

Examen 1^{ère} session 1^{er} semestre 2008/2009

Licence 1 LLCE Anglais

Epreuve de Thème (Madame Corish)

Durée de l'épreuve : 2h

Documents autorisés : aucun, sauf étudiants étrangers autorisés à consulter un dictionnaire dans leur langue d'origine

Depuis l'arrivée des deux jeunes gens, l'atmosphère du restaurant s'est transformée. Les deux hommes rouges se sont tus ; le monsieur distingué a posé son journal et regarde le couple avec complaisance, presque avec complicité. Il pense que la vieillesse est sage, que la jeunesse est belle, il hoche la tête avec une certaine coquetterie : il sait bien qu'il est encore beau, admirablement conservé, qu'avec son teint brun et son corps mince il peut encore séduire. Les sentiments de la bonne paraissent plus simples : elle s'est plantée devant les jeunes gens et les contemple bouche bée.

Ils parlent à voix basse. On leur a servi des hors-d'œuvre, mais ils n'y touchent pas. En tendant l'oreille je peux saisir des bribes de leur conversation. Je comprends mieux ce que dit la femme, de sa voix riche et voilée.

- Non, Jean, non.
- Pourquoi pas ? murmure le jeune homme avec une vivacité passionnée.
- Je vous l'ai dit.
- Ca n'est pas une raison.
- J'ai trop souvent essayé. J'ai passé l'âge où on peut recommencer sa vie. Je suis vieille, vous savez.

Le jeune homme rit avec ironie. Elle reprend :

- Je ne pourrais pas supporter une ... déception.
- Il faut avoir confiance, dit le jeune homme ; là, comme vous êtes en ce moment, vous ne vivez pas.

Elle soupire :

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

LLCE Première Année
UE 11b – Version

Session 1, Semestre 1.
Durée de l'épreuve: 2 heures.

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

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

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

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

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

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

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

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

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

James Stephens, *A Rhinoceros, Some Ladies, and A Horse* (1946)
(punctuation unchanged).

UNIVERSITÉ DE TOULON ET DU VAR
FACULTÉ DES LETTRES ET SCIENCES HUMAINES

SESSION / SEMESTRE	: Session 2, Semestre 1
DÉPARTEMENT	: anglais
CODE U.E. / ANNÉE	: 11b / 2008-2009
MATIÈRE	: version
DURÉE de l'ÉPREUVE	: 2h
DATE ET HEURE	: 1 ^{er} septembre 2009, 8h30 – 10h30
SALLE	: amphi W 300
ENSEIGNANT	: P.-F. Peirano
DOCUMENTS AUTORISÉS:	néant

Whoever has made a voyage up the Hudson, must remember the Catskill Mountains. They are a dismembered branch of the Appalachian family, and are seen away to the west of the river, swelling up to a noble height. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues¹ and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, the mountains are clothed in blue and purple, and print their outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of grey vapours about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains the voyager may have descried² the light smoke curling up from a village whose roofs gleam among the trees. [...] In that same village, and in one of these very houses (which, to tell the precise truth, was sadly time-worn), there lived, while the country was yet a province of Great Britain, a simple, good-natured fellow, of the name of Rip Van Winkle. He was a descendant of the Van Winkles who figured so gallantly in the chivalrous days of Peter Stuyvesant, and accompanied him to the siege of Fort Christina. He inherited, however, but little of the martial character of his ancestors. I have observed that he was a simple, good-natured man; he was, moreover, a kind neighbour, and an obedient, hen-pecked³ husband.

Washington Irving, *"Rip Van Winkle"* (1819)
(punctuation unchanged).

¹ a hue: *une teinte, une nuance*.

² to descry: *discerner, distinguer*.

³ hen-pecked: completely obedient to one's wife.

Write one of the two stories below. (Not Both)

1. Cruise ship evades pirate attack

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



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

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

The Nautica outran the Somali pirates, officials said

92 attacks this year - most in the Gulf of Aden

36 successful hijackings

14 ships currently held, including the MV Faina carrying tanks

268 crew held hostage

Source: International Maritime Bureau, 2008

2. Wal-Mart worker dies in sale rush

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

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

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

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

S1/S2
Dossier de presse

Write a fictional article about one of the two given headlines

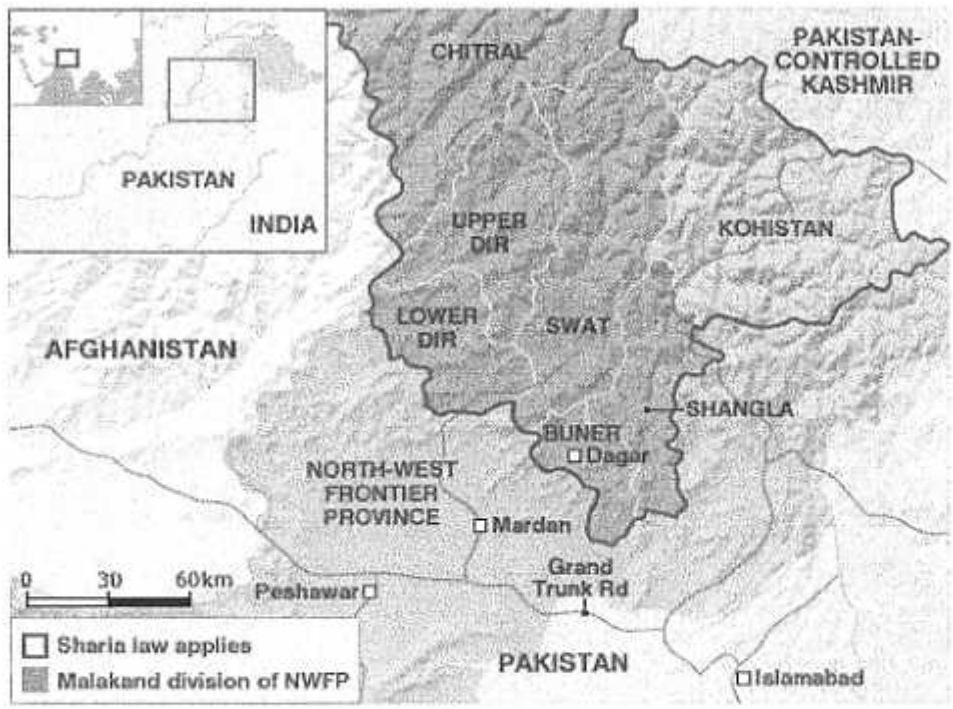
1. Swat residents 'flee their homes'

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



Reports from Mingora say hundreds of people are fleeing the fighting

A peace deal between the government and Taleban militants in the region appears close to collapse after the army said militants attacked police checkpoints.



2.US presses Israel over two states

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

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

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



Palestinians say there is no hope for reviving talks until settlement building stops

Durée : 3 heures

Documents autorisés : aucun

A noter : Les brouillons ne seront pas corrigés. Veuillez répondre aux questions dans l'ordre donné.

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

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

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

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

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

- 19) Write a paragraph describing the typical characteristics of the first public theatres in London (identify at least five characteristics).
- 20) Write a paragraph explaining three different prominent features of Neoclassical ideas about literature.

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

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

But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

Durée : 3 heures

Documents autorisés : aucun

A noter : Les brouillons ne seront pas corrigés. Veuillez répondre aux questions dans l'ordre donné.

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

- 1) Give the dates generally ascribed to the Old English (Anglo-Saxon) period.
- 2) In the Old English poem *Beowulf*, who or what is Wiglaf?
- 3) How many tales make up *The Canterbury Tales* (including those which exist only in fragments)?
- 4) Who wrote *Le Morte d'Arthur* (c.1470)?
- 5) Which of William Shakespeare's tragic heroes divides his kingdom between two of his daughters?
- 6) Give the titles of any two Shakespearean comedies.
- 7) Name any two 'Cavalier poets'.
- 8) What does the term 'heroic couplets' refer to?
- 9) Who wrote *Gulliver's Travels*?
- 10) Who collaborated with William Wordsworth to produce *The Lyrical Ballads*?

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

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

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

- 19) Write a paragraph explaining the following terms: i) 'the medieval theory of the humours' ii) 'the comedy of humours'.
- 20) Write a paragraph explaining three different prominent Neoclassical ideas about the appropriate function, subject matter and means of composing literary works.

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

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

Had we but world enough, and time,
This coyness, lady, were no crime.
We would sit down, and think which way
To walk, and pass our long love's day.
Thou by the Indian Ganges' side
Should'st rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood,
And you should, if you please, refuse
Till the conversion of the Jews.

UNIVERSITE du SUD TOULON - VAR
FACULTÉ des LETTRES & SCIENCES HUMAINES

Session de JANVIER 2009 – LICENCE SEMESTRE 1

Département d'anglais – UE 13 CIVILISATION

Date de l'épreuve : janvier 2009

Salle :

Durée de l'épreuve (GB + US) : 3 heures

Document(s) autorisé(s) : **Aucun**

SUJET DE CIVILISATION BRITANNIQUE (M. DARRIBEAUDE)

I – Present and summarise the document, and (AMONG OTHER ELEMENTS) integrate the answers to the following questions into your work:

- what does Douglas Fraser denounce in this article?

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

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

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

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

NORTHERN DISCOMFORT

[...]

Douglas Fraser - The Guardian, Friday June 13 2008

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

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

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

[...]

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

[...]

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

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

Notes:

(1) the land behind the coast [...] or an area of a country that is far away from cities

(2) not equally balanced

(3) a metonym for the Scottish Parliament, so named because it is in the Holyrood district of Edinburgh (cf. 'Westminster' for the British Parliament, 'the White House' for the US administration etc.)

(4) reckless wastefulness; wild extravagance

(5) bravery and determination despite difficulty

(6) an odd or fanciful idea; a whim

(7) a sieve, i.e. an instrument with a meshed or perforated bottom, used for separating coarse from fine parts, for straining liquids, etc.

(8) complaining, especially about something which does not seem important

(9) a Jock (UK slang): a man who comes from Scotland

(10) power and influence over other people or events

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

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

Vocabulary :

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

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

1. What are the 'Federalist Papers'? 2pts
Who wrote them?
What for?
At which period of history were they published?
2. What is the objective of this text? 1pt
3. How does the writer attempt to convince his reader that America is a united nation? 2pts
4. Find words and expressions in the text relating to the following lexical fields: 1pt
-Divinity
-Unity
5. The third column of the text refers to a very important episode of American history; which one? 1pt

6. "A strong sense of the value and the blessings of Union induced the people, at a very early period, to institute a federal government to preserve and perpetuate it." What is this passage alluding to? (Name the text that was drafted at the time to set up a federal government) 1pt

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

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

Task 2: Write an introduction to this document. (10 lines)

10 pts (coef 1)

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

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

