

MASTER 1 – UE413 (Domaine Anglais)
Session 1 de JANVIER 2007

Durée de l'épreuve : **3 heures**

Document(s) autorisé(s) :
LLCE Anglais : **aucun**
Autres étudiants : **dictionnaire unilingue**

ANALYSIS

Analyse the document overleaf.

TRANSLATION

Translate from line 1 down to line 16 ("*...in the last 20 years.*").

Notes:

- **Hath** (line 9): old English for "has".
 - **Disraeli** (line 24): a famous 19th-century writer and Prime Minister who described Britain as being divided into "Two Nations".
 - **Public schools** (line 26): be careful with this term!
- 19th-century*

Our class bias

In spite of all the intended reforms of recent decades, "no significant reduction in class inequalities has in fact been achieved." We are not becoming much more open, socially or educationally.

Even the meritocracy, about whose human thinness and unforgivingness T. S. Eliot and Michael Young warned us, is not emerging. The new "service class," which does to some extent recruit from the working class — some bright fish jump the rapids — looks after its own in much the old manner. The social-educational links remain massively firm.

Put it another way. The "to him-that-hath" law still runs strong in this country. Create a new social benefit because it is badly needed, especially by the working classes, and the "service class" will take best advantage of it. Such reforms usually mean "increased subsidies to the affluent." They will fill the Arts Council subsidised theatres; they will take better advantage of the National Health Service because they know how to make their wants articulate and will not be easily bullied or ignored; they will get most from the billions of extra money poured into education, and especially into higher education, in the last 20 years.

Taken all in all, the educational reforms of those years have nevertheless shown that the pool of educable talent is larger than has been conventionally assumed and asserted. But the connections between social class and opportunity remain so tenacious that there is still virtually no more chance for working class people than there was 35 years ago.

We do not have an educational system: we have an education-and-class system, and that's very different. We are still, at the least, two nations: and the crevasses between the main groups are hardly less deep than they were when Disraeli wrote.

What a brave Secretary of State for Education must first tackle is the excessively privileged status of the public schools. He can start by taking away their fiscal advantages by which the tax-payers, most of whom will never see inside such a school, subsidise them. Integration will and must follow. These schools are wasteful of resources and talent needed elsewhere; they reduce the articulate critical pressure needed within the State system; they are socially disastrous because they are monstrously separatist. We need to be diverse but not divided, least of all in this way.

Richard HOGGART, *The Observer*, January 13, 1980.

Cascos prohibidos

A mi jefe le molestaba mucho que oyéramos la radio, aunque ello no afectara a nuestro trabajo, que consistía en poner a la derecha los papeles que otro había puesto a la izquierda. Como le gustaban los trámites¹, llevó a cabo la prohibición a través de una circular difícil de entender donde se argumentaba que la empresa nos pagaba por disponer de nuestro cuerpo y de nuestra mente durante toda la jornada laboral. Según él, la radio nos arrebatava la mente, que por otra parte jamás llegamos a utilizar para cambiar de sitio los papeles ni para comunicarnos con él.

Un día se me ocurrió ponerme unos cascos en las orejas escondiendo en el cajón² el extremo de los cables. Cuando se acercó con expresión de triunfo para echarme la bronca³ y vio que no había radio, se quedó helado. Sufrió lo indecible el pobre, pues yo de vez en cuando a veces sonreía ensimismado, como si estuviera oyendo un programa muy gracioso. Al poco, todo el mundo llevaba cascos y todo el mundo sonreía ensimismado.

El hombre hizo varios borradores⁴ de circular intentando prohibir los cascos, pero los rompió todos por temor al ridículo.

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- 1. *les démarches, les formalités*
 - 2. *le tiroir*
 - 3. *m'engueuler*
 - 4. *brouillons*

Juan José Millás, *Articuentos*, 2001

Usted traducirá el texto completo.

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UNIVERSITÉ DU SUD TOULON – VAR
FACULTÉ DES LETTRES ET SCIENCES HUMAINES
JANVIER 2007
L.M. et L.L.C.E. Anglais – SEMESTRE 1 – VERSION ITALIENNE
Valeria Sgueglia
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TRADURRE

Comunque io che non sapevo leggere potevo fare benissimo a meno delle parole, perché mi bastavano le figure. Vivevo con questo giornalino che mia madre aveva cominciato a comprare e a collezionare già prima della mia nascita e di cui faceva rilegare le annate. Passavo le ore percorrendo i cartoons d'ogni serie da un numero all'altro, mi raccontavo mentalmente le storie interpretando le scene in diversi modi, producevo delle varianti, fondevo i singoli episodi in una storia più ampia, scoprivo e isolavo e collegavo delle costanti in ogni serie, contaminavo una serie con l'altra, immaginavo nuove serie in cui personaggi secondari diventavano protagonisti.

Quando imparai a leggere, il vantaggio che ricavai fu minimo. [...] Preferivo ignorare le righe scritte e continuare nella mia occupazione favorita di fantasticare *dentro* le figure e nella loro successione.

Questa abitudine ha portato certamente un ritardo nella mia capacità di concentrarmi sulla parola scritta (l'attenzione necessaria per la lettura l'ho ottenuta solo più tardi e con sforzo), ma la lettura delle figure senza parole è stata certo per me una scuola di fabulazione, di stilizzazione, di composizione dell'immagine.

Italo Calvino, *Lezioni americane*, Mondadori, 1993

Fare a meno di: se passer de