics create a controversy? Do you think Ebonics should be taught in the classroom? (10 points)
April 5, 2012

Hooked on Ebonics: the controversy that swirls around this “language”

I was shocked to recently learn about the Oakland, California school board’s 1996 decision to classify Ebonics as the official language of its African American students. At the mere age of four, I was ignorant to the political and social controversy this decision stirred up nationwide. Now, at 19, I can understand the problematic implications such a decision leads to.

We’ve heard the term Ebonics everywhere in the media, as it was popularized by the mid-90s in this Oakland school board decision. It was used instead of the term Black English and is a combination of the words ebony and phonics. We all know what Ebonics refers to – the black vernacular that many judge as improper or bad English.

One common misconception about the Oakland school board decision is that the intention was not to teach students how to speak in Ebonics, but rather use it as a bridge to understanding Standard English. They found that a major reason for African American student’s poor academic performance was a language interference.

In an essay by Bill Cosby, he satirizes what the world would be like if Ebonics became a standard language. Cosby refers to this version of English as “Ignor-Ebonics”. He jokes that if a young black teenager was pulled over by the cops, instead of saying “Why did you stop me, officer?” he would say, “Lemme ax you...” leading the officer to believe he was in danger and being threatened.

While the situations Cosby sets up in his 1997 essay Elements of Ignor-Ebonics Style may gain laughs from some audiences, Cosby is actually missing the mark about what the Oakland school board’s intentions were.

The Oakland school board wanted to use contrastive analysis to teach students that what may be okay to say at home and outside of school isn’t proper in written forms. Defenders of contrastive analysis say that students grow confused and frustrated when teachers ridicule them for their language. When the children go home and hear their “form” of English spoken by their parents and friends, they may begin to think all the people around them are speaking incorrectly and in turn will become ashamed of their language.

To some extent, this reasoning provided by contrastive analysis defenders makes sense. If a teacher is ridiculing you for speaking the way you and your family speak to each other, frustration may grow in the student about who is “right”. In some students, this may stir up disdain for teachers and education in general. Other students may become embarrassed or ashamed of their dialect.

In theory, contrastive analysis allows teachers to permit Ebonics in the classroom but emphasizes that the language is not “proper” for written exams, papers, etc. Teachers can use Ebonics as a bridge to help students “translate” the vernacular into Standard English.
In my opinion, the Oakland school board took Ebonics too far by declaring it was a language, not a dialect. In the original resolution, they claimed the language was derived from West African and Congo languages and therefore was genetic in African Americans. Once again, Oakland took this too far. The real intention in declaring Ebonics a language and not a dialect was for economic purposes. If Ebonics was considered a foreign language, it could receive more federal funding.

So while the idea of helping students understand that their language and grammar isn’t wrong seemed decent, economics pushed the envelope too far. Language is not genetic. It is cultural.

This decision was problematic to the extent that students who believed they were always speaking English, yet constantly told it wasn’t “proper” are now being told they aren’t actually speaking English. Following this line of thought, if Ebonics isn’t proper, and it isn’t English, it must be some “lesser” language than English.

I don’t have a problem with the idea of contrastive analysis by showing students how African American Vernacular English is different than Standard English. I think it is beneficial for students to learn the differences rather than be scolded for one and pushed to learn the other without learning exactly what they’re doing “wrong”. However, calling Ebonics a genetic disposition in African Americans can create a feeling of “otherness”. If this is genetic, are African American students who don’t speak in Ebonics not genuinely African American? You can see where this genetic language argument ultimately fails.

It is important to note that by now, the term Ebonics has garnered negative connotations and isn’t a preferred term. Linguists use the proper term African American Vernacular English.

http://www.blackyouthproject.com/2012/04/hooked-on-ebonics-the-controversy-that-swirls-around-this-language/
Traduisez en français le texte suivant :

He had suggested they drive up to their beach house for a few days. It had rained off and on through the night. Now, just as it began to turn light, the rain stopped, although the highway was still damp and black and he could see small puddles of water lying in the open fields on either side of the road. He wasn't tired yet. He felt all right. He was glad to be doing something. It felt good to sit there behind the wheel, driving, not having to think. He had just turned the headlights and decreased his speed a little when he saw the pheasant out of the corner of his eye. It was flying low and fast and at an angle that might take it into the path of the car. He touched the brake, then increased his speed. The bird struck the left headlamp in a muffled sound.

"What's happened?" she said, sitting up heavily, wide-eyed and startled.

"I hit something...a pheasant." He could hear the glass from the broken headlamp tinkling on the pavement as he braked the car. The air was damp and cold and he buttoned his sweater as he leaned forward to inspect the damage.

Raymond Carver, Fires (203 words)
Traduisez en français le texte suivant :

Two gentlemen who were in the lavatory at the time tried to lift him up: but he was quite helpless. He lay curled up at the foot of the stairs down which he had fallen. They succeeded in turning him over. His hat had rolled a few yards away and his clothes were smeared with the filth\(^1\) and ooze\(^2\) of the floor on which he had lain, face downwards. His eyes were closed and he breathed with a grunting noise. A thin stream of blood trickled down the corner of his mouth. These two gentlemen and one of the curates\(^3\) carried him up the stairs and laid him down again on the floor of the bar. In two minutes he was surrounded by a ring of men. The manager of the bar asked everyone who he was and who was with him. No one knew who he was but one of the curates said he had served the gentleman with a small rum.

"Was he by himself?" asked the manager.

"No, sir. There were two gentlemen with him."

"And where are they?"

No one knew. A voice said:

"Give him air. He’s fainted"

The ring of onlookers distended and closed again elastically. A dark medal of blood had formed itself near the man’s head on the tessellated\(^4\) floor. The manager, alarmed by the grey pallor of the man’s face, sent for the policeman. [...] The door of the bar opened and an immense constable appeared. A crowd which had followed him down the laneway\(^5\) collected outside the door, struggling to look in through the glass panels.

James Joyce, Dubliners, 1914.

---

1. \textit{Saleté}
2. \textit{Exudation (wet slime or mud)}
3. \textit{Garçon de salle}
4. \textit{Fait de mosaiques}
5. \textit{Lane = narrow street}
C'était le même soleil que le jour où j'avais enterré maman et, comme alors, le front surtout me faisait mal et toutes ses veines battaient ensemble sous la peau. À cause de cette brûlure que je ne pouvais plus supporter, j'ai fait un mouvement en avant. Je savais que c'était stupide, que je ne me débarrasserais pas du soleil en me déplaçant d'un pas. Mais j'ai fait un pas, un seul pas en avant. Et cette fois, sans se soulever, l'Arabe a tiré son couteau qu'il m'a présenté dans le soleil. La lumière a giclé sur l'acier et c'était comme une longue lame étincelante qui m'atteignait au front. Au même instant, la sueur amassée dans mes sourcils a coulé d'un coup sur les paupières et les a recouvertes d'un voile tiède et épais. Mes yeux étaient aveuglés derrière ce rideau de larmes et de sel. Je ne sentais plus que les cymbales du soleil sur mon front et, indistinctement, le glaive éclatant jailli du couteau toujours en face de moi. Cette épée brûlante rongeait mes cils et fouillait mes yeux douloureux. C'est alors que tout a vacillé. La mer a charrié un souffle épais et ardent. Il m'a semblé que le ciel s'ouvrait sur toute son étendue pour laisser pleuvoir du feu. Tout mon être s'est rendu et j'ai crispé ma main sur le revolver. La gâchette a cédé, j'ai touché le ventre poli de la crosse et c'est là, dans le bruit à la fois sec et assourdissant, que tout a commencé. J'ai secoué la sueur et le soleil. J'ai compris que j'avais détruit l'équilibre du jour, le silence exceptionnel d'une plage où j'avais été heureux. Alors, j'ai tiré encore quatre fois sur un corps inerté où les balles s'enfonçaient sans qu'il y parût. Et c'était comme quatre coups brefs que je frappais sur la porte du malheur.

*L'Étranger*, Albert Camus
Je note désormais mes rêves sur un petit calepin, à raison de six à sept fois par nuit. Il n’y a pas d’heure pour les drogués. Hélas, la moisson du matin a souvent un air de déjà-vu. Si les rêves sont des émanations de l’inconscient, ils sont encombrés d’un tas de petits détails quotidiens sans la moindre importance, et le tout donne une forte impression de gratuité. Il faut pourtant que je trouve un moyen sûr et direct d’entrer à nouveau en contact avec la boîte noire. J’ai relu *Les Portes de la perception* d’Aldous Huxley. Ce type-là devait être accro à la boîte noire, tout comme moi. Il va même jusqu’à préconiser l’usage de substances bizarres pour les ouvrir, ces fameuses portes. N’ayant pas l’habitude de consommer ce genre de denrées, j’ai demandé à Pierrot (qui s’enferme régulièrement dans les toilettes de notre atelier pour fumer un pétard) de me trouver tout ce qui est disponible sur le marché pour percer un tunnel vers moi le plus secret. Le bilan de l’opération a été particulièrement décevant. Les divers joints m’ont écrasé dans le canapé du salon, des heures durant, avec la désagréable impression d’avoir un trente-cinq tonnes posé sur chaque genou. Les rails de coca (« pure à 80% » d’après Pierrot) ont provoqué chez moi une irrépressible fureur ménagère, j’ai passé l’aspirateur et bériqué l’argenterie à quatre heures du matin tout en échafaudant une théorie qui réfutait en bloc Newton et Copernic. L’opium ne m’a procuré strictement aucun effet, la relecture de *Tintin et le lotus bleu* aurait été bien plus efficace.

*Tout à l’ego*, Tonino Benacquista
Université du Sud Toulon-Var

UFR Lettres

Licence d'anglais (3e année) : session d'examens de mai 2013

UE Littérature 62 a et b

Sujet de M. Menneteau :

« Madness in William Blake's works »

(durée : 3h ; ouvrage autorisé : œuvres de Blake)
Université du Sud Toulon-Var

UFR Lettres

Licence d’anglais (3e année) : session de rattrapage de juin 2013

UE Littérature 62 a et b

Sujet de M. Menneteau :

« Innocence, Experience and Imagination in William Blake’s works »

(durée : 3h ; ouvrage autorisé : œuvres de Blake)
Literature, LLCE Anglais, Semester 6 (M. Engle)
Final Examination—May 2013

Read this carefully before beginning:
--Please write your essay neatly on the sheets provided.
--It is important to remain silent and to stop work immediately upon the announcement of the end of this exam period.
--No documents authorized.

****

Reminder: those students writing on the topic below will do their oral commentaire with the other literature professor in third year, and vice versa.

Dissertation: Please write a coherent and elegant essay treating the topic below. The quality of your written English will naturally be taken into consideration in your grade:

Art and life in To the Lighthouse

Literature, LLCE Anglais, Semester 6 (M. Engle)
Final Examination—May 2013

Read this carefully before beginning:
--Please write your essay neatly on the sheets provided.
--It is important to remain silent and to stop work immediately upon the announcement of the end of this exam period.
--No documents authorized.

****

Reminder: those students writing on the topic below will do their oral commentaire with the other literature professor in third year, and vice versa.

Dissertation: Please write a coherent and elegant essay treating the topic below. The quality of your written English will naturally be taken into consideration in your grade:

Art and life in To the Lighthouse
1) Situate this extract from “The Reading Process: A Phenomenological Approach” (1972) by Wolfgang Iser in 20th c. literary criticism (ed. D. Lodge, Modern Criticism and Theory, pp. 217-218). (5 points)

2) Write a summary (no more than 200 words) in your own words of this text (10 points)

3) Discuss this text with your own experience as reader (use your reading list) (5 points)

In every text there is a potential time-sequence which the reader must inevitably realize, as it is impossible to absorb even a short text in a single moment. Thus the reading process always involves viewing the text through a perspective that is continually on the move, linking up the different phases, and so constructing what we have called the virtual dimension. This dimension, of course, varies all the time we are reading. However, when we have finished the text, and read it again, clearly our extra knowledge will result in a different time-sequence; we shall tend to establish connections by reassume a significance we did not attach to them on a first reading, while others will recede into the background. It is a common enough experience for a person to say that on a second reading he noticed things he had missed when he read the book for the first time, but this is scarcely surprising in view of the fact that the second time he is looking at the text through a different perspective. The time-sequence that he realized on his first reading cannot possibly be repeated on a second reading and this unrepeatability is bound to result in modifications of his reading experience. This is not to say that the second reading is "truer" than the first-they are, quite simply, different: the reader establishes the virtual dimension of the text by realizing a new time-sequence. Thus even on repeated viewings a text allows and, indeed, induces innovative reading. In whatever way, and under whatever circumstances, the reader may link the different phases of the text together, it will always be the process of anticipation and retrospection that leads to the formation of the virtual dimension, which in turn transforms the text into an experience for the reader. The way in which this experience comes about through a process of continual modification is closely akin to the way in which we gather experience in life. And thus the "reality" of the reading experience can illuminate basic patterns of real experience:

We have the experience of a world, not understood as a system of relations which wholly determine each event, but as an open totality the synthesis of which is inexhaustible. From the moment that experience - that is, the opening on to our de facto world - is recognized as the beginning of knowledge, there is no longer any way of distinguishing a level of a priori truths and one of factual ones, what the world must necessarily be and what it actually is? [M. Merleau-Ponty, Phenomenology of Perception, New York, 1962, pp. 219, 221].

The manner in which the reader experiences the text will reflect his own disposition, and in this respect the literary text acts as a kind of mirror; but at the same time, the reality which this process helps to create is one that will be different from his own (since, normally, we tend to be bored by texts that present us with things we already know perfectly well ourselves). Thus we have the apparently paradoxical situation in which the reader is forced to reveal aspects of himself in order to experience a reality which is different from his own. The impact this reality makes on him will depend largely on the extent to which he himself actively provides the unwritten part of the text, and yet in supplying all the missing links, he must think in terms of experiences different from his own; indeed, it is only by leaving behind the familiar world of his own experience that the reader can truly participate in the adventure the literary text offers him. 

A big pow-wow was being held in the heart of the Black Hills. A pale-face was explaining a new deal the Great White Father\(^1\) was preparing in Washington. It was to be a Bill of Rights for the Indians. They were to get back the land they had lost to the dispossessor during the last fifty years. The Great White Father and his chief aide in the new plan, John Collier, who is white of skin but Indian at heart, had decided that, after all, it was better to make an Indian a good Indian rather than a poor white man and that the way to help him was to put him back on the land and restore to him his tribal rights and customs.

Here were Flatheads, Crows, Cheyennes, Black feet from Montana, Chippewas from Turtle Mountain, near the Canadian line; Arapahoes, Mandanes and Shoshones from Wyoming; Winnebagoes from Iowa, Sioux from the Dakotas. Young Red Tomahawk, son of the Indian who killed Sitting Bull, acted as Sioux interpreter.

20  **To Rewrite Laws**

Young bucks, old men with sculptured faces, a few squaws and a few papooses\(^2\) too young to be left behind listened to Mr. Collier, Commissioner of Indian Affairs. The small, bespectacled man, with the light of purpose in his eyes, told them that the United States “is honorable, intelligent and powerful.” He said that “there is no reason why it should go on disgracing itself in Indian matters,” and that “the President, Secretary Ickes\(^3\) and the Indian Bureau have determined that the time has come to stop wronging the Indians and to rewrite the cruel and stupid laws that rob them and crush their family lives.” Mr. Collier visited other Indian conclaves and repeated the same story and promise.

The Indians may have remembered that they have much to forgive. They were a kindly, cultured people when the white man set foot on Jamestown Island and Plymouth Rock. They had developed agriculture and trade, and their lines of commerce stretched from ocean to ocean and from Canada to South America. They were a moral people, with a firm belief in God, and their family life was a lesson to the invader. But the white man almost destroyed them, luring them with pretty beads and slaughtering them with leaden bullets. Yielding to the advance of “civilization,” they were shunted onto reservations where no white man wanted to settle. It was a rich joke when the Osage Indians discovered oil beneath their lands and became wealthy. No such luck attended the Sioux. Destitution has been their lot. All told, there are 100,000 Indians reduced to begging at the white man’s door.

---

\(^1\) The Great White Father: Franklin Roosevelt

\(^2\) Papoose: Native American child

\(^3\) Harold Ickes, Franklin Roosevelt’s secretary of the Interior, under whose authority John Collier operated as Commissioner of Indian Affairs.
Mr. Collier, who has made the Indians' cause his own, determined to change all that. A bill—the Wheeler-Howard bill drafted by the Office of Indian Affairs and the Office of the Solicitor of the Interior Department—which is designed to rehabilitate the Indians and give them land settlement is now in Congress. When Mr. Collier took office the records of the Indian Bureau showed that the Indian lands had shrunk from 113,000,000 acres in 1887, when the land-allotment law was passed, to 47,000,000 acres.

Tribal funds had been reduced from $500,000,000 to $12,000,000, and 93 percent of tribal income was being used for bureau maintenance. Politicians were in complete control; graft was said to be wholesale. Federal money was being wasted on boarding-schools, which took children from their parents and tried to make white children of them, and a national scandal was exposed at the asylum for Indians at Canton, South Dakota. Tribal and social customs were being suppressed.

Mr. Collier put the boarding-schools out of business, obtained $3,600,000 of Public Works Adjustment money to finance Indian day schools, prohibited the sale of Indian lands, weeded out incompetent and crooked office-holders, organized emergency conservation work for Indians, and ordered reservation and agency superintendents to respect tribal customs.

The Wheeler-Howard bill will further his aim, if it is passed. It proposes to repeal the allotment law of 1887, under which the Indians have lost two-thirds of their lands to white ownership, and to prevent further alienation of Indian lands outside of Indian ownership. For the autocratic powers of the Office of Indian Affairs over the Indians it proposes to substitute a cooperative and advisory relationship, and [...] it would provide a definite system of financial cooperation between the Federal Government and the States for Indian education and health service.

Self-Governing Communities

The bill seeks to consolidate Indian-owned land into tribal or community ownership, while retaining individual use thereof and inheritance rights, but would prohibit sale. It provides for buying additional land, so that, eventually, all Indians desiring it will have some land for their own use. It would permit Indians to organize into self-governing communities under Federal supervision, with extension of responsibility as Indians show capacity for self-rule.

In the words of Commissioner Collier, the bill “strikes a double blow at the two fatal weaknesses of Indian administration across a whole century: first, the dissipation of the Indian estate and the progressive pauperization of the Indians, and, second, the suppression of Indian tribal and social and religious institutions and the steadfast failure of the Government to organize any effective plan of collective action by which the Indians could advance in citizenship and protect their rights.”

So would the white man perform a belated act of justice for the original possessors of the soil, now reduced to 320,454. Happily that is an increase of 3,000 over the Indian population of 1932.

---

4 Graft : corruption
Comment on the following text

Transcript of John Fitzgerald Kennedy’s Televised Report to the American People on Civil Rights, June 11, 1963, CBS

Good evening my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro. […]

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened. Today we are committed to a worldwide struggle to protect the rights of all who wish to be free. And when Americans are sent to Viet-Nam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. […] But this is not the case. The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning $10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right. We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the words of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free. […] Now the time has come for this Nation to fulfill its promise.

The events in Birmingham and elsewhere have so increased the cries for equality that no city or State
or legislative body can prudently choose to ignore them. The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives. We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives. It is not enough to pin the blame on others, to say this is a problem of one section of the country or another, or deplore the fact that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all. [...] Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law. [...] The old code of equity law under which we live commands for every wrong a remedy, but in too many communities, in too many parts of the country, wrongs are inflicted on Negro citizens and there are no remedies at law. Unless the Congress acts, their only remedy is in the street.

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments. This seems to me to be an elementary right. Its denial is an arbitrary indignity that no American in 1963 should have to endure, but many do. [...] I am also asking the Congress to authorize the Federal Government to participate more fully in lawsuits designed to end segregation in public education. We have succeeded in persuading many districts to desegregate voluntarily. Dozens have admitted Negroes without violence. Today a Negro is attending a State-supported institution in every one of our 50 States, but the pace is very slow. Too many Negro children entering segregated grade schools at the time of the Supreme Court's decision 9 years ago will enter segregated high schools this fall, having suffered a loss which can never be restored. The lack of an adequate education denies the Negro a chance to get a decent job. The orderly implementation of the Supreme Court decision, therefore, cannot be left solely to those who may not have the economic resources to carry the legal action or who may be subject to harassment. Other features will also be requested, including greater protection for the right to vote.

But legislation, I repeat, cannot solve this problem alone. It must be solved in the homes of every American in every community across our country. In this respect I want to pay tribute to those citizens North and South who have been working in their communities to make life better for all. [...] My fellow Americans, this is a problem which faces us all—in every city of the North as well as the South. Today there are Negroes unemployed, two or three times as many compared to whites, inadequate in education, moving into the large cities, unable to find work, young people particularly out of work without hope, denied equal rights, denied the opportunity to eat at a restaurant or lunch counter or go to a movie theater, denied the right to a decent education, denied almost today the right to attend a State university even though qualified. It seems to me that these are matters which concern us all, not merely Presidents or Congressmen or Governors, but every citizen of the United States. This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents. We cannot say to 10 percent of the population that you can't have that right; that your children cannot have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go into the streets and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I am asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents. [...] This is what we are talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens. Thank you very much.
LA HERMOSA ESPAÑA

Rodeada por el mar en su mayor extensión es España una de las naciones más completas del mundo. Todos los productos florecen en su suelo, desde los frutos de la Europa central, hasta los de los países tórridos. De los bosques de hayas y de las praderas suaves del Cantábrico, se pasa a los campos de Castilla, donde la mies y la viña ofrecen el blando pan y el ardiente vino; las riberas de Levante están perfumadas por la flor poética de los espesos naranjos; y en Andalucía crece el insuperable olivo, pastan los famosos corceles no igualados, y la caña de azúcar adorna algunas veces con su delicia tropical.

Pero si el hombre con su industria abre la corteza de la tierra, halla los metales más ricos y variados: carbón, hierro, plata, azogue, cobre, plomo. Los climas del mundo están representados en España, lo mismo las nieblas melancólicas como la brillantez del espacio luminoso, la nieve eterna como las playas rumorosas de temperatura paradisíaca. De este modo puede asegurarse que la unión de tanta variedad forma un conjunto perfecto y una sin-tesis verdadera del mundo.

Todos los días, miles de animales salvajes mueren o son capturados ilegalmente en el mundo sin que parezca importarle a nadie.

Y si nadie hace algo para evitarlo, dentro de poco muchas especies animales y vegetales van a desaparecer para siempre. Algunas de ellas, imprescindibles para fines médicos, industriales o para el equilibrio ecológico de nuestro entorno.

Para que esto no suceda, existen normas que protegen a las especies en peligro de extinción. Como el Convenio de Washington, al que se adscribió España en 1986, por el cual se regula el Comercio Internacional de Especies Amenazadas (CITES).

No obstante, continúan entrando ilegalmente en España animales procedentes de África y América, en tránsito hacia otros países europeos o para ser comercializados en nuestro país.

En ADENA trabajamos día a día para combatir casos como éste. Para proteger nuestro patrimonio natural y hacer respetar los acuerdos internacionales que algunos parecen haber olvidado.

Por eso, si quieres que en el mundo siga habiendo otros animales, hazte socio de ADENA. Con tu ayuda lo conseguiremos.
1) Dopo aver letto il testo (vedi fotocopia), rispondere alle seguenti domande (20 pts):

1. In che senso le relazioni tra la narratrice e suo padre erano eccezionali? Che cosa caratterizza il padre (abitudini, mentalità)?

2. Indicate, con parole vostre, in che modo il padre tratta la figlia da adulta e come, a volte, si comporta da bambino.

3. Cosa significa "intenderci con un solo sguardo"?

4 In quali settori, secondo voi, i genitori possono (o devono) contribuire all'educazione dei figli?

2) Mettere il verbo tra parentesi alla forma corretta (10 pts):

1. Lei parla del padre come se (essere) suo fratello.

2. Nuotano come se (allenarsi) ogni settimana.

3. Porta uno zaino come se (partire) per l'Himalaya.

4. Durante la mia infanzia (crescere) nelle Dolomiti.

5. So che (occorrere) molti sforzi per educare i figli.

6. Preferirei che una guida mi (accompagnare).

7. Vorrebbero che tu (dare) un'occhiata alla carta geografica.

8. Sarebbe meglio che i giovani (partire) insieme.

9. Quanto tempo (volerci) per arrivare allo chalet?

10. Non vorrei che i bambini (stancarsi) troppo.

3. Tradurre le frasi seguenti (10 pts):

1. Nous devrions descendre. Le temps a changé en quelques minutes.

2. Il lui donnerait des conseils si elle en avait besoin.

3. Si tu allais à la montagne, je t'accompagnerais.

4. Lucia ha passeggiato a lungo e, alla fine, le sono mancate le forze per continuare la gita.

5. Mio padre è invecchiato ma continua a viaggiare.
Come se decidessimo insieme

La cosa curiosa di mio padre è che, pur avendo tante capacità, non ha mai voluto insegnarmi niente. O forse sì, quando ero proprio una bambina di quattro o cinque anni un giorno mi fece capire il principio della moltiplicazione e della somma.

Ma quando si è trattato di imparare a nuotare mi ha semplicemente buttata in mare dicendo: «Nuota.» E in montagna mi ha detto: «Cammina», e sulla neve, che pure lui conosceva così bene, mi ha detto: «Vai, scendi.» Solo che per sciare occorre un poco di conoscenza tecnica, e quella l’ho imparata da grande, per conto mio, pagando un maestro.

C’era fra noi un pudore curioso, qualcosa di mai detto che improntava i nostri rapporti da «compagni». Così lui li aveva impostati. Come se non ci fossero differenze di età fra di noi, come se insieme decidessimo il sabato mattina di andare a fare una gita in montagna di sei ore, una vogata in mare, sotto il sole, di quattro ore, una nuotata nelle acque gelide del fiume, di un’ora.

L’esempio doveva bastare. E a volte bastava, anche se presumevo delle mie forze. Mi buttavo e facevo del mio meglio per stare a galla. Una volta mia madre gli diede uno schiaffo che lui non ricambiò, quando mi riportò a casa da una gita in montagna che era durata sette ore, nel gelo e io avevo la febbre alta e le labbra violette, i piedi quasi congelati.

Un’altra volta, invece, gli ho salvato la vita. Lui doveva partire la mattina presto per una gita in montagna con degli amici. Ma io stavo male, sembravo in delirio. Lui disse ai suoi amici di andare avanti che lui li avrebbe raggiunti un giorno dopo. Gli amici sono partiti, sono stati travolti da una slavina e sono morti tutti.

Fratte doveva esserci solidarietà prima di tutto. Un che di cameratesco e spavaldo. Una esaltante fronda alle regole del buon senso familiare. Come due compagni di viaggio, due sportivi, due amici per la pelle, dovevamo intendersi con un solo sguardo. Le parole erano di troppo e infatti parlavamo pochissimo.

Con me rideva, correva, giocava, facevano gli esploratori, ma sul serio, aprendoci la strada in mezzo alle foreste, risalendo i fiumi, affrontando il mare risciosso. Ma non parlava. Come se nelle parole ci fosse qualcosa di limitativo e di volgare. O per lo meno nel pronunciare ad alta voce. Perché il pensiero era considerato «nobile». E la scrittura nobilissima.

Infatti lui scriveva, come aveva scritto sua madre, mia nonna, la bellissima Yoi, mezza inglese e mezza polacca che aveva fatto innamorare di sé tanti uomini del suo tempo.
Examen de L.V Italien - rattrapage semestre 6 (LLCE Anglais - LM)

1) Dopo aver letto il testo (vedi fotocopia), rispondete alle seguenti domande: (20 pts)

1) Rilevate le espressioni che indicano come Federica abbia riscoperto la "vita autentica".
2) Spiegate l'espressione "cerco di trattenere questo periodo della mia vita".
3) Quali sono gli accenni ad un'esperienza anteriore infelice?
4) Scrivere o telefonare. Secondo voi, è meglio scrivere o telefonare in simili circostanze?

2) Tradurre le seguenti espressioni: (10 pts)

1) Il lui donnerait des conseils si elle en avait besoin.
2) Nous pensions que notre père nous aiderait.
3) Si vous alliez à la montagne, ils vous accompagneraient volontiers.
4) La mamma gioca con suo figlio come se fosse una bambina.
5) Non credevo sarei riuscita ad amare.

3) Completate le seguenti frasi scegliendo la forma verbale che conviene: (10 pts)

1) Lei non vuole che tu (comprare) un cane.
2) È meglio che si (fare) ancora una sosta.
3) In montagna (occorrere) essere prudenti.
4) Se domani (piovere), resterò a casa.
5) Mi auguro che l'Europa (risolvere) il problema della disoccupazione.
6) Credevo (essere) possibile osservare gli uccelli nel parco.
7) Non (tu correre)!
8) Dall'anno scorso, il numero dei turisti nei giardini (aumentare, passato prossimo).
9) Quanto tempo (volerci) per fare il giro della città?
10) Quando (noi andare) in vacanza, ti porterò un souvenir.
Non credevo sarei riuscita ad amare

Caro papà,
scusa se non ti ho scritto per così tanto tempo. Marco mi dà molto da fare e le giornate passano senza un minuto libero. Cammina da solo già da qualche giorno. Lo fa senza paura solo se gli tendo le mani. Se sente che sono troppo lontana, si guarda intorno con un’espressione persa e si getta giù a sedere subito. Un anno è un’età talmente stupenda. Ogni giorno fa una cosa diversa. Mi pare incredibile che impari così in fretta. È molto allegro e ha buon carattere. Passiamo le giornate insieme nei giardini di qui, e certe volte, quando non fa troppo freddo, ci portiamo da mangiare e stiamo fuori tutta la giornata. Prima di avere Marco non credevo sarei riuscita ad amare e a occuparmi così di qualcuno. Mentre scrivo è seduto di fronte a me, gioca con il suo ciuccio e ogni tanto fa ciao con la mano come volesse scriverti anche lui qualcosa. Ha starnutito, vado a pulirgli il naso. Al telefono mamma mi ha detto che sei più tranquillo ora. Non devi preoccuparti per me. Sono abbastanza felice qui. Non ho intenzione di cercarmi un lavoro finché Marco non entra all’asilo. Sento che questo periodo interamente dedicato a lui è un miracolo per la mia vita e per la sua. Giriamo insieme per la città, ci fermiamo nelle pasticcerie (facciamo colazione tre o quattro volte). Nei giardini, Marco gioca con la terra, si bagna le mani nell’acqua dei laghetti, si misura con gli altri bambini e ogni tanto torna da me per farmi vedere qualcosa, farsi consolare o farmi ridere. Con lui ho riscoperto l’odore della terra bagnata, l’acqua fresca delle fontanelle a cui ci fermiamo a bere. Ieri anche il libro che leggevo è andato a finire nell’acqua, così ora ha tutte le pagine gialle e ondulate. Leggo di nuovo molto, anche se sono costretta a farlo nei ritagli di tempo.

Caro papà, tu mi prenderai in giro e penserai che sono diventata come tutte le altre mamme, ma è la verità e non me ne vergogno. Cerco di trattenere questo periodo della mia vita e farlo durare più a lungo possibile. Credo di sentire queste cose in modo così chiaro per tutto quello che ho vissuto a Roma. Ora mi sembra tanto tempo fa. Tutto è andato così in fretta.

Sarei stata una pessima filosofa. Non riesco a considerare mai i casi generali; i casi unici mi attraggono di più di ogni altra cosa. Ora non sarei in grado neanche di applicarmi tanto a pensieri troppo astratti, ne ho paura. Forse è perché sono stata male. Se mi viene da pensare, mi pare di stare di colpo su una montagna altissima e di guardare giù nel vuoto con una terribile sensazione di vertigine. Allora cerco subito di tornare con la mente alle cose piccole che vivo. È un mio limite. In fondo non si dovrebbe avere paura di guardare dall’alto di una montagna. Dovrebbe essere uno spettacolo bellissimo. Ma bisognerebbe sapere misurare a colpo d’occhio la linea dell’orizzonte e la distanza da me che guarda in cima al monte. Oppure, per una come me, sarebbe meglio andare su con qualcuno. Così con Marco andiamo a spasso insieme; lui fa vedere il mondo a me e io a lui. Ci sembra piuttosto bello a tutti e due. Ti abbraccio con nostalgia e amore.

Federica

da Chiara Comencini, le pagine strappate.
1- Différenciez la gestion de classe et la gestion des problèmes de discipline dans la classe.
2- Caractérissez l'activité pédagogique de l'élève. Donnez un exemple issu de votre stage qui vous permet d'illustrer les différents aspects inclus dans la notion d'activité.
3- Selon vous, quel(s) pédagogue(s) étudié(s) met(tent) au premier plan la relation de l'enseignant avec l'enfant ? Justifiez votre réponse.
4- Document fourni:
   a- Quel est ce document ? Identifiez ses caractéristiques.
   b. Analysez les différents activités proposées aux élèves : leur objectif, leur mise en place, leur intérêt.
   c. Ajoutez une activité à cette séance. Vous préciserez l'objectif, le dispositif, la consigne.
Spy Mum

1 Discover the topic

a) Can you recognize these famous secret agents? Try and match the names and the photos.

Alias
Lara Croft
Emma Peel
M

b) Of these four famous secret agents, only one exists in real life. Guess who it is and discuss your impression with the class.


You: I think it's... because she is/isn’t... She has got/hasn’t got... She looks...

2 Listen and speak

a) Get ready to listen. Look at the picture and react. Is it possible to be a secret agent and to have a family life? What are the problems?

You: I think...

b) Listen to the interview with Dame Stella Rimington. Who is she? What happened to her?

You: She is... She...

Go to your p. 71

Spy Kids, 2001
3. Speak for a minute

Speak about one of the world’s most famous spy organizations.

You: The CIA was created in... by... It was created in order to...

C.I.A.
Nationality: American
Date of creation: 1947
Founder: U.S. Government
Goal: Protect national security – protect the president
Extra information: It has been involved in several scandals like...

M.I.6
Nationality: British
Date of creation: the 1930s
Founder: British Government
Goal: Counter German spies during the Second World War – Counter Soviet spies during the Cold War – Operate worldwide
Extra information: It was infiltrated by Russian spies as early as its creation.

M.I.5
Nationality: British
Date of creation: 1909
Founder: British Government
Goal: Protect national security – Identify spies operating in Britain
Extra information: Very secretive and discreet. Its members are all unknown.

4. Speak about yourself

Speak about a personal challenge. What happened to you? What did you have to do?

You: One day, I was asked: "..." I was told to... I was taken... I had to... I was scared/worried because...

Take care of
Break a record
Tell my parents

5. Write a few lines

Read the information below and write a few lines about James Bond.

You: He was... I think he’s very...

James Bond
Date of creation: 1952
Author of the books: Ian Fleming
Actor: Sean Connery, Roger Moore, Timothy Dalton, Pierce Brosnan, Daniel Craig
First film: Dr. No
Film director: Terence Young
What happened to him: locked inside a rocket / tied to a submarine / plunged into water with sharks...
What he did: stop a helicopter / jump from a plane / arrest criminals...

Daniel Craig as James Bond, Casino Royale, 2006

Don’t forget!

1. Le passif (1)
- The character of M is based on Dame Stella Rimington.
- My daughter was taken to hospital.
- I was asked “Do you want to be a secret agent?”

2. L’accent d’emphase
The atmosphere was very...
It was difficult to be a mother and a...

Grammar and English Lab p. 62

Quick Check p. 75

seventy-one
Examen de Portugais niveau 3 - 64a et 64b  Session 1 Semestre 2
Enseignante : Carla Guerreiro

Texto

Uma viagem aos Pirinéus

Eram seis da manhã. Eu e meus amigos estávamos prontos para iniciar uma longa viagem até aos Pirinéus. O dia estava muito escuro, pois havia muitas nuvens negras no céu, ameaçando chover. Estava muito vento e frio. Metemos as nossas malas no carro e parâmos um pouco para pensar se nós tínhamos esquecido de alguma coisa. Esperávamos que o tempo melhorasse durante a viagem.

Arrancámos devagar porque era cedo e não tínhamos pressa. O Álvaro, que ia ao volante, guiava o carro com muito cuidado pois, ultimamente, tinha havido muitos acidentes nas estradas e auto-estradas do país e não queríamos que acontecesse o mesmo connosco.

Para que chegássemos ao nosso destino, era preciso passar por vários lugares interessantes, tanto no nosso país como no país vizinho. Atravessámos pontes, montanhas, parques naturais e cidades grandes e pequenas.

Recordo-me especialmente de várias aldeias e vilas rurais típicas, onde as pessoas eram simpáticas, simples e prestáveis. A certa altura, no meio de uma pequena estrada do interior, sem um único posto de gasolina perto, acabou-se o combustível. Após quinze minutos, já estávamos desesperados. Desejávamos que alguém passasse por ali e parasse para nos ajudar, mas nada. Finalmente, mais algum tempo depois, apareceu um lavrador a conduzir uma carroça cheia de verduras. Esse homem ia vender os seus produtos a uma feira que se realizava todos os meses numa bonita vila da região. Perguntámos-lhe se era possível comprar lá combustível. Ele disse que sim, que a vila não ficava longe e que podíamos ir lá com ele e voltar sem problemas. Assim fizemos. Conseguimos a gasolina e, deste modo, pudemos continuar a nossa viagem.

Demorámos mais dias a chegar ao Pirinéus. A viagem foi ótima e, até hoje, não nos arrependemos de ter passado as férias nesse lugar maravilhoso, onde havia muita neve para praticarmos esqui.

I – Compreensão escrita

1 – Para onde iam os amigos e o que iam fazer?

2 – Como estavam as condições do tempo nesse dia? A que horas partiram?

3 – Por que razão o Álvaro conduzia o carro com muito cuidado?

4 – O que é que lhes aconteceu pelo caminho?

5 – Como é que eles resolveram o problema?

6 – Que recordações é que os amigos têm dessa viagem?
II – Funcionamento da língua:

1 – Substitua as expressões sublinhadas pelo pronome adequado (complemento direto, indireto ou os dois):

   a) Metemos as nossas malas no carro.
   b) O Álvaro, que ia ao volante, guiava o carro com muito cuidado.
   c) Esse homem ia vender os seus produtos a uma feira.
   d) Perguntámos ao lavrador onde podíamos comprar combustível.
   e) Pedimos informações ao lavrador.
   f) Conseguimos a gasolina e, deste modo, pudemos continuar a nossa viagem.

2 – Complete as frases seguintes com os verbos conjugados nos tempo verbais adequados, no modo indicativo ou conjuntivo:

   a) Eles desejavam que o tempo ________ (melhorar), porque ________ (querer) viajar sem problemas.
   b) Era tão bom que ________ (aparecer) alguém para nos ajudar... ________ (estar) metidos num grande sarilho.
   c) O Álvaro pensa que ________ (ser) preciso conduzir com cuidado, pois não acredita que a viagem ________ (ser) curta.
   d) Antigamente, nós ________ (fazer) esqui na Serra da Estrela, mas este ano ________ (decidir) viajar até aos Pirinéus.
   e) Ultimamente, as estradas ________ (estar) perigosas e, por isso, o Álvaro ________ (guiar) com cuidado
   f) No ano passado, eles não ________ (puder) estudar, porque ________ (ter) de estudar para os exames.

III – Expressão escrita

O narrador desta história está a contar uma aventura durante as férias. Conte também um episódio engraçado ou estranho que viveu durante as férias.
Querido ladrão,

Espero que estejas bem de saúde, assim como toda a tua família e que não tenhas ficado muito zangado por não teres podido abrir a porta ontem. A porteira diz que apenas viu um casaco castanho a fugir... Nós apanhámos um grande susto, mas verificámos que tudo estava no seu lugar.. Diz a Amélia (a minha mulher) que tu vais voltar... paciência! Nós temos que trabalhar! Até às 19 horas não há ninguém, nós no escritório e os miúdos na escola... Voltamos cansados e cheios de fome, sabes? Agora vê lá se tens coragem de entrar e nos desarrumar tudo! Olha, dinheiro não há, jóias ainda menos! Temos dois canários, um gato velho, uma televisão a preto e branco, um despertador maluco, uma flauta e uma máquina de escrever que comprámos em segunda mão...

Se apesar de tudo insistires em entrar, não vale a pena estragares a fechadura, a chave está debaixo do tapete... Bebe uma cerveja, lê um livro e vê a telenovela brasileira... Se andas deprimido, se te sentes só, fica para jantar, hoje a miúda faz anos e vamos comer bife com batatas fritas e bolo de chocolate...

Até logo ou até nunca mais!

António da Silva

I – Compreensão escrita

1 – O que aconteceu à família Silva?

2 – O ladrão conseguiu realizar o seu objetivo? Porquê?

3 – Há alguma coisa valiosa na casa da família Silva?

4 – Faça a descrição da família Silva.

5 – Que conselhos dá o António da Silva ao ladrão?

II – Funcionamento da língua:

1 – Substitua as expressões sublinhadas pelo pronome adequado (complemento direto, indireto ou os dois):

   a) Espero que estejas bem de saúde, assim como toda a tua família e que não tenhas ficado muito zangado por não teres podido abrir a porta ontem.
b) Temos dois canários, um gato velho, uma televisão a preto e branco, um despertador maluco, uma flauta e uma máquina de escrever que comprámos em segunda mão.

c) Bebe uma cerveja, lê um livro e vê a telenovela brasileira.

d) A porteira disse à família Silva que viu um casaco castanho a fugir.

e) Eles apanharam um grande susto.

f) O sr. Silva escreveu uma carta ao ladrão.

2 - Complete as frases seguintes com os verbos conjugados no tempo verbal adequado, no modo indicativo ou conjuntivo:

a) Na semana passada, um ladrão _______ (tentar) assaltar o apartamento da família Silva.

b) A família Silva teve medo que o ladrão _______ (desarrumar) tudo.

c) O Sr. Silva e a mulher _______ (verificar) que tudo _______ (estar) no lugar.

d) Ultimamente, a mulher do Sr. Silva _______ (andar) preocupada por causa da tentativa de assalto.

e) O Sr. Silva _______ (dizer), na sua carta, que não _______ (haver) nada de valioso em casa para roubar.

III – Expressão escrita

Imagine que o ladrão aparecia em casa à hora do jantar. Continue a história e conte o que aconteceu.
ESSAY QUESTION

In the film *Beloved*, director Jonathan Demme attempts to bring author Toni Morrison's novel about the subject of slavery to life in a cinematic version.

Write an essay in English in which you discuss one major theme emerging in the film version (there are various themes to choose from, such as how love was impacted, for example). Then, discuss three specific scenes from the film that illustrate something important about your selected theme. In the conclusion, indicate how the theme and those particular scenes reveal something important about slave history that Morrison attempts to convey. In other words, what does she want people to think about concerning the American slave history?

You may include first-person pronouns (I, we, us, our, etc.) where appropriate, but take care to avoid overusing them, as the focus should be on the film and a major theme, mostly requiring the use of third-person pronouns (he, she, it, they, etc.).

*Minimum of 500 words required

Each student must count the words and list the total number at the end of his or her essay. The score for any essay that falls below the minimum number of words will be reduced.

ORGANIZATION OF YOUR ESSAY

Organize your essay, as follows:

- **Introduction** Include a thesis statement presenting the theme you will address
- **Main Point 1** First selected scene from the film
- **Main Point 2** Second selected scene from the film
- **Main Point 3** Third selected scene from the film (etc.)
- **Conclusion** Link the theme with what Morrison is trying to convey about American slave history

Take a few minutes to create a plan for your essay.

AVOIDING MAJOR MECHANICS ERRORS

Avoid major mechanics errors such as comma-splices, run-on sentences, subject-verb agreement problems, and fragments. The recurrent presence of these errors may significantly reduce your grade.
ESSAY QUESTION

In an essay of at least 500 words, briefly summarize the following article that presents opposing viewpoints on the controversy surrounding the question of animal rights. Then, take a stand on the issue, explaining which side of the animal rights debate you most agree with and why.

You may include first-person pronouns (I, we, us, our, etc.) where appropriate, but take care to avoid overusing them, as the essay should also include your careful paraphrasing of what the article has to say. Anything borrowed word-for-word from the article must be placed inside quotation marks; there should be no more than two short direct quotes.

Each student must count the words and list the total number at the end of his or her essay. The score for any essay that falls below the minimum number of words will be reduced.

This essay will be evaluated on the following:

- Organization
- Accuracy of summarizing and paraphrasing
- Maturity of word choices and ideas
- Frequency of major and minor mechanics errors
- Appropriate tone
- Fluidity of the writing (i.e., effective use of transitions, correct paragraphing, use of standard word choices)
- Length (while 500 words are indicated, that is a minimum, as students should be able to produce longer, more thorough pieces of writing at this level)

ORGANIZATION OF YOUR ESSAY

Here is a suggested organizational plan for your essay:

Paragraph 1  Introduce the topic and include a thesis statement presenting which side of the animal rights debate you most agree with
Paragraph 2  Summarize one side of the animal rights debate, based on what the article has to say
Paragraph 3  Summarize the other side of the animal rights debate, based on what the article has to say
Paragraph 4  Take a stand, indicating which side of the animal rights debate you are on and why
Paragraph 5  Review the main ideas you present in the essay and offer a few closing remarks

Take a few minutes to create a plan for your essay.

MAJOR MECHANICS ERRORS

Avoid major mechanics errors such as comma-splices, run-on sentences, subject-verb agreement problems, and fragments. The presence of these errors may significantly reduce your grade, so plan to save time at the end of the exam period to review and edit your work.
Animal Rights

The issue of animal rights revolves around the question of whether animals should be given the same protections as humans. Ingrid Newkirk, cofounder of the animal rights group People for the Ethical Treatment of Animals (PETA), claims that animals are more like people than objects. She famously declared in 1989, "There is no rational basis separating out the human animal. A rat is a pig is a dog is a boy." On the other hand, many people—including some who actively oppose cruelty to animals—believe that animals lack the mental and spiritual qualities of humans and that it is appropriate for humans to make use of animals as they do other resources.

Animal Welfare and Animal Rights

Animal welfare is not the same thing as animal rights. Animal welfare is the idea that animals deserve a certain level of protection from pain caused by humans. Organizations such as the Society for the Prevention of Cruelty to Animals (SPCA) have increased public awareness of the suffering of neglected or abused animals and have fought for the passage of laws that offer varying degrees of protection.

Today, people who have pets, who raise or slaughter livestock, or who own or work with animals are expected to follow basic standards of care. Domestic animals are entitled to receive food and water, and torturing animals or treating them badly can be prosecuted as a crime. Animal welfare or animal control agencies in most areas work with other groups such as police and the SPCA to enforce animal welfare laws. Few people dispute the need for some standards of animal welfare.

The issue of animal rights is another matter. In its most extreme version, animal rights is the idea that animals are entitled to the same rights and freedoms as humans. Defenders of animal rights argue that it is wrong for humans to make any use of animals. Those who support this position call for people to stop eating meat, wearing leather and fur, using animals as beasts of burden, and owning animals for any reason. Some people believe that even the most pampered and adored pet is being unfairly treated as an object.

Developments in genetic studies in the 1990s showed a close biological relationship between humans and other primates, such as chimpanzees. These findings provided new ammunition for animal rights activists, who argue that animals, like people, have individual rights.

Utilitarianism, Vegetarianism, and Other Views

As with most causes, supporters of animal rights fall into many camps. Some of them take the philosophical position called utilitarianism, which seeks to reduce the total amount of suffering in the world, both human and animal. Peter Singer, author of the 1975 book Animal Liberation, is a utilitarian. He argues that animals feel pain and that humans
have an obligation not to inflict unnecessary pain on them. Some activists focus on reforming treatment of certain animals, such as demanding better living conditions for livestock and poultry.

Many vegetarians, especially those who chose to be vegetarians for ethical reasons, are also committed to animal rights. They believe that human dietary preferences are not reason enough to kill other living things and that animals have as much of a right to live as they do.

PETA and the Animal Liberation Front (ALF) are among the groups that generally take a more extreme and often aggressive approach to animal rights. They have compared the ownership and use of animals to the enslavement of humans. To some this means that animals, like humans, should be free. Others feel that the comparison cheapens the suffering of enslaved humans and insults the memory of those who fought to escape or abolish slavery. Groups such as PETA and ALF have made news through such activities as throwing red paint on women’s fur coats to symbolize the blood shed by animals killed for their fur. Activists consider these tactics tools for bringing attention to their cause, but other people—notably the coats’ owners—view them as criminal acts of destruction. In 2006, President George W. Bush signed the Animal Enterprise Terrorism Act (AETA) into law, targeting animal rights activists who use force, violence, or threats directed at animal enterprises.

**Science and Medicine**

Scientific and medical researchers have long used animals in experiments, often claiming that it is not possible to conduct meaningful research without some use of laboratory animals. Today corporations sometimes use animals to test the safety of products, performing experiments such as dropping cosmetic ingredients into rabbits’ eyes. This is widely considered unnecessarily cruel.

In 1966 the U.S. Congress passed the Animal Welfare Act (AWA) requiring minimum standards of care and treatment for animals bred for commercial sale, used in research, transported commercially, or exhibited to the public. The law is administered by the U.S. Department of Agriculture (USDA), which also supervises the treatment of dogs and primates in laboratory experiments. In 2000 the USDA expanded its responsibility to cover mice and rats, the subjects of most experiments in laboratories that use animals in research.

Scientific and medical research is one of the most complex areas of the animal rights debate. Do humans have the right to use animals in painful, or even fatal ways, if the result helps save human lives? The debate is likely to continue. Meanwhile, animal rights groups remain critical of researchers who experiment on animals, and they often demonstrate publicly against them.

**SOURCE**