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**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JANVIER 2012**

**LSIAUI – TRADUCTION 5**

**Nature de l'épreuve : Version et Thème**

**Durée de l'épreuve : 4 heures**

**Documents *non autorisés***

**Les deux épreuves devront être composées sur des copies séparées**

**I - Version**

**II - Thème**

## 1-Version

You weren't allowed to sit on the bed.

It was the only regulation she knew, from long ago when she gave birth to Dirk. May didn't like to break the rules, but the armchair was stuck right up by the bedhead where Alfred would get a crick in his neck from talking. She sank down on his bed with a sigh of content.

Rules and regulations. There were always rules. Their life at home was a mosaic of rules, mostly made by Alfred, but at least she knew them ... Now they were on unfamiliar ground.

His body slipped very slightly askew as her weight changed the camber of the bed. He looked frail enough for a movement of the bedclothes to snuff him out, but she knew he was not. His bony strength would endure forever. Come rain, come shine he had gone to the Park and done his day's work. Dawn till dusk. Summer and winter. Uncomplaining.

And many's the time he should have complained, for they let him down often enough. But we didn't complain. Not our generation.

Now Darren railed and complained for a living, writing pieces for the papers about 'injustice' and 'corruption'. The real world seemed to astonish her son, which May could never understand. Of course life was unjust. Of course people were corrupt. She had known that ever since she was six and her teacher made a pet of a school governor's daughter, although poor Elspeth was sour and plain. Of course the poor suffered and the rich flourished.

In any case, Darren was rich himself ... but perhaps he wasn't really indignant; perhaps he pretended, to make his articles more exciting. In which case it hadn't worked, for her, for she no longer bothered to read the cuttings which arrived in bundles from all over the world. Alfred did, though. He read them, faithfully, and told Darren so in the curly-scrolled postscripts he added to her letters. His pride in their elder son was almost painful.

She gazed at his cheeks, which had sunken in as his jaw dropped with sleep, or was he getting thinner, was it happening already, the thing she dreaded? His beloved, angular, big-bridged nose on which he had perched his gold-rimmed glasses. Gently and fondly, she slipped them off, as she did at home when he dozed off in his chair. He couldn't have meant to fall asleep, it must have sneaked up on him unawares ...

Maggie Gee, *The White Family*, 2002

## II - THEME

Aminata. Je l'ai vue cet hiver pour la première fois, à l'heure des courses, mais je suis sûre qu'elle fréquentait cette boulangerie bien avant que je regarde.

Aminata est belle. Je trouve qu'elle est belle. Elle a un corps massif, fort, avec de larges épaules bien rondes, la poitrine haute et les hanches amples, de grandes mains aux doigts fuselés avec des ongles soignés, qu'elle ne peint pas mais qu'elle polit avec une peau de chamois. De beaux pieds aussi, longs et la plante bien à plat sur le sol. Sauf les jours de pluie elle est nu-pieds dans des sandales à fines lanières de cuir noir. C'est émouvant de voir ses pieds nus dans cette avenue grise où courent les voitures. Au bas de sa robe longue, ses chevilles sont fines et fortes, elles laissent imaginer la musculature de ses jambes, de ses cuisses, et ses fesses dures et hautes comme celles de la plupart des femmes africaines. Je dis tout cela dans le détail parce que je crois bien que j'ai été tout de suite amoureuse d'Aminata, la pre-

mière fois que je l'ai vue entrer dans la boulangerie. [..]

mon attention était fixée sur un monsieur qui achetait un pain, et qui semblait avoir un problème. Soit il avait perdu son argent, soit il n'en avait pas et espérait que la boulangère lui ferait crédit. C'est une femme encore jeune et plutôt jolie, mais sèche, et elle regardait le monsieur sans argent du coin de l'œil tout en tendant la main sans sourire. Alors j'ai vu Aminata, elle a mis l'argent dans la main de la boulangère avec un geste vraiment royal, et j'ai senti malgré la distance l'onde de bienfaisance qui se dégageait d'elle. Le petit monsieur est parti presque sans remercier, l'air gêné, son pain serré sous son bras. Ne pensez pas que j'exagère pour rendre tout ça plus intéressant. Ça s'est réellement passé comme je viens de le dire.

Depuis ce soir-là, nous sommes devenues amies.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L5IAU1 - TRADUCTION**

**Nature de l'épreuve : Version et Thème**

**Durée de l'épreuve : 4 heures**

**Documents *non autorisés***

**Les deux épreuves devront être composées sur des copies séparées**

**I - Version**

**II - Thème**

Having gone to bed in the late afternoon, I was up and out of my apartment and under the Williamsburg Bridge with my line in the East River well before sunrise. Sammy and Dave showed up soon after. Dave didn't actually care about fish—he was there to watch the East Village females on their early morning jogs, before they went to school at NYU or to work at a boutique or whatever East Village girls do with their days. Dave complained about their jog bras, which didn't allow enough bounce for his satisfaction. Sammy and I barely listened.

That morning when Dave started up, I felt an inclination to speak. "You know, Dave," I said, "I think that's the point."

"What's the point?"

"That their breasts *don't* bounce," I said. "It hurts them. That's why they wear jog bras in the first place."

He gave me a wary look. "Since when are you the expert?"

"My wife used to jog," I said.

"Used to? You mean she quit?"

"She quit being my wife. She probably still jogs."

It was a quiet morning. I heard the slow *pop, pop* of tennis balls on the courts behind the Williamsburg Bridge. Aside from the joggers and tennis players, there were usually a few junkies out by the river in the early mornings. I always looked for one particular couple, a male and female in thigh-length leather jackets, with skinny legs and ruined faces. They had to be musicians. I'd been out of the game a long time, but I could spot a musician anywhere.

The sun rose, big and shiny and round, like an angel lifting her head. I'd never seen it so brilliant out there. Silver poured over the water. I wanted to jump in and swim: Pollution? I thought. Give me some more. And then I noticed the girl. I spotted her peripherally because she was small and ran with a high, leaping gait that was different from the others. She had light brown hair, and when the sunlight touched it, something happened that you couldn't miss. Rumpelstiltskin, I thought. Dave was gaping at her, and even Sammy turned to look, but I kept my eyes on the river, watching my line for a tug. I saw the girl without having to look.

## II - THEME

Je ne sais rien de mon père. Durant les trois ans qui précèdent la mort de ma mère, il est absent de mes souvenirs. Et le reste n'est que nuit noire. J'ignore tout de lui, mais je ne peux m'empêcher de rêver qu'alors il était un autre, qu'il nous adressait la parole, nous embrassait, nous souriait, qu'il prenait de son temps pour jouer avec nous, se promener à vélo, nous emmener aux entraînements de foot ou simplement contrôler nos devoirs. Je rêve de cela mais je ne me souviens de rien. Il n'a jamais rien dit de lui, ne m'a jamais rien confié de son enfance, des circonstances dans lesquelles il avait rencontré ma mère, des métiers qu'il avait exercés avant de se lancer comme artisan taxi, comment il avait financé sa plaque, à quel âge il avait commencé, s'il avait fait des études avant ça, s'il avait travaillé jeune ou non. Je ne sais rien, sinon qu'il a vécu avec ses frères et sœurs dans un F3 à Clamart, qu'il était l'un des plus jeunes, et que son père ne supportait pas qu'on parle pendant les repas. Je n'ai que très peu de photos de lui. Une au service militaire, la cigarette au bec, une autre en classe à dix ans, raie impeccable sur la gauche, sourire crispé de circonstance et c'est à peu près tout. Après viennent les clichés où figure ma mère et c'est avant la naissance d'Antoine. La couleur des cheveux de maman ne cesse d'y changer, ainsi que ses robes. Quant à mon père il n'apparaît que rarement, le plus souvent portant ostensiblement un mince sourire aux lèvres, faisant parfois l'imbécile. Sur plusieurs d'entre elles, il tient ma mère par la taille, ils se promènent, ou bien il l'embrasse, ou encore ils rient aux éclats tous les deux [...]. Ces photos sont des preuves. Je n'ai rien d'autre à quoi me fier. Ces photos sont les seuls témoignages de la possible tendresse de mon père, de sa chaleur, de son amour, de son humanité même.

Olivier Adam, *Falaises*, 2005

Vous devrez rendre deux copies séparées pour les deux sous-épreuves.

Nature de l'épreuve : Linguistique et Silvertongues-Webzine

Durée de l'épreuve : 3 heures

**Documents non autorisés**

Dolores had made such a fuss about the ongoing presence of Jack's clothes that Mrs Oastler had donated them to St Hilda's, where Mr Ramsey had happily accepted the clothes as costumes for the school's dramatic productions. (...)

3 "When you're back in town, you'll probably prefer to stay in a hotel," Mrs Oastler said.

"Probably," Jack replied. He couldn't tell why she had called.

6 "Any new news from your dad, Jack?" Leslie asked.

"No. But I'm not looking for him," Jack explained.

John Irving, *Until I find you*

**I- Analysez la détermination et la modification des noms suivants, après avoir identifié puis décrit le groupe dont ils sont le noyau :**

- *production* l. 3

- *news* l.6

**II- Relevez et identifiez le(s) modifieur(s) du nom *presence* (l.1)**



## II - Nature de l'épreuve: Silvertongues webzine

### Part 1: Comprehension

Read the Documents below carefully and answer the following questions. When referring to the text, remember to provide proper *quotations* from the excerpts. Explain *in your own words*:

1. What are 3 problems related to the rise in tuition fees of higher education institutions?
2. a. What is the issue raised by Josh Dehaas in his article?  
b. Are the students at your university experiencing a similar problem? If so, how? If not, how is this issue handled by the school administration?
3. a. What is your opinion about the two young men's 'novel' act to earn money?  
b. Would you do the same? If so, what would you do? If not, why not?

### Part 2: Essay (250 words)

**Question:** What can be done to combat the ever-rising tuition fees of higher education institutions? Think about the role of students, parents, student union and administration.

The information below will help you remember what you should think about when you write your composition. REMEMBER—YOU SHOULD

- write about the assigned topic;
- make your writing thoughtful and interesting;
- make sure that each sentence you write contributes to your composition as a whole;
- make sure that your ideas are clear and easy for the reader to follow;
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying;
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure;
- quote correctly any ideas used from the text provided.

## **DOCUMENT 1: Why the tuition problem is worse than you think**

By Todd Pettigrew | September 16th, 2011 | Macleans.ca

*Fees are up 4.3 per cent this fall: Statistics Canada*

There tends to be a lot of talk this time of year about how high tuition fees have become. This year, the debate has been especially loud, because it is an election issue in more than one province. And that was before Statistics Canada revealed today that tuition is up 4.3 per cent over last year to an average of \$5,366 for undergraduates. Inflation is estimated at 2.7 per cent, which means tuition costs are growing faster than most prices.

The obvious problem with high fees is that no one likes to pay them. And when the issue is raised by politicians, it's usually raised in terms of access: the economically disadvantaged won't or can't seek higher education if the price tag is too high. Research has suggested that children from lower-income families are less likely to go to university than richer students, but why that's the case is a complex mix of social and economic factors, actual cost being just one, according to this study by Statistics Canada. As conservative commentators have noted, even now where tuition is highest, participation rates remain relatively high even among low-income students.

But in all the talk about fees and access, there are at least three issues that routinely get overlooked, and, I would argue, should each have a bigger part in the public debate.



First, tuition numbers don't usually factor in the economic conditions of the various provinces. In 2009, for example, Nova Scotia students paid an average of \$5,752 for a year's worth of tuition, while Ontario students paid a bit more: \$5,985. In that same year, though, the average Ontario family brought in nearly 12 per cent more income than their Bluenose brothers. So, measured as a percentage of household income, Nova Scotians were still paying more, about 9.2 per cent of annual household income, compared to about 8.6 per cent in Ontario. When you consider a place like Cape Breton, which is economically disadvantaged even by Nova Scotia standards, the problem is even more stark. Newfoundlanders paid just 4.4 per cent.

Second, higher tuition payments tend to mean higher debt loads upon graduation and debt loads put pressure on graduates to take jobs that pay and pay right away. Nothing wrong with that, except that there might be other things recent university graduates might do that could be more socially valuable than joining the corporate rat race. A student with a massive debt load may be less likely to volunteer in Africa for a year, or to take a low-paying job at an important NGO, or to take some time off to write the great Canadian novel.

Finally, high tuitions encourage students to think about how they are going to pay off their loans, and thus they tend to look for programs that seem to promise a clear path to a job. As such, high fees are a gradual but relentless assault on the liberal arts and sciences. I'm not saying that the liberal arts and sciences don't lead to jobs, but rather that the move from degree to job in those programs seems less obvious to nervous students, and those students will increasingly shy away from programs they see as riskier. My own august institution may be the canary in the coal mine, since tuition fees are high here and job prospects are slim: enrolments are robust and growing in professional programs like business and nursing while dropping steadily in the arts.

It's heartening to see that tuition fees remain part of the debate over higher education in Canada. But for the debate to be fruitful, we have to consider all the implications—not just the impact on bank statements.

## **DOCUMENT 2: Do you know where your student fees are going?**

By [Josh Dehaas](#) | October 21st, 2011 | [Macleans.ca](#)

Details on student fees—that ever-growing list of mandatory payments tacked onto tuition bills, mainly by student unions—aren't easy to find. Students are often outraged when they do find out—often in their fourth year—that they've paid dozens of fees to causes they don't support. That's why students at the University of Alberta recently offered a presentation called "Students' Union Fees Used to Spread Hate," during which the speakers argued that many students are unwittingly paying mandatory fees that go to the Alberta Public Interest Research Group, which supports the always-controversial—they say hateful—Israeli Apartheid Week (IAW).



Proponents of these types of fees, like this [Gateway](#) columnist, often argue that students can opt-out of such fees in the first few weeks of school. Tough luck if you didn't find out in time, they say.

But even where such opt-outs exist (and they don't everywhere) students often find it difficult to even know what fees they're paying—never mind that they fund things like Israeli Apartheid Week.

For some particularly egregious examples, read "They spent it on what?!" by Sarah Boesveld.

Consider my experience. Students at Ryerson University in Toronto will vote next week over whether to add a new mandatory \$10.35 fee to support a campus radio station, after the old one was shut down. I wanted to know how the new fee would compare to other fees collected by the Ryerson Student's Union, but the info wasn't on their website. Their customer service line operator told me that, "maybe, it's on the website?" and then put me on hold. Eventually, I was able to determine, using the school's financial planner, that the total amount of current fees for full-time undergrads (including a \$295 health plan) amounts to \$469.63. But the breakdown isn't there.

That made me wonder: How hard is it for students to find out what they're paying? And so, I did an experiment with all 45 English schools in the *Macleans Universities Rankings*. Here's what I found. Only 16 student unions—35 per cent—put a breakdown of fees on their websites. Congratulations to the student unions at the following schools, as you've passed a basic test of transparency: Brock University, University of Manitoba, University of Alberta, Wilfrid Laurier University, McMaster University, Concordia University, University of Lethbridge, Brandon University, University of Windsor, University of Winnipeg, University of Waterloo, Laurentian University, University of Calgary, the University of Guelph, Trent University and Queen's University\*. Extra points go to the student unions at Alberta and Waterloo for using graphics to make the information more clear.

But of the 29 student unions (65 per cent of the total) whose fees breakdowns aren't easily found on their websites, only four of them so much as bothered to answer my e-mail query that was sent to their info-line or communications person, asking for a list of fees. St. Thomas, UBC, and McGill all pointed me to alternate locations for fees online. Dalhousie's spokesperson said they publish them in student agendas, not online, but typed up the stats for me. That's not ideal, but it's in good faith.

But what about the other 25 unions? Is it acceptable that 56 per cent of student unions didn't share a basic fee breakdown? To me, it seems rather hypocritical that student unions won't readily display or share this information, considering how uniformly opposed to high *tuition fees* they all are. When it comes to their own fees, why are student unions so opaque? I have one theory: Perhaps more students would ask to opt out of fees—if only they knew where the money is going.

**Document 3: In-debt graduates sell advertising space on their faces—19 October 2011 BBC News**

Two former students are selling advertising space on their faces as a means of paying off university debts. Cambridge graduates Ed Moyse, 22, from Poole, Dorset, and friend Ross Harper, 21, from Blackheath, London, are painting a different company logo on to their faces for the next year. After 10 days they have made £3,500. Mr Moyse said: "It's something a bit different at a time when students feel let down by the education system and the hostile graduate job climate." He came up with the idea with Mr Harper, who studied neuroscience, after graduating in the summer as a scheme which would not require much investment.

'No abuse'

They sold their first face ads to friends and family members with businesses for £1 a day, with the cost gradually increasing throughout the year. Graduates sell their face space to clear debt. But Mr Moyse, who studied economics, said this had only contributed about £20 to the total so far with the rest coming from unrelated companies, some of which have paid substantially more than the daily rate. The pair intends to travel around the country and post pictures of themselves on their website to raise their profile. Mr Moyse added: "It's taken off quite nicely. It has exceeded expectations, we always knew it had value and is novel and crazy. "Just doing normal things can end up being quite funny.

"When we go out at night we quite often get hugs from people who have maybe drunk one or two too many but so far we have not got any abuse."

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www.dailymail.co.uk



"I've only got 12 years to save \$100,000 for college!"

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

LSIAU2 – LANGUE ECRITE ; LINGUISTIQUE ET SILVERTONGUES-WEBZINE

Vous devrez rendre deux copies séparées pour les deux sous-épreuves.

Nature de l'épreuve : Linguistique et Silvertongues-Webzine

Durée de l'épreuve : 3 heures

**Documents non autorisés**

The policeman looked at me for a while without speaking. Then he said, "I am arresting you for assaulting a police officer."

This made me feel **a lot calmer** because it is what policemen say on television and in films.

Then he said, "I strongly advise you to get into the back of the police car because if you try any of **that** monkey-business again, you little shit, I will seriously lose my rag. Is that understood?" (...)

He climbed into **the driver's seat** and made a call on his radio to the policewoman who was still inside the house.

Mark Haddon, *The curious incident of the dog in the night-time*

**1) Analysez :**

THAT 1.5

*the driver's seat* 1.7

**2) Décrivez et analysez le segment :**

*A lot calmer* 1.3

**Nature de l'épreuve : Silvertongues: Webzine written exam**

2 documents à l'appui.

**Answer the following questions on the space provided in the answer document. Remember to provide proper quotation from the excerpts (Documents 1 and 2).**

**1** The impact of social networks in our lives is changing the way we develop as a society, provide examples of new habits that have developed since their introduction

**2.** The second article states that the social networks are making us anti-social, what is the evidence that suggests this.

**3.**Based on Emily Chung's article, what dangers are involved with the use of Facebook? Explain in your own words.

**Write 200 words explaining how have social networks affected your life, if not why did you choose not to be part of one?** The information below will help you remember what you should think about when you write your composition. REMEMBER—YOU SHOULD:

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
- quote correctly any ideas used from the text provided

## Document 1: Facebook Continues to Be Criticized For Over-Sharing

[http://www.pcworld.com/article/244348/facebook\\_continues\\_to\\_be\\_criticized\\_for\\_oversharing.html](http://www.pcworld.com/article/244348/facebook_continues_to_be_criticized_for_oversharing.html)

Facebook is finding that too much sharing upsets some users, especially when it comes to what they read. And if the social network isn't careful, the angst could benefit smaller rival Google+. CNET's issue is Facebook's "frictionless," or seamless, sharing, which it introduced in September. The feature allows you to read a story that one of your friends is reading, but if you aren't careful you may end up allowing other people to see what you are doing even if that wasn't your intent.

*So, instead of being frictionless, it can add friction to your experience.*

Here's how it works: Let's say one of your friends is reading a story at The Washington Post using its new Social Reader. You think it looks interesting and would like to read it yourself. If you click on your friend's link you will be prompted to authorize the Social Reader app. If you do, then every story you read will be shared back to Facebook so all your friends can see what you're doing. Although Facebook users have a history of bucking changes to the network only to finally get used to them, this feature has drawn persistent complaints that the social network and third-party apps cause over-sharing and violate user privacy.

CNET's Molly Wood says Facebook is ruining sharing and that these apps and the way they autoshare to your friends what you're reading, watching, listening to or buying are part of an Open Graph master plan aimed to track and quantify everything you do on Facebook.

Not only that, when your friends see what you're doing, you're inadvertently encouraging them to click on those automatically generated links whereby they will then be prompted to install more apps and the whole cycle is repeated, over and over again.

Facebook

Remember, you only clicked on a link to read something or get a closer look at what your friend found so interesting. Yet by doing so, and playing into the seamless sharing scenario, you're possibly communicating your activities in ways you never originally intended.

There are ways around it, of course. You don't have to authorize any app and if you decline to add the app, Facebook will take you to whatever link you were trying to get to anyway. You also can adjust your settings to limit who can see your posts, and some apps like Spotify now give users an option to turn off automatic Facebook sharing.

But as ReadWriteWeb points out, having to jump through such hoops is counterintuitive to what is billed as a "frictionless" experience.

For now, Google+ doesn't have the same problem, and that could mean it will be able to siphon away more Facebook users.

It may take a deluge of people moving over to the other side to prompt Facebook to get the message

## Document 2: Is Facebook Making You (anti) Social?

<http://idiva.com/news-relationships/is-facebook-making-you-anti-social/2588>

When was the last time you dialled your cousin's number to get in touch or called a friend to catch up over dinner? Did we hear you protest and say, 'but I left a message on FB!' Let's reveal a not-so-happy truth - such messages are impersonal and can create communication barriers. Here's how social networking sites affect our relationships; not just with your friends, family or colleagues but with your identity too.

Not personal anymore *"Posting on someone's social networking page or mailing them to say that you won't be making it for dinner is very impersonal,"* says Mumbai-based sociologist Nandini Sardesai. It is almost as though the person is doing it just for the 'sake of doing it' or wants to avoid further conversation because it leaves little scope for the other person to ask why or how, she adds. *Looks like we are losing out on the joys of long chats on the phone and meaningful, face-to-face conversations over cuppas of coffee and chai.* Where's the feeling *"Online messages seldom evoke emotions as compared to a phone call or just dropping by to say 'hi',"* Nandini reveals. This could lead to frustrations and feelings of indifference between couples, best friends or even family members.

Your near and dear ones are not to be treated like your colleagues or acquaintances. They need to be talked to in person so that they don't drift away. Make sure you convey important messages or share intimate feelings in person or through a phone call if you are really short of time.

*"Social networking sites are useful as they allow you to be in touch with your friends and family when you are not in the same town/country as them. But there's nothing special than giving them a call,"* says Khevana Desai, a lecturer of Sociology at Mithibai college, Mumbai.

Not private anymore!

Invasion of privacy is another social problem we face thanks to sites like Facebook. "These sites allow you to update your status on what you were up to, your opinion or your musings, raves and rants in general. These are open to scrutiny and analysis and allows other people to enter your personal space," shares Khevana.

*"I once updated my status after I broke up with my girlfriend and immediately got questions like 'how', 'why' etc. and I was not ready to answer them. Constantly updating your status not only puts you under the scanner, but gives out the impression that you are fickle minded,"* says Reggie D'Souza a student.

There can be instances when you don't want others to know your routine with hourly updates on Facebook leads to compulsive behavior. It could also lead to disorders like addictive and obsessive behaviour; attention deficiency disorders, insecurities and low self esteem. *"When someone posts a certain status and it doesn't evoke a response, they tend to feel depressed about it. It directly or indirectly brings about a feeling of insecurity in us. And we don't realise it,"* explains Mumbai-based clinical psychologist, Jenisha Shah.

Moreover, obsessive behaviour doesn't help if you are trying to move on from a relationship. *"If you are constantly checking on what your ex is up to, you will find it difficult to get over him,"* Jenisha says.



Lowers our self esteem *"You start equating your self-worth to how well your online page or profile is doing,"* Jenisha adds. It is measured in how many people like your pictures or commented on your status. You tend to pose for pictures and even dress-up to look good in them. Haven't we thought to ourselves many-a-time about how that picture looks pose-y or someone is making an extra effort to look 'cool'?

*"My friend loves to upload pictures of herself on Facebook and feels offended when people don't respond to them with comments. In fact she pings me and asks to leave a nice comment on her picture or to ask about her status message so that everyone takes notice of it,"* says Sonia Lulla, a writer.

Also, there are several applications that let you compare yourself with your friends. These not just affect your self-worth, but that of your friends too; since you are using the application and publishing results without telling them about it. *"This may come as a shock/surprise to them,"* Jenisha says. These applications have the potential to create feelings of awkwardness and discomfort while communicating with your friends.

Can you think of any other ways how social networking sites affect our relationships? Leave us a comment and let us know.

TL3-12-03-01 S1

SUJET - LCE3

1) Orthographic Transcription:

2) *Segmentation and nucleus placement: indicate the Tone Unit boundaries and underline/highlight the nuclei in the following passage:*

President Barack Obama says the country has come too far in the last four years to change course now. He kicked off his re-election campaign yesterday with a pair of high-profile rallies in two pivotal states, Ohio and Virginia. Mr Obama said yes, he understands that the economic recovery still has a long way to go. But he argues his Republican challenger, Mitt Romney, would move the country backward, not forward. (71 words)

Nature de l'épreuve : Commentaire de texte

Durée de l'épreuve : 3 heures

Documents *autorisés*

Please analyze the following passage from *The Counterlife*:

He had written his eulogy himself. For delivery in the event he didn't survive the surgery, his own appraisal of himself, disguised as someone else's!

*For all the seeming self-exposure of the novels, he was a great defender of his solitude, not because he particularly liked or valued solitude but because swarming emotional anarchy and self-exposure were possible for him only in isolation—*

Swarming all right—his version, his interpretation, his picture refuting and impugning everyone else's and swarming over everything! And where was his authority? *Where?* If I couldn't breathe around him, it's no wonder—lashing out from behind a fortress of fiction, exerting his mind-control right down to the end over every ego-threatening challenge! Could not even trust his *eulogy* to somebody else, couldn't extend that much trust to a faithful friend, but intrigued to contrive even his own memorial, secretly supervising those sentiments too, controlling exactly how he was to be judged! Everyone speaking that bastard's words, everyone a dummy up on his knee ventriloquizing his mouthful! My life dedicated to repairing mouths, his spent stopping them up—his spent thrusting those words down everybody's throat! In his words was our fate—in our mouths were his words! Everyone buried and mummified in that verbal lava, including finally himself—nothing straightforward, unvarnished, directly alive, nothing faced up to as it actually is. In his mind it never mattered what *actually* happened or what anyone *actually*

was—instead everything important distorted, disguised, wrenched  
ridiculously out of proportion, determined by those endless, cal-  
culated illusions cunningly cooked up in this terrible solitude,  
everything self-calculation, deliberate deception, always this un-  
remittingly dreadful conversion of the facts into something 30  
else . . .

It was the funeral oration that Henry had been unable to  
compose the night before, the unsayable at last dredged up out  
of his unlived existence and ready now to be delivered over the  
file cabinets and the folders and the notepads and the composi- 35  
tion books and the stacks of three-ring binders. Unheard but  
eloquent, Henry at last recited his uncensored assessment of a  
life spent *hiding* from the flux of disorderly life, from its trials,  
its judgments, its assailability, a life lived out behind a life-proof  
shield of well-prepared discourse—of cunningly selected, self- 40  
protecting words.

Nature de l'épreuve : Commentaire  
Documents autorisés

Durée de l'épreuve : 3 heures

Comment on the following passage :

It goes back many years, their suspicion that Allen had composed the obituary himself, though she couldn't imagine at the time why a man his age, a young man, would have written his own obituary, except from sheer morbidity, and why he would have purposefully lied about his education, his military record, his background, his wife's background, even his own middle name. No reason but perversity. All the same, it was true that after the war he almost never spoke of his work, in the Southwest, as he had also been very private about his later involvement with mining. Allen created and nurtured the idea that he was a *Yankee*, that his roots were entwined with the origins of the nation. But this was just longing. He was from the Midwest, from Minnesota, and when he left the Midwest, he left his parents behind, and when he left the Southwest for New York City, he left his friends there, and when he left New York City, he rarely went back. He died in New England, and had himself cremated, scattered in the Long Island Sound, far from his origins. That's who he was.

— Even b-b-before it was in vogue. He was the original p-p-p-publicist, Hex says. — A liar and a fraud. What c-c-coat do you want to wear? Do you w-want to wear that, uh, p-parka?

Hex glides her to a stop by the closet in the front hall, where the loose hangers chime as the door opens, and in the midst of a plastic-wrapped thicket he manages to find and liberate her port wine, quilted, pleated, full-length winter parka. He holds it aloft.

— G-good enough? D-do you think you c-c-c-could keep the ends of the coat out of the wheels there? It'll g-g-get frayed. You'll have feathers trailing after you —

Stretching out her spastic arm, pulling hard on it, until it goes limp and falls at her side, Hex stuffs this extremity into a sleeve and, reaching down at the cuff for her hand, tugs her fingers through.

She had tried to tell Dexter about the business in New Mexico, about his father's work; she had sat him down one day, after the memorial service, *Dexter, there are some things I need to discuss with you about your dad*, but it had been an oddly fruitless conversation. Her boy had resisted the facts. It hadn't occurred to him that there were gaps in Allen's story. He had never asked about the branches of his family, about his grandparents, about ancestry at all. Not after his father died. He'd contented himself with an annual birthday card from his living grandparents, as he had been content with whatever meager information was parceled out to him over the years.

Similarly, when he was going on ten years old, she had determined that it was time to explain to Hex *the miracle of conception*. But after she gave him a rather technical book on the subject, *Human Propagation*, by the United Christian Publications — *The man and the woman can lie quite comfortably side by side as they prepare for sleep, during which time the man will insert his penis, now fully engorged, into the woman's sheath and thereby christen the ovum, according to nature's will for the procreation of families* — again he'd asked no questions.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

## L5IAU5 Littérature américaine

**Nature de l'épreuve :** Commentaire de texte

**Durée de l'épreuve :** 3 heures

**Documents autorisés :** Ouvrages au programme

Comment upon the following text:

It was not with surprise, it was with a feeling which in other circumstances would have had much of the effect of joy, that as Isabel descended from the Paris Mail at Charing Cross she stepped into the arms, as it were — or at any rate into the hands — of Henrietta Stackpole. She had telegraphed to her friend from Turin, and though she had not definitely said to herself that Henrietta would meet her, she had felt her telegram would produce some helpful result. On her long journey from Rome her mind had been given up to vagueness; she was unable to question the future. She performed this journey with sightless eyes and took little pleasure in the countries she traversed, decked out though they were in the richest freshness of spring. Her thoughts followed their course through other countries — strange-looking, dimly-lighted, pathless lands, in which there was no change of seasons, but only, as it seemed, a perpetual dreariness of winter. She had plenty to think about; but it was neither reflexion nor conscious purpose that filled her mind. Disconnected visions passed through it, and sudden dull gleams of memory, of expectation. The past and the future came and went at their will, but she saw them only in fitful images, which rose and fell by a logic of their own. It was extraordinary the things she remembered. Now that she was in the secret, now that she knew something that so much concerned her and the eclipse of which had made life resemble an attempt to play whist with an imperfect pack of cards, the truth of things, their mutual relations, their meaning, and for the most part their horror, rose before her with a kind of architectural vastness. She remembered a thousand trifles; they started to life with the spontaneity of a shiver. She had thought them trifles at the time; now she saw that they had been weighted with lead. Yet even now they were trifles after all, for of what use was it to her to understand them? Nothing seemed of use to her to-day. All purpose, all intention, was suspended; all desire too save the single desire to reach her much-embracing refuge. Gardencourt had been her starting-point, and to those muffled chambers it was at least a temporary solution to return. She had gone forth in her strength; she would come back in her weakness, and if the place had been a rest to her before, it would be a sanctuary now. She envied Ralph his dying, for if one were thinking of rest that was the most perfect of all. To cease utterly, to give it all up and not know anything more — this idea was as sweet as the vision of a cool bath in a marble tank, in a darkened chamber, in a hot land.

Henry James, *The Portrait of a Lady* (chapter I.III)

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L5IAU5 – LITTERATURE AMERICAINE**

**Nature de l'épreuve : Dissertation**

**Durée de l'épreuve : 3 heures**

**Documents *autorisés***

**"Transgression in *Sanctuary* by William Faulkner "**



# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

LSIAU6 - CIVILISATION BRITANNIQUE 2

Nature de l'épreuve : **Commentaire**

Durée de l'épreuve : **3 heures**

Documents (*non autorisés*)

**Sale Reaney, *The Fortnightly Review*, vol. 40, new series, December 1886.**

What a life it is! Never without anxiety, never losing the fear that "something may happen", that work may fail, health may give way. And all this with hunger never fully satisfied, and coldness never fully warmed; all this, with coals bought by pennyworths and furniture pawned, clothes "put up", children kept from school, because there is "no penny to pay with" or no boots. All this silently borne, with heartache for the children that makes young mothers look old and strong men weak. This is what is to be seen by those who have the pity to seek and the patience to find, and yet who are often powerless to help. And with it all that horrible dread of sinking lower into the ranks of the poor, the shame of the pauper; to sink, it may be, yet lower into that social hell that underlies our city in all its parts like a quicksand of evil and a sewer of sin. [...]

But relief is no remedy. Is there any permanent remedy for the condition of much of the life at the East-end? Time after time this city of the poor thrusts itself with pitiful pleadings and menacing demands upon the somewhat sleepy attention of our statesmen and philanthropists. Hitherto the statesmen (!) have left it to their amateur friends, or better, their public "fags", with the evident idea that while Turkey, Egypt and Ireland need and get the deepest consideration of our statesmanship, amateur politicians, mixed up with sectaries of church and chapel, will do for the problem which underlies the perplexing questions of free education, homes for the poor, the repopulating of the land, and the settling of drink licensing. London, into which all our modern perplexities gather with an intensity and force that they nowhere else present, is the most neglected portion of the whole empire, and in London, Hyde Park Corner seems of more importance to successive Cabinets than the East-end.

[...]

Our ever-recurring distress is a local symptom of a national condition, the condition of the poor. The cancer is here, but its roots are all over the land, drawing virulent and poisonous life from every village, town, and city of the empire. London, and especially the eastern part of it, is the refuge of the poor and the unfortunate, the last resources of the broken in character and in circumstance. The pulse of our national social life beats feebly here, and our health or sickness is symptomatic of that which prevails far and wide. London is in the truest sense the unofficial relieving office of distress from Southampton to Berwick and from Colchester to Bristol. The "drift" of our national life comes here, and we are the human dustbin of the whole population. Bad harvests, depressed trade, stupid land laws and customs, cruel evictions, and a score of the faults of our nationality, fling their residuum unto us. What

can any local relief do to remedy this? It is like a seidlitz-powder<sup>1</sup> in a case of malignant fever, or a bit of court-plaster when an artery has burst. Our deeper poverty is the open sore of a poisoned condition of national life. Do our statesmen really appreciate this fact? If they did they would think of it, speak of it, seek some remedy for it.

<sup>1</sup> Name of a medication composed by a mixture of tartaric acid, sodium bicarbonate, and potassium sodium tartrate used as a remedy against indigestion.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L5IAU6- CIVILISATION BRITANNIQUE**

**Nature de l'épreuve : Dissertation**

**Durée de l'épreuve : 3 heures**

**Documents (*non autorisés*)**

The modernization of Britain, 1900-1918.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L5IAU7 – CIVILISATION BRITANNIQUE 3

Nature de l'épreuve : **Commentaire**

Durée de l'épreuve : **3 heures**

Documents (*non autorisés*)

**Sujet d'examen L5IAU7 (UE 7, « Britain in Europe »), session de janvier 2012**

Commentez en anglais le texte suivant :

## **Europe's democratic deficit grows wider by the day**

The Eurocracy's contempt for the nation-states it governs is growing ever more flagrant.

(Janet Daley, *The Daily Telegraph*, November 5<sup>th</sup> 2011)

It isn't often that you are aware of the world order changing before your eyes. Last week, the European Union effectively undermined the democratically elected government of one member state and put another one on notice. The snuffing out of that little gasp of desperate rebellion in Greece, and the political chaos that followed, caused a moment's embarrassment when the EU leadership had to face down questions about its commitment to democracy. But that blew over quickly enough : there could be no question of disregarding the will of the people, Angela Merkel insisted. The electorate of a country had every right to express its opinion in a referendum if its government saw fit to hold one.

She was seconded in this acceptance of sacred democratic principle by Nicolas Sarkozy, although he was rather less successful in concealing his disgust at the insolence of one wretched little country's defiance of the great European oligarchy. But the tact and facile diplomacy ran out fast. Pretty soon, the European Union was setting the terms for this impertinent plebiscite : it could not – repeat not – simply be on the bail-out deal. The question would have to be whether Greece was to remain in the euro at all. This pronouncement was then almost immediately ramped up (with questionable legality) to mean that departure from the euro would necessitate leaving the EU itself. And it was this nuclear threat that almost certainly saved George Papandreou.

So is membership of the euro (or the EU) like being a Soviet satellite: a prisoner nation held in bondage to a superior power? Or is it more akin to being the client state of an imperial benefactor, which can call the shots on internal policy and replace elected governments with puppet regimes when it sees fit?

In the midst of all the earnest blather about respecting the democratic will of countries, there were some revealing slips. (Or were they slips? The proclamations were getting cruder and more unguarded by the minute.) At one point, Mr Sarkozy said: “In no way would I want to give the impression that I’m interfering in [the Greeks’] domestic politics, [but] Europe is our homeland...” Is it? Has Europe – the EU – become the nation state to which all citizens of its member countries are expected to give their allegiance?

If this is now one “homeland”, as Mr Sarkozy would have it, who are its enfranchised electors? Where does the power lie to overthrow or replace its rulers? What are the mechanisms for recalling the governing elite? Apparently, they will have to be foregone in the present emergency. (But where is the promise that they will ever return?) The future of the euro – that grand ideological folly which was supposed to remove any possibility of national self-aggrandisement – must take precedence now. All those quaint assumptions about the legitimacy of government coming from the consent of the governed must be cashed in for the “economic stability” that the rules of euro membership will provide.

What those rules actually provide, of course, is a guidebook for all European peoples in how to behave like Germans – even if their temperaments and historical experience are quite unsuited to this. It begins to look as if those countries least able to do plausible impersonations of German orderliness and productivity will be knuckling under none the less, for fear of being cast out of the European club – or, less sentimentally, being cut off from the feeding tube of support which is all that can sustain them in their present fix.

The governments that might be displaced are unlikely to be missed – incompetent and corrupt as they may have been. But what will go with them is more important: the possibility of electing or rejecting whatever political leadership you, or a majority of your countrymen, choose.

Benjamin Franklin once said: “People willing to trade their freedom for temporary security deserve neither and will lose both.” In the present case, you have to insert the word “economic” in front of security, but the lesson still holds. If you lose the right to choose who governs you – or allow some greater authority to determine the limits of their power – what recourse do you have when the promises are broken and “security” becomes a prison?

L5IAU7- CIVILISATION BRITANNIQUE

Nature de l'épreuve : Commentaire

Durée de l'épreuve : 3 heures

Documents (*non autorisés*)

L5IAU7 (UE 7, « Britain in Europe »), session de juin 2012

Commentez en anglais le texte suivant :

**Britain faces new isolation threat from eurozone 'caucus'**

(Patrick Hennessy, *The Daily Telegraph*, November 5<sup>th</sup> 2011)

A report seen by *The Daily Telegraph* shows that under changes already agreed to in the Lisbon Treaty, eurozone countries voting as a "caucus" will have a permanent in-built majority in the EU's Council of Ministers - its main decision-making body - from November 2014.

Britain will be unable to block a plethora of new laws even if it joins together with other countries not in the eurozone - risking severe damage, in particular, to the City of London.

The rule changes will virtually ensure that the EU becomes a "two speed" operation with Britain in the slow lane - even without the greater "fiscal integration" expected inside the eurozone as its 17 countries bring their tax and spending affairs closer together.

Mats Persson, director of Open Europe, the think tank which will publish the report this week, warned last night of a "timebomb" which could allow the eurozone to "bulldoze over the interests of those outside the single currency."

It is this threat of "caucus" voting, according, which has sparked recent activity in the Foreign Office as officials look at ways of "repatriating" powers - particularly on employment and social affairs, from Brussels to Westminster.

The report comes amid further evidence that Britain is becoming more and more isolated as core EU nations develop closer links with each other.

John Redwood, the Eurosceptic former Conservative cabinet minister, said: "The emergence of a strong eurozone bloc - now encouraged by the British government - necessitates a different relationship with the UK."

"I recommend that we say to them we won't veto what they want to do but that in return we restore parliamentary sovereignty in areas where we cannot agree what they propose."

The Lisbon Treaty, signed by Gordon Brown in December 2007, greatly expanded the number of EU decisions which could be taken by Qualified Majority Voting (QMV) so that individual member states could not veto them.

However, its small print substituted the current voting weights in the Council of Ministers with new ones based on the population sizes of member states. Larger nations will benefit, and the "qualified majority" needed to pass an EU law will be reduced from 71 per cent to 65 per cent.

These two measures mean the UK will no longer be able to muster a blocking minority with the help of other non-eurozone countries.

The eurozone as a whole already has 66 per cent of votes on its own, giving it a permanent inbuilt majority from November 2014 if it votes as a caucus.

A huge number of EU decisions - including on the environment, trade and home affairs - are taken by QMV.

Ministers including David Cameron and George Osborne, the Chancellor, are worried about the threat posed to the City by further eurozone integration - even though they accept close links among eurozone nations to be inevitable.

A House of Lords report, meanwhile, draws attention to a 12-page document quietly published by the Commission last month but which went almost unnoticed.

The Commission complained there are "substantial" differences between what member states define as a crime and the punishments they impose, but suggested that the EU could "tackle gaps and shortcomings".

The blueprint suggested criminal offences should be clearly defined by all member states but ruled out "full harmonisation".

The paper suggested building on controversial measures such as the European Arrest Warrant, which allows British citizens to be sent abroad on the say-so of foreign courts, sometimes for offences which are not recognised under domestic law.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JANVIER 2012**

<b>L5IAU92 - PARCOURS TRADUCTION</b>
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**Nature de l'épreuve : Commentaire traductologique, version, thème.**

**Durée de l'épreuve : 3 heures**

**Documents *non autorisés***

**Les trois parties de l'épreuve devront être composées sur des copies séparées.**



**I. Traductologie : en présentant un propos organisé et en sélectionnant les phénomènes à commenter, comparez les deux traductions de cet extrait de *The Picture of Dorian Gray* d'Oscar Wilde**

From the corner of the divan of Persian saddle-bags on which he was lying, smoking, as was his custom, innumerable cigarettes, Lord Henry Wotton could just catch the gleam of the honey-sweet and honey-coloured blossoms of a laburnum, whose tremulous branches seemed hardly able to bear the burden of a beauty so flame-like as theirs; and now and then the fantastic shadows of birds in flight flitted across the long tussore-silk curtains that were stretched in front of the huge window, producing a kind of momentary Japanese effect, and making him think of those pallid jade-faced painters of Tokio who, through the medium of an art that is necessarily immobile, seek to convey the sense of swiftness and motion. The sullen murmur of the bees shouldering their way through the long unmown grass, or circling with monotonous insistence round the dusty gilt horns of the straggling woodbine, seemed to make the stillness more oppressive. The dim roar of London was like the bourdon note of a distant organ.

Oscar Wilde, *The Picture of Dorian Gray* (1891)

Du coin du sofa où il était allongé sur des coussins de cuir persan, et tout en fumant, selon son habitude, d'innombrables cigarettes, Lord Henry Wotton apercevait la rayonnante floraison d'un cytise, dont les grappes de miel et les flexibles rameaux semblaient écrasés sous le poids flamboyant de leur propre beauté.

Par instants, des vols d'oiseaux projetaient leurs ombres fantastiques sur les hauts rideaux de tussor tiré devant la fenêtre aux larges baies, et produisaient momentanément une sorte d'effet japonais. Et Lord Henry songeait à ces peintres de Tokyo, aux visages de jade pâle, dont tout l'effort tendait, dans un art fatalement immobile, à donner la sensation de la vitesse du mouvement.

Dans un bourdonnement maussade, des abeilles s'évertuaient à fendre les hautes herbes mûres, et s'obstinaient dans une ronde monotone, autour des urnes dorées et poudreuses d'un chèvrefeuille solitaire ; et leur murmure alourdissait encore une accablante paix. Les bruits confus de Londres arrivaient, pareils aux notes bourdonnantes d'un orgue éloigné.

Oscar Wilde, *Le Portrait de Dorian Gray*, trad. par Edmond Jaloux et Félix Frapereau (1983)

Depuis le coin du divan recouvert de selles sur lequel il était étendu, fumant, comme à son habitude, cigarette sur cigarette, Lord Henry Wotton apercevait tout juste l'éclat d'un cytise aux fleurs couleur de miel, suaves comme le miel, dont les rameaux frémissants paraissaient à peine capables de porter le poids d'une beauté aussi flamboyante que la leur, cependant que de temps à autre les ombres fantastiques projetées par les oiseaux en vol s'inscrivaient un instant sur les longs rideaux de tussor tendus sur la fenêtre immense, et créaient passagèrement une sorte d'effet japonais qui lui rappelait le visage blafard comme le jade de ces peintres de Tokyo qui, par l'intermédiaire d'un art nécessairement immobile, tentent de traduire le mouvement et la vitesse. Le murmure obstiné des abeilles cheminant lourdement parmi les hautes herbes qu'on n'avait pas encore tondues, ou faisant des cercles monotones au-dessus des aigrettes dorées et poudreuses du chèvrefeuille qui poussait en tous sens, semblait rendre le silence encore plus oppressant. Le grondement indistinct de Londres était comme le bourdon d'un orgue dans le lointain.

Oscar Wilde, *Le Portrait de Dorian Gray*, trad. par Jean Gattégno revue par J. Besson (1992)

## II. Version

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room: she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; [...].

Charlotte Brontë, *Jane Eyre* (1847)

## III. Thème

Maigret entendait des heurts de verre, un lointain murmure de voix, le cliquetis d'une caisse enregistreuse.

- Vous m'appellerez demain ?
- L'homme hésitait au bout du fil.
- Vous croyez que c'est utile ?
- Je préférerais que vous m'appeliez chaque jour...
- Vous n'avez pas confiance en moi ?
- Que pouvait-il répondre à cette question ?
- Je tiendrai le coup, allez ! ...
- Il eut un petit rire douloureux.
- J'ai bien tenu le coup deux ans... je suis assez lâche pour continuer longtemps... Car je suis lâche, non ?... Avouez que c'est ce que vous pensez... Au lieu d'agir comme un homme l'aurait fait, je suis allé pleurnicher chez vous...
- Vous avez eu raison de venir, et vous n'avez pas pleurniché...
- Vous ne me méprisez pas ?...
- Non.
- Vous avez tout raconté à votre femme, une fois que j'ai été dehors ?
- Non plus.
- Elle ne vous a pas demandé qui était cet énergumène qui vous gâchait votre dîner ?
- Vous vous posez trop de questions, monsieur Planchon... Vous vous regardez vivre... Rentrez chez vous...

Georges Simenon, *Maigret, le tueur*, 1995.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L5IAU92 - PARCOURS TRADUCTION**

**Nature de l'épreuve : Commentaire traductologique, version, thème.**

**Durée de l'épreuve : 3 heures**

***Documents non autorisés***

**Les trois parties de l'épreuve devront être composées sur des copies séparées.**

**I. Traductologie : en présentant un propos organisé et en sélectionnant les phénomènes à commenter, comparez les deux traductions de cet extrait de *Lolita* de Vladimir Nabokov.**

I was born in 1910, in Paris. My father was a gentle, easygoing person, a salad of racial genes: a Swiss citizen, of mixed French and Austrian descent, with a dash of the Danube in his veins. I am going to pass around in a minute some lovely, glossy-blue picture-postcards. He owned a luxurious hotel on the Riviera. His father and two grandfathers had sold wine, jewels and silk, respectively. At thirty he married an English girl, daughter of Jerome Dunn, the alpinist, and granddaughter of two Dorset Parsons, experts in obscure subjects—paleopedology and Aeolian harps, respectively. My very photogenic mother died in a freak accident (picnic, lightning) when I was three, and, save for a pocket of warmth in the darkest past, nothing of her subsists within the hollows and dells of memory, over which, if you can still stand my style (I am writing under observation), the sun of my infancy had set: surely, you all know those redolent remnants of day suspended, with the midges, about some hedge in bloom or suddenly entered and traversed by the rambler, at the bottom of a hill, in the summer dusk; a furry warmth, golden midges.

Vladimir Nabokov, *Lolita* (1955)

Je naquis à Paris, en 1910. Mon père, homme d'humeur égale et insouciant, était une macédoine de gènes de races diverses : citoyen suisse lui-même, mais d'ascendance mi-française, mi-autrichienne, avec un soupçon de Danube dans les veines. Nous allons faire passer dans un instant de jolies cartes postales glacées aux vastes horizons bleutés. Il possédait un palace sur la Riviera. Son père et ses deux grands-pères avaient été, dans l'ordre, négociants en vins, en bijoux et en soieries. A trente ans, il épousa une jeune Anglaise, fille de Jerome Dunn, l'alpiniste, et petite-fille de deux clergymen du Dorset, experts l'un et l'autre en d'obscures matières, la paléopédologie et les harpes éoliennes, respectivement. Ma mère, femme très photogénique, mourut de la façon la plus absurde (un pique-nique, la foudre) alors que j'avais trois ans et, hormis une nuée de chaleur dans l'ombre du passé, elle ne laissa aucune trace parmi les chemins creux du souvenir, sur lesquels (mais je crains que mon style ne vous soit déjà insupportable — j'écris sous observation) se coucha le soleil de mon enfance : vous gardez tous, j'en suis sûr, l'image de ces derniers vestiges de jour, imprégnés d'odeurs et piqués de moucherons, comme en suspens au-dessus d'une haie en fleurs, ou soudain déchirés par le passage d'un promeneur, au pied d'une colline, dans le crépuscule d'été — tiédeur de fourrure, moucherons d'or dansants.

Vladimir Nabokov, *Lolita*, trad. par E. H. Kahane (1959)

Je naquis à Paris, en 1910<sup>1</sup>. Mon père, homme doux et accommodant, était une macédoine de gènes raciaux : un citoyen suisse mais d'ascendance mi-française, mi-autrichienne, avec un soupçon de Danube dans les veines. Dans un instant, je vais faire passer de jolies cartes postales bleues et glacées. Il possédait un palace sur la Riviera. Son père et ses deux grands-pères avaient été respectivement négociants en vins, en bijoux et en soieries. À trente ans, il épousa une jeune Anglaise, fille de Jerome Dunn, l'alpiniste, et petite-fille de deux clergymen du Dorset, experts en disciplines obscures — la paléopédologie pour l'un et les harpes éoliennes pour l'autre. Ma mère, femme très photogénique, mourut dans un accident bizarre (un pique-nique, la foudre) quand j'avais trois ans et, hormis un petit noyau de chaleur au fin fond du passé, il ne reste rien d'elle dans les concavités et les vallons du souvenir sur lesquels, si vous pouvez encore supporter mon style (j'écris sous observation), s'était couché le soleil de mon enfance : vous avez tous connu, j'en suis sûr, ces derniers vestiges de jour, imprégnés de parfum et piqués de moucherons, en suspens au-dessus d'une haie en fleur, ou soudain pénétrés et traversés par le promeneur, au pied d'une colline, dans le crépuscule d'été — la chaleur d'une fourrure, le brasillage des moucherons.

Vladimir Nabokov, *Lolita*, trad. par Maurice Couturier (2010)

## II. Version

That morning's ice, no more than a brittle film, had cracked and was now floating in segments. [...] The islands stood in frozen woody brown dusk: it was now between three and four in the afternoon. A sort of breath from the clay, from the city outside the park, condensing, made the air unclear; through this, the trees round the lake soared frigidly up. [...] Steps rang on the bridges, and along the black walks. This weather had set in; it would freeze harder tonight.

On a footbridge between an island and the mainland a man and woman stood talking, leaning on the rail. In the intense cold, which made everyone hurry, they had chosen to make this long summerlike pause. Their oblivious stillness made them look like lovers — actually, their elbows were some inches apart; they were riveted not to each other but to what she said. Their thick coats made their figures sexless and stiff as chessmen: [...]. Now and then he stamped on the bridge, or she brought her muff up to her face.

Elizabeth Bowen, *The Death of the Heart* (1938)

## III. Thème

Je vous ai parlé. Je vous ai dit que j'avais décidé d'écrire notre histoire. Vous n'avez pas bougé. Vous avez continué à regarder cette femme comme si vous n'aviez pas compris que c'était à vous que je parlais.

J'ai répété ce que je vous avais dit, que j'allais écrire l'histoire que nous avons eue ensemble, celle-ci, celle qui était encore là et qui n'en finissait pas de mourir.

Vous avez regardé dehors, vers le fleuve, sans voir, rien, longtemps, méfiant.

– Cette histoire, encore... ce n'est pas possible...

– Je n'ai décidé de rien... ce n'est pas ça. Je ne peux m'arrêter d'écrire. Je ne peux pas. Et cette histoire, quand je l'écris, c'est comme si je vous retrouvais... que je retrouvais les moments où je ne sais pas encore, ni ce qui arrive, ni ce qui va arriver... ni qui vous êtes, ni ce que nous allons devenir...

Dans les yeux la ruse passe, la peur et, au loin, le plaisir fou de vivre.

Marguerite Duras, *Emily L.* (1987)

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L5NS62Y1 – Didactique du FLE et théories de la communication

Nature de l'épreuve : Etude de cas

Durée de l'épreuve : 2 heures

Documents non autorisés

## Sujet :

Après avoir travaillé sur la recherche d'un emploi et sur l'entretien d'embauche, un professeur de FLE propose à ses apprenants, immigrés, de niveau intermédiaire, le jeu de rôles suivant :

*Vous êtes convoqué(e) à un entretien d'embauche par le directeur d'un hypermarché. Vous postulez pour un emploi de vigile (pour les garçons), d'hôtesse de caisse (pour les filles). Au cours de l'entretien, vous posez des questions sur le travail et les conditions matérielles et vous montrez que vous avez les compétences pour tenir ce poste*

1. Appliquez le modèle de la communication de Hymes (modèle *SPEAKING*) à ce jeu de rôles, en imaginant les éléments manquants.
2. Les apprenants réalisent en classe ce jeu de rôles en binôme. Au cours de leur prestation, on assiste aux échanges qui suivent. Analysez ces deux échanges à partir de la notion de *feedback*

<p><b>Échange 1</b> (se situe au milieu du jeu de rôles) :</p> <p><i>Apprenant 1</i> : « J'ai travaillé dans la <u>poulice</u> dans mon pays » [au lieu de « <u>police</u> »]</p> <p><i>Enseignant</i> : « Dans la ?... »</p>	<p><b>Échange 2</b> (se situe au début du jeu de rôles) :</p> <p><i>Apprenant 1</i> : « J'ai besoin de ce travail parce que mon mari, <u>elle est rentré au pays</u> »</p> <p><i>Enseignant</i> : « Etes vous sûre ? »</p>
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# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

LSNS62Y1 – Didactique du FLE et Théories de la communication

Nature de l'épreuve : Etude de cas

Durée de l'épreuve : 2 heures

Documents non autorisés

## Sujet :

Après avoir travaillé sur les différentes régions de France, un professeur de FLE propose à ses apprenants de niveau intermédiaire, le jeu de rôles suivant :

*Vous êtes employé dans une agence de voyages. Vous recevez une cliente qui arrive juste avant la fermeture de l'agence. Elle veut partir en vacances mais elle ne sait pas où. Vous lui proposez un séjour à Paris en lui vantant les choses à voir, les endroits où s'arrêter, la durée et le prix du voyage. Inventez !*

1. Appliquez le modèle de la communication de Hymes (modèle *SPEAKING*) à ce jeu de rôles, en imaginant les éléments manquants.
2. Deux apprenants réalisent en classe ce jeu de rôles. Au cours de leur prestation, on assiste aux échanges qui suivent. Analysez ces deux échanges à partir de la notion de *feedback*

<p><b>Échange 1</b> (se situe à la fin du jeu de rôles) :</p> <p><i>Apprenant1</i> : « Pour avoir les billets très vite, il faut réserver <u>demon</u> » [au lieu de « demain »]</p> <p><i>Enseignant</i> : « Prononciation ! »</p>	<p><b>Échange 2</b> (se situe au milieu du jeu de rôles)</p> <p><i>Apprenant1</i> : « Je vous donne ces photos de la Tour Eiffel et de l'Arc de triomphe pour découvrir Bordeaux »</p> <p><i>Enseignant</i> : « Mais non ! »</p>
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**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JANVIER 2012**

**L5NS62Y2 – Civilisation française**

**Nature de l'épreuve : Dissertation**

**Durée de l'épreuve : 2 heures**

**Documents non autorisés**

Vous traiterez, au choix, l'un des deux sujets suivants :

1. Quels aspects de la civilisation française éclaire ce propos de Léopold Sédar Senghor : « Oui, Seigneur, pardonne à la France qui dit bien la voie droite et chemine par les sentiers obliques » (*Hosties noires*, Prière de paix, 1948) ?
2. Dans quelle mesure peut-on dire que la France est un pays d'immigration ?



UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L5NS62Y2 – Civilisation française

**Nature de l'épreuve :** Dissertation

**Durée de l'épreuve :** 2 heures

**Documents non autorisés**

Vous traiterez, au choix, l'un des deux sujets suivants :

1. La France devant son passé douloureux.
2. Qu'apporte Amin Maalouf à la réflexion contemporaine sur l'identité nationale ? Pour répondre, vous vous appuyerez sur son livre intitulé *Les Identités meurtrières*.

Licence 3  
semestre 6

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وإدارة

Nature de l'épreuve : Version et Thème

Durée de l'épreuve : 4 heures

Documents non autorisés

Les deux épreuves devront être composées sur des copies séparées

### I – Version

Usually now, Jenny woke at night and found herself alone, she sighed, turned over, and slid back into oblivion. But tonight sleep didn't come. She lay in the antique four-poster bed listening to the windy scrape of bare twigs against glass, thinking that everything was not all right and neither was Wilkie. For months — since he retired last spring, really — his nights had been wakeful, and more and more often he seemed restless or weary during the day. Moreover, none of the things that he used to enjoy so fully seemed to please him now. For the first time since she'd known him, Wilkie had to be urged to attend concerts, lectures, or films. He didn't read most of the books and articles on nature and the environment that crowded into the mailbox, often accompanied by letters of gratitude and appreciation. More and more often he declined to serve on committees and boards, and he delayed returning telephone calls, even after Jenny had gently reminded him several times.

More worrying still, Wilkie hadn't finished his important new book, *The Copper Beech*. [...] Every day Jenny expected her husband to give her the final chapter to type into the computer, and every day she was disappointed.

Besides this, and almost worst of all, Wilkie seemed to be losing interest in his friends and family. For over a month he hadn't been to the faculty club, and he wouldn't let her ask anyone to dinner. Last week when the children were home for Thanksgiving, he had had little to say to them. He had less and less to say to Jenny too ; also, for nearly a month he had not suggested making love.

Clearly something was wrong. And that being so, it was Jenny's responsibility to correct it. Perhaps, she had thought at first, her husband was ill but didn't realize this, because he had hardly been sick a day in his life. He had always refused, for instance, to acknowledge colds : when one showed signs of wanting to attach itself to him he ignored it until, defeated, it slunk away.

Alison Lurie, *The Last Resort*, 1999

## II – Thème

C'était un enfant de neuf ans, d'aspect timide, baptisé Charles-Edouard. Couché la veille au soir, après un repas frugal, suivi d'une partie d'échecs au terme de laquelle il avait renversé l'échiquier. Aucune raison pour ça. Brusquement, ils jouaient alors tous deux le plus tranquillement du monde, le gosse avait balancé son bras en avant et projeté avec violence le jeu à travers le salon, dispersant les pièces sur le tapis.

Pions noyés dans la laine épaisse des motifs iraniens, reine noire sous la table de marbre, et, dans le divan entre les coussins de cuir, fou blanc. Cottard, prenant le temps de tout ramasser avant de conduire, aussi sereinement que possible, son fils jusqu'à la chambre, s'était posé les questions habituelles. Pas violent, le petit, mais instable, ça oui. Et trop sensible aussi à l'influence maternelle. Insomnies, angoisses nocturnes... Il avait fallu lui construire une salle d'eau spéciale à proximité de la chambre parce qu'il se levait la nuit, mais n'osait franchir seul l'obscurité du couloir qui le séparait des toilettes ; le psychologue avait paru soucieux, le mois passé, examinant le dernier dessin de Charles-Edouard, sur toute la page une toile d'araignée aux épais fils noirs, mais Cottard avait haussé les épaules : « C'est un enfant d'aujourd'hui, docteur, vous lisez les journaux ? Il n'est pas, comment, pas plus angoissé que les gosses de son âge. »

À vrai dire, c'était moins par conviction que pour se rassurer lui-même, qu'il avait parlé ainsi. Un enfant de sept ans en psychothérapie — pas vraiment fréquent, il devait bien l'admettre. Et de même fallait-il aussi, maintenant, se rendre à l'absurde évidence de l'aube : le lit au pied duquel chaque soir Charles-Edouard déposait soigneusement ses petites pantoufles écossaises, avant de se glisser sous les couvertures qu'il remontait jusqu'au menton d'un geste craintif — le lit était vide.

Jean-Christophe Cottard se renversa sur l'oreiller, s'étira, soupira, l'esprit suspendu au-dessus de ce vide.

Marc Weitzmann, *Mariage mixte* (2000)

Nature de l'épreuve : Version et Thème

Durée de l'épreuve : 4 heures

Documents *non autorisés*

**Les deux épreuves devront être composées sur des copies séparées**

### I – Version

It was no trouble handling him until he came to and looked at her. She could do anything if nobody watched her. But the moment a pair of eyes focused on her, she was a beetle stuck on a pin, arms and legs beating in the air. There was no purchase. It was an impalement and a derailment.

So it had been in school. Alone at her desk she could do anything, solve any problem, answer any question. But let the teacher look over her shoulder or, horror of horrors, stand her up before the class; she shriveled and curled up like paper under a burning glass.

The lieder of Franz Schubert she knew by heart, backwards and forwards, as well as Franz ever knew them. But when four pairs of eyes focused on her, they bored a hole in her forehead and sucked out the words.

When he landed on the floor of her greenhouse, knocking himself out, he was a problem to be solved, like moving the stove. Problems are for solving. Alone. After the first shock of the crash, which caught her on hands and knees cleaning the floor, her only thought had been to make some sense of it, of him, a man lying on her floor smeared head to toe with a whitish grease like a channel swimmer. As her mind cast about for who and what he might be—new kind of runner? masquerader from country-club party? halloween trick-or-treater?—she realized she did not yet know the new world well enough to know what to be scared of. Maybe the man falling into her house was one of the things that happened, albeit rarely, like a wood duck flying down the chimney.

But wait. Was he a stranger? Strange as he was, smeared with clay and bent double, there was something about the set of his shoulders, a vulnerability in their strength, that struck in her a sweet smiling pang. She recognized him. No, in a way she knew who he was before she saw him. The dog recognized him.

Walker Percy, *The Second Coming*, 1980

## II – Thème

L'enfant guérit. Avec les beaux jours, il revint à la maison. L'infirmière avait fait pour lui tout ce qu'elle était capable de faire. Elle ne pouvait rien d'autre. Étant sournois et renfermé, il n'avait pas su se faire aimer. Jamais il ne lui dit un mot gentil, jamais il n'eut une de ces attentions délicates qu'aiment les vieilles femmes et qui appellent les héritages. À la grande déception de Machot et de sa femme, elle le laissa repartir sans lui faire un petit cadeau, sans lui avoir tricoté la moindre paire de chaussettes. (Et pourtant Dieu sait si elle ne perdait pas son temps à tricoter pendant les longues veillées d'hiver !) Elle le mit dans l'autobus, un matin sans l'embrasser, paya sa place et il arriva à la maison vers midi comme un ballot.

Rien n'était changé et pourtant tout paraissait nouveau à Siffrein. Il avait grandi pendant son long séjour au lit et sa vision du monde était transformée. La lumière du jour avait changé pour lui depuis que le cercueil flambant avait illuminé la cuisine de la tante. Le matin du printemps avait beau être léger, les aubépines pleines de hannetons et le ciel sillonné d'hirondelles revenues, il ne sentait autour de lui que tristesse et désolation. Il avait vu sa mort de trop près. Toute sa vie, il aurait cette image devant les yeux. Il avait – à un âge où les enfants n'y croient guère – entrevu « comment ça serait » et une peur physique, permanente l'avait envahi une fois pour toutes. Une peur qui demeurait déposée au fond de lui comme une boue, même aux heures où il paraissait le plus gai ; qui paralysait ses gestes, limitait sa pensée et qui pourrait le conduire aux pires extrémités le jour où il voudrait la rejeter hors de lui.

André de Richaud, *La Barette rouge* (1938).

Durée de l'épreuve : 3 heures

Documents non autorisés

**Vous devrez rendre deux copies séparées pour les deux sous-épreuves.**

**Nature de l'épreuve : Linguistique**

"You must dance with Roddy," said Martin. "He's ever so much better than I am."

3 Roddy and Mariella were dancing in the porch now, not speaking or looking about them. The record came to an end, but they went on whirling while Martin sought a new tune and set it going; then they glided forward again.

Roddy had forgotten her: she was not up to his dancing.

6 At last Mariella stopped and disengaged herself.

"I want to dance with Martin now," she said.

Roddy left her and strolled over to Judith.

9 "Been gīving Martin a dancing-lesson?" he said.

"Goodness no! He's been teaching me. I didn't know how."

"Quite well, thank you. It's easy. I *think* I can dance now."

R. Lehmann, *Dusty Answer*

**Analysez la détermination verbale dans:**

- *You must dance with Roddy* 1.1

- *he's been teaching me* 1.10

- *I can dance* 1.11

## Nature de l'épreuve : Silvertongues – webzine

### Mexico's War on Drugs

#### Document 1:

##### **Mexicans fear 'losing' country to Zetas drug cartel**

##### **Once a safe zone, the city of Monterrey has been compromised by gangs**

Much has been made of the risks Mexico's drug war poses to tourists, but the most immediate threat is to Mexicans themselves, who are increasingly having to share their cities with criminal cartels.

As part of a weeklong series on the effects of the Mexican drug war, CBC News traveled to Monterrey, a city of four million people in the prosperous northeastern state of Nuevo León.

This cosmopolitan area is home to the biggest Mexican companies and hundreds of multinationals, and boasts the highest per-capita income of any city in Mexico.

After the Zetas drug cartel fire-bombed the Casino Royale in Monterrey, killing 52 people, Mexican President Felipe Calderon, pictured, denounced the unrelenting U.S. demand for drugs. In recent years, it has also become a home for the Zetas, the domestic drug cartel notorious for its assassinations and bombings.

The Economist magazine reported that the rate of drug-related murders in the Nuevo León region had increased by 193 per cent from 2010 to 2011, owing largely to attempts by the Sinaloa drug cartel to oust the Zetas from Monterrey.

Alfredo Corchado, a Mexican-born American journalist who has covered the drug war for nine years, worries that the Zetas' penetration of Monterrey will have repercussions for the entire nation.

"If we lose Monterrey, basically we lose the country," Corchado told CBC News.

##### **Escalating drug activity**

Mexico has been involved in drug production and distribution for decades, but its role as a supplier has grown considerably in the 2000s. It is the main foreign purveyor of marijuana and methamphetamine to the U.S. and the chief transit route for the country's cocaine and heroin.

Broadcast schedule for the week-long CBC News series Mexico: Drugs, Death & Danger

Increased drug traffic has led to a proliferation of cartels and vicious turf battles.

Upon taking office in 2006, President Felipe Calderon launched a government offensive to stanch the burgeoning violence. Since then, almost 50,000 people have died – most of them involved in the narcotics trade – and the drug war shows no signs of abating.

Monterrey's wake-up call was the fire at the Casino Royale in August 2011. The blaze started after members of the Zetas doused the hotel entrance with gasoline and lobbed in a grenade. Their apparent motive: an unpaid extortion fee.

The fire claimed the lives of 52 people, most of them innocent bystanders, and was the bloodiest crime in Monterrey's history.

In the immediate aftermath, Calderon vented his anger on the U.S. He claimed that a steady supply of American guns and the U.S. appetite for recreational drugs is sustaining the cartels. "The economic power and firepower of the criminal organizations operating in Mexico and Latin America come from this endless demand for drugs in the United States," he said. It is widely held that one of the reasons Calderon's drug war is not achieving its goals is because Mexican police are being coerced or corrupted by the cartels. During a riot at Monterrey's Apodaca Prison in February 2012, members of the Zetas murdered 44 members of the rival Gulf cartel. Thirty Zetas members managed to escape. Investigators say the riot couldn't have happened without the complicity of prison guards and administrators.



## **Marines in hot pursuit**

With citizens and many police too terrified to take on the gangs, Mexico is increasingly relying on the military to root them out. Marines wearing masks to hide their identities roam the cities and countryside in search of wanted Zetas operatives such as Oscar Manuel Bernal, also known as "the Spider."

"We don't feel frustrated. We simply understand Mexican society and the existing fear. These groups threaten to kidnap or kill anyone who gives out information on them," one Marine captain told CBC News, insisting that the military can win this war. Mauricio Fernandez, the mayor of San Pedro, a wealthy municipality suburb of Monterrey, has found his own methods to fighting the war. Fernandez pays for information on the Zetas' activities, and levies high municipal taxes in order to fund a well-armed, highly competent police force. He's been able to keep San Pedro's neighbourhoods reasonably safe, and thwarted numerous attempts on his own life. "So far, the four guys who have mentioned that they were planning to kill me, well, they are dead, fortunately," said Fernandez. "So right now the score is four to zero." Formulating a new national strategy to defeat the drug gangs will be a major issue in the Mexican general election in July. Corchado believes the Zetas may actually increase their violent activity in order to send a cautionary message to any presidential candidates hoping to stamp them out. "We debate this as journalists: Is it an insurgency? Is it terrorism? Is it an old-fashioned drug war?" said Corchado. "But in the end, what we see on the streets is people dying."

## **Document 2:**

**Mexican President Felipe Calderon launched his crackdown on the drug cartels in December 2006.**

### **What is the scale of the violence?**

The Mexican government issued partial figures on 11 January 2012. These showed that 12,903 people had been killed in violence blamed on organized crime from January to September 2011. Added to the previous overall total, this means that 47,515 people have died in the five years of Mr. Calderon's presidency. Although there is no breakdown, the victims include suspected drug gang members, members of the security forces and those considered innocent bystanders.

### **Where are the worst-hit areas?**

Violence was first concentrated in Mexico's northern border regions, especially Chihuahua, as well as Pacific states like Sinaloa, Michoacan and Guerrero. Ciudad Juarez (just across from El Paso in Texas) was the most violent city. In 2010, some 3,100 people were killed in Juarez, which has a population of more than a million.

But since 2010, violence has spread to other regions, including Nuevo Leon and Tamaulipas states. One of the focal points for violence has been Mexico's third-largest city, Monterrey.

2011 also saw new areas hit. For example, Veracruz on the eastern coast saw a series of mass killings.

### **So is the government losing the drugs war?**

The Mexican government argues that the violence shows that its aggressive strategy is forcing gangs to split and take on one another, often in increasingly brutal and gruesome fashion. Officials say record amounts of drugs have been seized, and senior cartel leaders jailed or killed in operations.

They also note that the rise in murder from 2010 to 2011 was 11% - much lower than previous increases. For example, a year earlier killings rose 70%.

### **But aren't there concerns about the military's involvement in the drugs war?**

More than 50,000 troops and federal police are actively involved in the fight against the cartels. Human rights activists have expressed concern that troops are ill prepared for policing duties. The military's lack of accountability is also an issue, as soldiers have been subject only to military justice. In July 2011, the Supreme Court ruled that soldiers should be tried in civilian courts.

### **How serious is corruption within the police?**

Very. One reason why the government has deployed the army so extensively is that it feels the police cannot be trusted. Drug cartels with massive resources at their disposal have repeatedly managed to infiltrate the underpaid police, from the grassroots level to the very top. Efforts are under way to rebuild the entire structure of the Mexican police force, but the process is expected to take years.

### **How much support is there for the government's policy?**

Opinion polls suggest that public backing is declining as the violence continues unabated and calls for a rethink have grown. Mr. Calderon, while stressing he is against legalizing drugs, has said he would be open to a debate on the issue.

Mexico holds its presidential election in July 2012 and violence will be a key issue for voters.

### **Who are Mexico's powerful cartels?**

The cartels control the trafficking of drugs from South America to the US, a business that is worth an estimated \$13bn (£9bn) a year. Their power grew as the US stepped up anti-narcotics operations in the Caribbean and Florida. A US state department report estimated that as much as 90% of all cocaine consumed in the US comes via Mexico.

Alliances shift between the main gangs as they vie for control of trafficking routes. Experts argue that there are now two main players: the Sinaloa (also known as the Pacific) Cartel and Los Zetas. US security firm Stratfor, in a January 2012 report, said that Los Zetas were now the biggest cartel in terms of geographic presence.

### **To what extent is violence spilling into the US?**

Most of the violence remains firmly on the Mexican side of the border, according to an August 2011 report by the US National Drug Intelligence Center.

The report said that major Mexican-based transnational criminal organizations (TCOs) would continue to dominate wholesale drug trafficking in the US for the foreseeable future and will further solidify their positions through collaboration with US gangs.

### **What has been the US response to the drug trafficking and violence?**

In March 2009, the US government announced that it would step up efforts to disrupt the illegal flow of weapons and drug profits from the US to Mexico - a key demand of the Mexican government.

However, in November 2010, a US justice department report said that US efforts to tackle gun-smuggling lacked focus, with not enough intelligence-sharing between US agencies and with their Mexican partners.

And a Senate report in June 2011, Halting US Firearms Trafficking to Mexico, suggested that some 70% of firearms recovered from Mexican crime scenes in 2009 and 2010 and submitted for tracing came from the US.

The US, Mexico, Central American nations, Haiti and the Dominican Republic form the Merida Initiative - a \$1.5bn scheme that aims to help by providing equipment and training to support law enforcement operations.

### **Exam Questions - Total points: 20**

**Question 1 (5pts)** In your words, explain what has happened to the city of Monterrey ever since the drug war started. Provide evidence from the text to back up your answer. (100-150 words)

**Question 2 (5pts)** In your own words, what is causing the rise and persistence of violence in Mexico? Provide evidence from the text to back up your answer. (100-150 words)

**Essay Question (20pts)** What are the repercussions that the war on drugs has had in Mexico and what are some possible solutions for this warmongering problem?

Durée de l'épreuve : 3 heures

Documents non autorisés

**Vous devrez rendre deux copies séparées pour les deux sous-épreuves.**

**Nature de l'épreuve : Linguistique**

Dear Miss Tallis,

3 Thank you for sending us *Two Figures by a Fountain*, and please accept our apologies for  
this dilatory response. As you **must** know, it would be unusual for us to publish a complete  
novella by an unknown writer, or for that matter a well-established one. However, we **did**  
6 read with an eye to an extract we might take. Unfortunately we are not able to take any of it. I  
am returning the typescript under separate cover.

9 That said, we found ourselves (initially against our better judgment, for there is much to  
do in this office) reading the whole with great interest. Though we cannot offer to publish any  
part of it, we thought you **should** know that in this quarter there are others as well as myself  
who would take an interest in what you might write in the future.

*Atonement*, Ian McEwan

I/ Faites une analyse détaillée des GV :

- *must know* 1.3
- *should know* 1.9

II/ Analysez le temps dans le GV *did read* 1.3-4

« China at its Best. »

Document 1:

**Viewpoint: China, the 'leading dragon' of the world economy**

By Justin Yifu Lin (Chief economist, World Bank)

November 24, 2011. (BBC)

Whether we are on the verge of an "Asian Century" or not, one thing is clear: there has already been a dramatic shift in the geographic centre of the global economy. China is now front and centre, and its role as a leading dragon can be beneficial for growth prospects for the world economy. The world desperately needs engines of growth right now, and fortunately - with continued strong and pragmatic economic policy making - China can provide that impetus.

China is now the world's second biggest economy and the largest exporter of goods, with 9.6% of the global share, followed by Germany, the United States and Japan. China has an income per capita of \$4,400 in current dollars and is well established as a high-middle income country. China's foreign reserves, which now exceed \$3 trillion, are the largest in the world. Behind this rise, there has been a dramatic structural transformation entailing rapid industrialisation, a massive movement out of agriculture, and an impressive stretch of trade-related growth.

**The 'advantage of backwardness'**

China has the potential to grow dynamically for another 20 years. This is in part because, as of 2008, the country still had a capita income that was just 21% of US per capita income - measured in purchasing power parity terms. This US-China income gap is evidence that a big technological gap still exists between China and the industrialised countries.

China can continue to enjoy the advantage of backwardness before closing the gap. By 2030, China's income per head (measured in purchasing power parity) may reach about 50% of that in the United States. By then, China's economic size (in purchasing power parity terms) may be twice as large as the US; and measured at market exchange rates, China may be at least the same size as the US two decades from now.

**The challenges**

Yet China and other emerging markets must confront several serious challenges in the coming years. First, contagion from the Euro area and sagging demand in high-income countries could dampen hopes for moderate world growth over the next few years. Indeed, a double-dip recession in advanced countries cannot be ruled out as a downside risk.

Nationally, China must tackle what amounts to a triple imbalance. Engineering a shift towards domestic demand and moving from an over-reliance on export-led growth represents the first rebalancing. The process should be balanced between consumption and continued strong growth in investment. The latter is critical for industrial upgrading, raising incomes, as well as developing "green economy" sectors and protecting the environment.

The second rebalancing entails a structural transformation to reduce income disparities. In spite of the general improvement of living standards, China has shifted from a relatively egalitarian society in 1979 to a country with alarming income inequality. The Gini index [a common measure of social inequality] reached 41.5 in 2005, approaching the level of Latin American countries. The widening of disparity may threaten social stability and hinder economic growth. The third imbalance relates to environmental costs that have accompanied rapid growth. China needs to shift its stance vis-a-vis short-term growth and long-term environmental sustainability. The future structure of production must shift towards cleaner technologies.

### **China's growing reach**

As a result of superior growth in the developing world, we are now in a multi-polar growth world, with economic weight shifting from the G7 economies [of seven leading industrialised nations] to developing economies. China's contributions to the multi-polar world are manifold. For high-income countries, China's growth will expand markets for their capital goods and intermediate goods exports.

Many developing countries are still major producers of agricultural and natural resource commodities. Chinese consumption and production growth will continue to support adequate commodity prices and thus help these exporters. In addition, the Chinese government and Chinese firms will also provide funds for natural resource and infrastructure investment in emerging markets and low-income countries. This is already happening, and it is likely to continue. In particular, there is a growing role of Chinese finance in the Africa region - the developing region with the most constrained access to finance.

Also, as China undergoes industrial upgrading, it will leave space for other developing countries to enter the more labour-intensive industries. Chinese enterprises are expected to relocate their existing production to other lower wage countries as they upgrade to higher value-added industries - just like Japan and East Asian economies did a few decade ago. The difference is that, because of its size, China may become a "leading dragon" for other developing countries instead of a "lead goose" in the traditional flying geese pattern of the international diffusion of industrial development.

Over time, there is also the possibility of the gradual emergence of the Chinese Renminbi as a global reserve currency. This is something that would require many fundamental reforms in the Chinese economy; however, it is almost inevitable given the growing relative strength of China in the multi-polar world.

## Document 2:

### How China is winning the school race

By Yojana Sharma

October 11, 2011. (BBC)

China's education performance - at least in cities such as Shanghai and Hong Kong - seems to be as spectacular as the country's breakneck economic expansion, outperforming many more advanced countries. But what is behind this success? Eyebrows were raised when the results of the Organisation for Economic Co-operation and Development's international maths, science and reading tests - the Programme for International Student Assessment (Pisa) tests - were published.

Shanghai, taking part for the first time, came top in all three subjects. Meanwhile, Hong Kong which was performing well in the last decade of British rule, has gone from good to great. In this global ranking, it came fourth in reading, second in maths and third in science. These two Chinese cities - there was no national ranking for China - had outstripped leading education systems around the world. The results for Beijing, not yet released, are not quite as spectacular. "But they are still high," says Andreas Schleicher, the OECD's head of education statistics and indicators.

Cheng Kai-Ming, Professor of Education at Hong Kong University, and closely involved in the Hong Kong and Shanghai tests, puts the results down to "a devotion to education not shared by some other cultures".

#### Competitive exams

More than 80% of Shanghai's older secondary students attend after-school tutoring. They may spend another three to four hours each day on homework under close parental supervision. Such diligence also reflects the ferociously competitive university entrance examinations. "Not all Chinese parents are 'tiger mothers'," insists Prof Cheng. "But certainly they are devoted to their children's education."

Certainly both these open and outward-looking cities set great store by education, willing to adopt the best educational practices from around the world to ensure success. In Hong Kong, education accounts for more than one-fifth of entire government spending every year. "Shanghai and Hong Kong are small education systems, virtually city states, with a concentration of ideas, manpower and resources for education," says Prof Cheng. The innovation in these cities is not shared by other parts of China - not even Beijing, he says.

Under the banner "First class city, first class education", Shanghai set about systematically re-equipping classrooms, upgrading schools and revamping the curriculum in the last decade. It got rid of the "key schools" system which concentrated resources only on top students and elite schools. Instead staff were trained in more interactive teaching methods and computers were brought in.

### Showcase schools

The city's schools are now a showcase for the country. About 80% of Shanghai school leavers go to university compared to an overall average of 24% in China. Meanwhile, dynamic Hong Kong was forced into educational improvements as its industries moved to cheaper mainland Chinese areas in the 1990s. Its survival as a service and management hub for China depended on upgrading knowledge and skills.

In the last decade Hong Kong has concentrated on raising the bar and closing the gap or "lifting the floor" for all students, says a report by McKinsey management consultants. The report, *How the World's Most Improved School Systems Keep Getting Better*, rated Hong Kong's education system among the best in the world. But Hong Kong schools are undergoing another huge reform, lopping off the final year of secondary school and instead moving towards four-year university degrees from 2012 to align it with China. Abandoning the old British model is a gamble and no-one knows how it will play out in terms of quality.

### Top teachers

However, Hong Kong believes it has laid solid, unshakeable foundations. "In the late 1990s we moved to all-graduate [teachers]. If we want to have high achievement, subject expertise is very important for secondary schools," said Catherine KK Chan, deputy secretary for education in the Hong Kong government.

Hong Kong, like Singapore, now recruits teachers from the top 30% of the graduate cohort. By contrast, according to the OECD, the US recruits from the bottom third. Shanghai recruits teachers more broadly. But it is already a select group. Shanghai controls who lives and works in the city through China's notorious "hukou" or permanent residency system, allowing only the best and the brightest to become residents with access to jobs and schools. "For over 50 years Shanghai has been accumulating talent, the cream of the cream in China. That gives it an incredible advantage," says Ruth Heyhoe, former head of the Hong Kong Institute of Education, now at the University of Toronto.

### Migrant children

The OECD's Mr Schleicher believes teacher training has played a part in Shanghai's success, with higher-performing teachers mentoring teachers from lower-performing schools, to raise standards across the board. "What is striking about Shanghai is that there is quite a large socio-economic variability in the student population, but it does not play out in terms of its Pisa results," said Mr Schleicher. "Some people have even suggested we did not include Shanghai's fairly large immigration population. Around 5.1% of the population are migrants from rural areas. Their children are definitely included," he said.

Last year Shanghai claimed to be the first Chinese city to provide free schooling for all migrant children. This year migrants outnumbered Shanghai-born children for the first time in state primary schools, making up 54% of the intake.

Prof Cheng agrees the Pisa results reflect a broad cross section. However the majority of migrant children are below 15 - the age at which the tests for international comparisons are taken. It is also the age of transfer to senior secondaries. "If they were allowed to attend senior secondary schools in the city, the results would be very different," said Prof Cheng. Even now "to some extent, where people are born largely determines their chances of educational success", said Gu Jun, a professor of sociology at Shanghai university. Their societies are changing rapidly and for both Shanghai and Hong Kong, being top might prove to be easier than staying there.

### **Exam Questions**

**Total points : 20**

**Question 1 (5 pts):** In your own words, explain the reasons behind China's booming economy and the challenges that the country is facing today. (250 words)

**Question 2 (5 pts):** In your own words, explain why cities such as Hong Kong and Shanghai are 'winning the school race'. (250 words)

**Essay Question (10 pts):** How does China's economic and education status compare to the situation in France? Discuss the similarities and the differences of the two countries.



TL3-12-03-02 S2

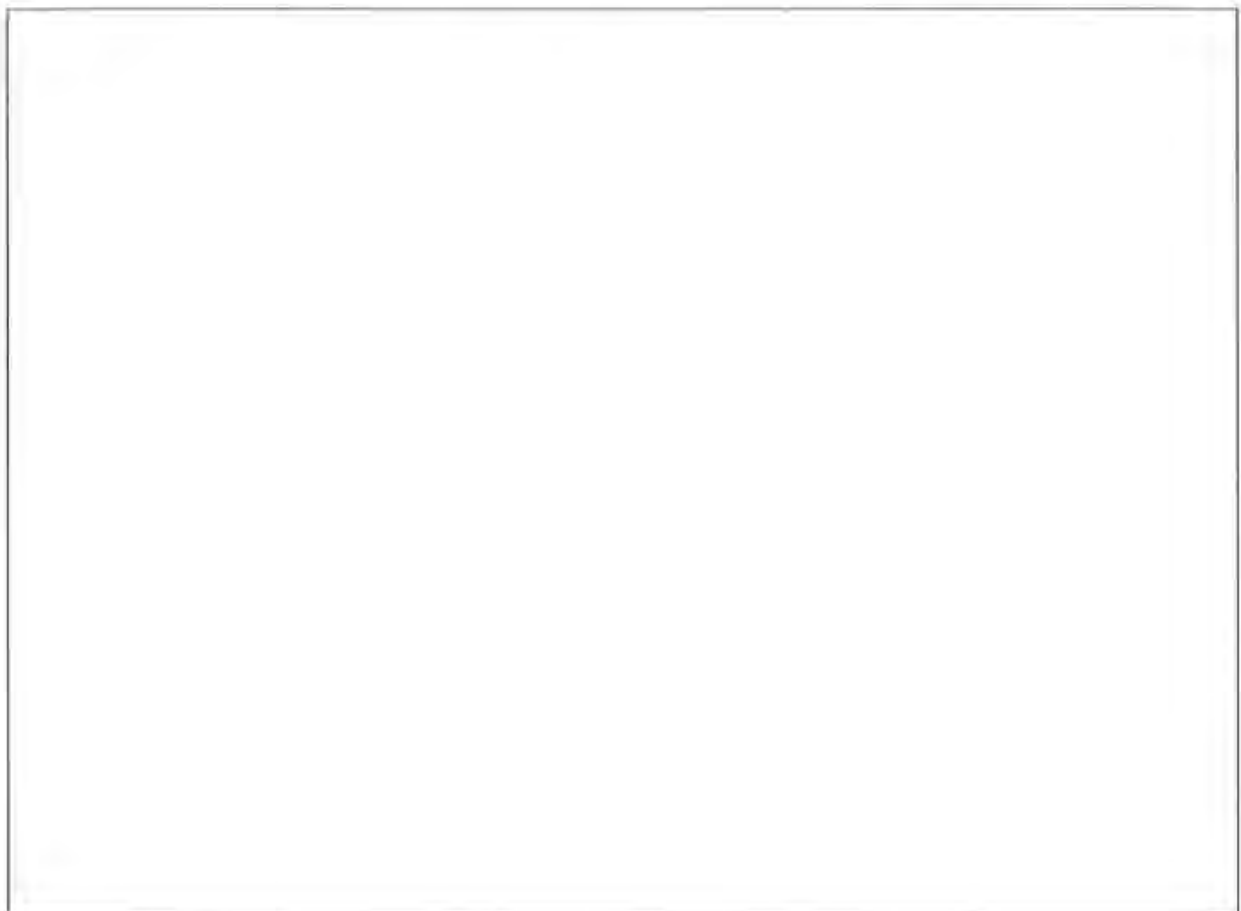
**SUJET - LCE3**

1) Orthographic Transcription:

2) *Narrow phonetic transcription. Give a narrow phonetic transcription of the following passage, using the IPA symbols, stress marks and necessary diacritics to indicate connected speech variants :*

Until early last year, Japan relied on nuclear power for nearly a third of its electricity. At the time, it planned to increase that to around a half. But then came the massive tsunami in March [2011]\*, which triggered a meltdown at the Fukushima nuclear plant. It also shattered public confidence in nuclear safety.

**\*DO NOT TRANSCRIBE THE DATE**



SUJET A- LCE3

*Narrow phonetic transcription: give a phonetic transcription of the following passages (using the IPA symbols and required diacritics):*

1. Snipers shot pedestrians at random, people were killed as they queued for water or bread. No electricity, little food, constant explosions. Correspondants, camera crews and photographers took their chances alongside the citizens.

2. This week a Tesco store caused outrage when it advertised a permanent unpaid position on its nightshift for applicants to the government's work experience scheme.



**Exercice 3: Comprehension & expression (Please record your answers)**

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : AVRIL 2012**

**L6IAU4 – LITTÉRATURE BRITANNIQUE 2 : LA LITTÉRATURE DU MOI**

**Nature de l'épreuve : Littérature Britannique**

**Durée de l'épreuve : 3 heures**

**Documents *autorisés***

Veillez traiter l'un des deux sujets suivants :

- 1) Is Daniel Defoe's Robinson unique or exemplary?
- 2) How relevant is Keats' concept of 'Negative Capability' to the study of Romantic Poetry ?

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : AVRIL 2012**

**L6IAU5 – LITTÉRATURE BRITANNIQUE 3 :  
LA LITTÉRATURE FACONNÉE PAR LA CRITIQUE LITTÉRAIRE**

**Nature de l'épreuve : Littérature Britannique**

**Durée de l'épreuve : 3 heures**

**Documents autorisés**

Veillez traiter l'un des deux sujets suivants :

- 1) In what ways can it be said that *Burger's Daughter* is a Testimony?
- 2) Is Comedy all about making the audience laugh? Answer basing your critical study on a close reading of *Twelfth Night* by William Shakespeare.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

L6IAU6 - CIVILISATION NORD-AMERICAINE 4

**Nature de l'épreuve : Commentaire composé ou dissertation.**

**Durée de l'épreuve : 3 heures**

**Traiter au choix un des deux sujets :**

**Documents *non autorisés***

## ***SUJET 1.***

[...] The only means of solution for our difficulties was the junction of the provinces either in a Federal or a Legislative Union. [...] I have again and again stated in the House that if practicable I thought a Legislative Union would be preferable. I have always contended that if we could agree to have one government and one parliament legislating for the whole of these peoples, it would be the best, the cheapest, the most vigorous and the strongest system of government we could adopt. But on looking at the subject in the Conference and discussing the matter as we did most unreservedly and with a desire to arrive at a satisfactory conclusion, we found that such a system was impracticable. In the first place it would not meet the assent of the people of Lower Canada because they felt that in their peculiar position being in a minority with a different language, nationality and religion from the majority in case of a junction with the other provinces their institutions and their laws might be assailed and their ancestral associations on which they prided themselves attacked and prejudiced. It was found that any proposition which involved the absorption of the individuality of Lower Canada, if I may use the expression, would not be received with favor by her people. We found too that there was as great a disinclination on the part of the various Maritime Provinces to lose their individuality as separate political organizations as we observed in the case of Lower Canada herself. Therefore, we were forced to the conclusion that we must either abandon the idea of union altogether or devise a system of union in which the separate provincial organizations would be in some degree preserved. So that those who were like myself in favor of a Legislative Union were obliged to modify their views and accept the project of a Federal Union as the only scheme practicable even for the Maritime Provinces. [...]

*Excerpt of a speech delivered by John A. Macdonald on February 6th, 1865 during the Confederation debates held in the Legislature of the United Province of Canada.*



## ***SUJET 2.***

**Comment and discuss historian Frederick Turner's assessment of the history of the nation (1893):**

.../...Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.

Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West.

Excerpt, from Frederick Jackson Turner's classic article, «The Frontier In American History», originally a paper read at the meeting of The American Historical Association in Chicago, July 12, 1893.

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

L6IAU7 - CIVILISATION NORD AMERICAINE 5

Nature de l'épreuve : Commentaire composé ou dissertation

Durée de l'épreuve : 3 heures

Traitez au choix un des deux sujets :

Documents *non autorisés*

**SUJET 1**

According to what you know of the historical relations between the United States and Japan before and after WW2, comment upon this directive given by President Truman to General MacArthur on September 6, 1945:

"The authority of the Emperor and the Japanese Government to rule the state is subordinate to you as the Supreme Commander of the Allied Powers. Our relations with Japan do not rest on a contractual basis, but on an unconditional surrender. Since your authority is supreme, you will not entertain any question on the part of the Japanese as to its scope".

## *SUJET 2*

*Stokely Carmichael, "What We Want"*

*From the New York Review of Books, September 22, 1966.*

ONE OF THE TRAGEDIES of the struggle against racism is that up to now there has been no national organization which could speak to the growing militancy of young black people in the urban ghetto. There has been only a civil rights movement, whose tone of voice was adapted to an audience of liberal whites. It served as a sort of buffer zone between them and angry young blacks. None of its so-called leaders could go into a rioting community and be listened to. In a sense, I blame ourselves together with the mass media for what has happened in Watts, Harlem, Chicago, Cleveland, Omaha. Each time the people in those cities saw Martin Luther King get slapped, they became angry; when they saw four little black girls bombed to death, they were angrier; and when nothing happened, they were steaming. We had nothing to offer that they could see, except to go out and be beaten again. We helped to build their frustration.

For too many years, black Americans marched and had their heads broken and got shot. They were saying to the country, "Look, you guys are supposed to be nice guys and we are only going to do what we are supposed to do why do you beat us up, why don't you give us what we ask, why don't you straighten yourselves out?" After years of this, we are at almost the same point because we demonstrated from a position of weakness. We cannot be expected any longer to march and have our heads broken in order to say to whites: come on, you're nice guys. For you are not nice guys. We have found you out.

An organization which claims to speak for the needs of a community as does the Student Nonviolent Coordinating Committee must speak in the tone of that community, not as somebody else's buffer zone. This is the significance of black power as a slogan. For once, black people are going to use the words they want to use not just the words whites want to hear. And they will do this no matter how often the press tries to stop the use of the slogan by equating it with racism or separatism.

Black power can be clearly defined for those who do not attach the fears of white America to their questions about it. We should begin with the basic fact that black Americans have two problems: they are poor and they are black. All other problems arise from this two-sided reality: lack of education, the so-called apathy of black men. Any program to end racism must address itself to that double reality.

Nature de l'épreuve : **Commentaire, version, thème**

Durée de l'épreuve : **3 heures**

**Documents non autorisés**

**Les trois parties de l'épreuve devront être composées sur des copies séparées.**

### **I – Commentaire**

A la lumière de vos connaissances en histoire et théories de la traduction, vous analyserez et discuterez la citation suivante :

« Je me demande si la traduction n'est pas avant tout une quête du *même* plutôt qu'une quête du *différent*... Et je pense que si l'on veut faire passer un texte dans une autre langue, si on veut le traduire, c'est non parce qu'on y a vu ce qui est différent mais parce qu'on y a vu *le même*. C'est parce que nous nous retrouvons nous-mêmes dans un texte que nous l'aimons. Le travail du traducteur est donc de reconnaître et de faire reconnaître dans sa langue *le même*, et tout ce qui n'est pas *le même* et n'appartient pas en propre à tous les hommes fait partie de l'étranger et vient par surcroît dans une traduction. »

Juan José Saer, écrivain et traducteur argentin, cité par Laure Bataillon, *Traduire, écrire*, Paris. Arcane 17, 1991, p. 70.

### **II – Version**

#### **How writers are made by their families**

Feb 25th 2012, *The Economist*

“New Ways to Kill Your Mother”, the latest collection of essays from Colm Tóibín, an Irish novelist and critic, is full of such moments when a writer and his family “get at” each other. Fractious family relations may not be uncommon, yet the extent to which these writers—including W.B. Yeats, Thomas Mann, James Baldwin and John Cheever—managed to fight with their parents, siblings and children makes arguments over the dinner table seem like a specialised art form.

Mann justified spoiling his eldest child over his five others with the line, “One should get the children used to injustice early.” J.M. Synge, an Irish playwright, was similarly pampered by his mother, and another, Samuel Beckett, admitted that he was what his mother’s “savage loving has made me”. Georgie Yeats implored a friend of hers not to speak with her mother, because she “loves to make a whirlpool and especially if she can suck me into it”, and W.B. Yeats was busy dissuading his father from trying his hand at writing, an effort inspired in old age by his son’s success.

### III – Thème

#### **Sur les traces de Karen Blixen**

Nairobi. Envoyée spéciale – « *J'avais une ferme en Afrique, au pied des collines du Ngong* », c'est ainsi que débute le livre *La Ferme africaine*, publié sous le pseudonyme d'Isak Dinesen, alias Karen Blixen (1885-1962), en 1937. Dans la banlieue de Nairobi, on peut visiter la demeure où la romancière danoise exploita de 1914 à 1931 une plantation de café. Mariée au baron Bror von Blixen-Finecke, elle divorça en 1925. En 1918, elle rencontra Denys George Finch Hatton, pilote britannique, qu'elle aima passionnément. Du livre, qui raconte son amour pour l'Afrique et pour cet homme, fut adapté le film *Out of Africa*, de Sydney Pollack, dont les extérieurs ont été tournés dans la ferme en 1985.

Avec son toit de tuiles rouges, son patio extérieur, le domaine affiche un décor colonial et suranné. On imagine la plantation quand elle faisait vivre 200 familles. Sur la terrasse, on se remémore Meryl Streep dans le rôle de Karen Blixen, et Robert Redford dans le rôle de Denys George Finch Hatton... La maison fut donnée au Kenya par le gouvernement danois lors de l'indépendance, en 1963. Le mobilier - vendu en 1931 après que la plantation de café en faillite avait pu être rachetée -, et la plupart des meubles sont des originaux.

*Le Monde* 15/02/12

Nature de l'épreuve : Commentaire, version, thème

Durée de l'épreuve : 3 heures

Documents non autorisés

Les trois parties de l'épreuve devront être composées sur des copies séparées.

### I – Commentaire

À la lumière de vos connaissances en histoire et théories de la traduction, vous analyserez et discuterez la citation suivante :

« Demeure en revanche sans solution la question liée à l'«élasticité» d'une langue, à sa capacité de déformation en fonction de son désir d'accueillir l'Autre. À notre avis, d'ailleurs, il ne saurait en être autrement car le problème de l'hospitalité se pose pour tout auteur «qui travaille souvent contre sa propre langue afin de créer sa langue propre. Comment restituer cette démarche singulière [...] sans tenter de faire résonner chaque terme comme un nom commun à tous, un mot quelconque, dans son indiscutable évidence, mais aussi comme un nom, neuf et rechargé de sens, indéfiniment retenu ?<sup>1</sup>. Combien de «forcements», en fait, peut endurer une langue qui se veut très sensible à la diversité avant de devenir irrecevable, inintelligible, aux yeux du lecteur ? Voilà le grand défi du traducteur. Toutes les fois qu'il se frotte à un texte d'auteur, en fait, il est bien obligé de recalibrer ses délicates balances de précision<sup>2</sup> et, tel un Arlequin contemporain, de renégocier son contrat de servage avec ses terribles maîtres. »

Ida Porfido, « Lalla Romano traductrice de Flaubert : un cas particulier de retraduction », *Autour de la retraduction. Perspectives littéraires européennes*, dir. Enrico Monti et Peter Schnyder, Paris, Orizons, 2011, p. 123-4.

1 – Sylvie Durastanti, *Eloge de la trahison. Notes du traducteur*, Paris / New York, le Passage, 2002, p. 10-11.

2 – Cf. Valéry Larbaud, *Sous l'invocation de saint Jérôme*, Paris, Gallimard, 1946, p. 82.

## II – Version

### **Reports of dislocation**

March 4th 2012, *The Economist*, London

Tom Craig, a British photographer, and A.A. Gill, a journalist, have collaborated on assignment in 15 countries over the past eight years to produce reportage that is both powerful and increasingly rare. A brief exhibit of their words and images at the Flaere Gallery in London is a refreshing antidote to the preconceived, cliché-ridden coverage of distant peoples and conflicts that so often fills newspapers and magazines.

“You do really get a document,” Mr Gill told fellow hacks at the Frontline Club in the run-up to the show, which opens today. “It’s a moment in time that exists, and not only do you have the image, but a body of writing on the same subject, that is verifiable, meaningful, and essential in this day and age.”

Whether Albanian men sunning at a lakeside or brightly robed women refugees from the war in Chad, these images are the fruit of assignments without agendas, says Mr Craig. “It’s difficult now to trust all of the stuff we see [in the press],” he said. “It doesn’t necessarily reflect what you are seeing on the ground.”

## III – Thème

### **Les offres d'achat pleuvent sur un village déserté du Limousin**

Le 20 février dernier, lors de la vente aux enchères du hameau de Courbefy, situé à 40 km au sud-ouest de Limoges, aucun acheteur ne s'était présenté, malgré un prix de vente de seulement 300.000 euros. Grâce à l'effet de la médiatisation, entre 150 et 200 acheteurs potentiels venus du monde entier se bousculent désormais pour tenter d'acquérir ce très original bien immobilier, mis en vente au prix d'un deux-pièces parisien.

Faute de repreneurs, le village entier, soit 19 bâtisses rustiques dans des états divers, des boxes pour chevaux, une piscine, un court de tennis, le tout culminant à presque 557 mètres d'altitude avec une jolie vue sur les monts de Châlus dans le parc naturel régional Périgord Limousin, aurait dû revenir au Crédit Agricole, créancier du dernier propriétaire qui n'avait pas pu rembourser son emprunt. Son projet de complexe hôtelier, lancé en 2003, n'a jamais bien fonctionné et a fait faillite, entraînant l'abandon du site en 2008.

*Figaro* 6/03/2012

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : AVRIL 2012**

**L6NS62Y1 – Didactique du FLE**

**Nature de l'épreuve :** Didactique

**Durée de l'épreuve :** 2 heures

**Documents non autorisés**

**Sujet : « Jour après jour »**

**A partir des documents proposés dans les pages suivantes, vous commenterez les choix méthodologiques de cette méthode, dont volontairement le nom et le niveau ne vous sont pas donnés, en répondant aux questions suivantes.**

**Question 1** – Répondez en justifiant brièvement : –

- à quel public est destiné ce manuel (âge, niveau) ?
- à quelles situations d'apprentissage correspond-il ?
- quels savoirs et savoir-faire sont visés par les activités proposées dans ces pages ?

**Question 2** – Cette méthode s'inspire-t-elle selon vous :

- des approches communicatives,
- de l'éclectisme,
- de l'approche actionnelle ?

Choisissez UNE réponse et donnez quelques arguments pour justifier votre choix.

**Question 3** – Que pouvez-vous observer concernant l'ordre des activités et la place respective de l'écrit et de l'oral et des activités de compréhension et de production ?

**Question 4** – Commentez la place réservée à la construction des savoirs, à l'autonomie de l'apprenant.

**Question 5** – En conclusion vous pouvez exprimer librement votre avis sur l'intérêt et les limites des choix méthodologiques de ce manuel à partir de ces pages.



## 2. VOTRE IMAGE ET VOUS

A. Le magazine *Tei* publie ce test. Répondez en toute sincérité.

# Miroir, mon beau miroir...

Votre image est-elle importante pour vous ?



1 Combien de temps mettez-vous le matin pour vous habiller ?  
A. Une heure.  
B. Minimum 20 minutes.  
C. Cinq minutes maximum.

2 Vous allez chez le coiffeur...  
A. une fois par mois.  
B. quatre ou cinq fois par an.  
C. pas souvent.

3 Utilisez-vous des crèmes pour votre peau ?  
A. Oui, tous les jours.  
B. Oui, parfois.  
C. Non, jamais.

4 Vous maquillez-vous ou vous rasez-vous tous les jours ?  
A. Oui, tous les jours.  
B. Non, seulement de temps en temps.  
C. Je ne me maquille jamais / Je ne me rase jamais.

5 Vous vous parfumez...  
A. tous les jours.  
B. rarement.  
C. jamais.

6 Vous regardez-vous souvent dans les miroirs ?  
A. Oui, chaque fois que je passe devant un miroir ou devant une vitrine de magasin.  
B. Non, pas souvent, juste le matin.  
C. Non, presque jamais.

7 Faites-vous du sport ?  
A. Oui, au moins trois fois par semaine.  
B. Oui, le week-end / une fois par semaine.  
C. Non, jamais.

Comptez vos réponses et regardez les résultats.  
Nombre de réponses

A  B  C

## Résultats

**Majorité de A**  
Votre image est très importante pour vous et vous aimez éclaircir un peu trop, peut-être ?

**Majorité de B**  
Votre image est importante pour vous, mais vous savez que ce n'est pas l'essentiel. Bravo !

**Majorité de C**  
Votre image n'est peut-être pas si importante pour vous, mais attention... vous vivez en société et votre image compte pour votre entourage !

**B.** Par petits groupes, comparez vos réponses. Qui est le plus soucieux de son image ?

• Moi, j'ai une majorité de réponses A, et vous ?  
• Moi.

# 5 | A la découverte de la langue

## 4. QUELLE HEURE EST-IL ?

A. Observez comment on dit l'heure en français et complétez les heures manquantes.

Il est...



dix heures dix



sept heures moins le quart



cinq heures et quart



onze heures vingt-cinq



cinq heures moins dix



onze heures et demie



midi / minuit moins le quart



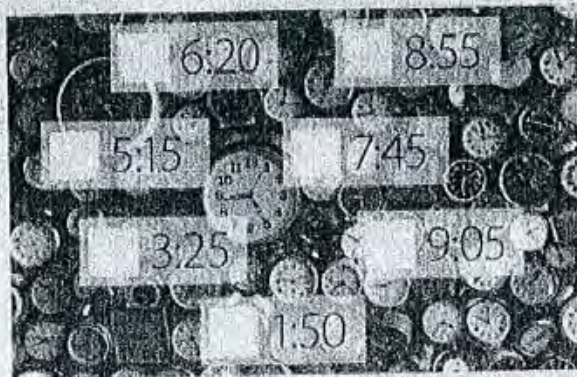
dix heures



six heures moins vingt-cinq



B. Écoutez l'enregistrement et indiquez dans quel ordre vous entendez les heures suivantes.



### LES MOTS POUR AGIR

On peut aussi dire l'heure selon un code qui correspond à l'horloge numérique.

- 12:30 ▶ douze heures trente
- 6:15 ▶ six heures quinze
- 8:45 ▶ huit heures quarante-cinq
- 20:55 ▶ vingt heures cinquante-cinq



C. Maintenant, écoutez ces autres enregistrements où l'on indique quatre heures différentes selon un code numérique. Écrivez-les.

- 1 ..... 3 .....
- 2 ..... 4 .....

D. À votre tour de donner l'heure. Vous allez représenter une heure avec vos bras et laisser vos camarades deviner quelle heure vous marquez.



- o Il est cinq heures.
- o Oui, mais il peut être aussi midi vingt-cinq.

### ▲ EXPRIMER L'HEURE

- Cinq heures
- Cinq heures cinq
- Cinq heures dix
- Cinq heures et quart
- Cinq heures vingt
- Cinq heures vingt-cinq
- Cinq heures et demie
- Six heures moins vingt
- Six heures moins le quart
- Six heures moins dix
- Six heures moins cinq
- Midi / Minuit

On utilise aussi la forme numérique, qui indique les heures et les minutes sans les mots **et**, **moins**, **quart** ou **demie**.

**13:45** Treize heures quarante-cinq

### ▲ (S') INFORMER SUR L'HEURE, LE MOMENT, LA FRÉQUENCE

- (Excusez-moi) **Quelle heure est-il ?**
  - Il est cinq heures et demie.
- **A quelle heure** commence le cours ?
  - A huit heures et quart.
- **Combien de fois par**

jour
semaines
mois

 vas-tu au ciné ?
  - Deux fois par mois.
- Tu vas **souvent** à la piscine ?
  - Oui, **le** jeudi.
  - Oui, **le** week-end.
  - Non, **jamais**.
- Est-ce que tu fais du sport ?
  - Oui, **le** dimanche, je joue au foot.
  - Oui, **le** matin, quand je me lève.
  - Non, **jamais**...

### ▲ LA JOURNÉE



le matin    le midi    l'après-midi    le soir

Les jours de la semaine : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, le week-end

### ▲ ALLER / SORTIR

#### ALLER

je **vais**  
tu **vas**  
il / elle / on **va**  
nous **allons**  
vous **allez**  
ils / elles **vont**

#### SORTIR (son)

je **sors**  
tu **sors**  
il / elle / on **sort**  
nous **sortons**  
vous **sortez**  
ils / elles **sortent**



(sɔʁ)

### ▲ VERBES PRONOMINAUX

#### SE LEVER ([lev] / [lav])

je **me** lève  
tu **te** lèves  
il / elle / on **se** lève  
nous **nous** levons  
vous **vous** levez  
ils / elles **se** lèvent

#### SE COUCHER [kuf]

je **me** couche  
tu **te** couches  
il / elle / on **se** couche  
nous **nous** couchons  
vous **vous** couchez  
ils / elles **se** couchent



Les verbes comme **se maquiller**, **se doucher**, **se raser**... se conjuguent de la même façon. Le sujet est accompagné d'un pronom personnel (me, te, se, nous, vous, se).

### ▲ EXPRESSION DE LA RESSEMBLANCE OU DE LA DIFFÉRENCE

PHRASE AFFIRMATIVE	RESSEMBLANCE	DIFFÉRENCE
J'aime ça.	Moi aussi.	Pas moi.
PHRASE NÉGATIVE	Moi non plus.	Moi si.
Je n'aime pas ça.		



soixante-treize | 73

### 8. UN JOUR COMME UN AUTRE

A. Comment imaginez-vous la journée de votre professeur ? À deux, complétez les phrases suivantes.

Il / elle se lève à .....

Il / elle commence à travailler à .....

Il / elle déjeune à .....

Il / elle finit de travailler à .....

Il / elle dîne à .....

Il / elle se couche à .....

• Je crois qu'il se lève à sept heures et quart...

B. Interrogez votre professeur pour vérifiez vos hypothèses.



C. Maintenant, écoutez Claire, une professeure de lycée, qui décrit sa journée habituelle. Puis, comparez son emploi du temps avec celui de votre professeur. Qu'est ce qui vous étonne ?

• Elle ne travaille pas le mercredi après-midi, quelle chance !



### 9. D'ABORD, JE PRENDS UN CAFÉ



A. Philippe parle de ce qu'il fait le matin au réveil. Écoutez-le et notez dans quel ordre il fait les actions suivantes.

il se lave les dents	<input type="checkbox"/>	Il s'habille	<input type="checkbox"/>
Il allume la radio	<input type="checkbox"/>	il part au travail	<input type="checkbox"/>
il prend une douche	<input type="checkbox"/>	il se rase	<input type="checkbox"/>
il prépare le petit déjeuner	<input type="checkbox"/>		

B. Et vous, que faites-vous le matin au réveil ? Parlez-en avec votre voisin.

• Moi, d'abord je me rase, puis je prends une douche...

C. Et le week-end ? Vos journées sont-elles organisées de la même manière ?

D. Votre camarade a-t-il des habitudes qui vous semblent curieuses ?

• Il ne prend pas de petit déjeuner le matin.

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### 10. L'ÉTUDIANT MODÈLE



A. Voici les stratégies de quelques étudiants pour améliorer leur niveau de français. Utilisez-vous les mêmes ? Ensuite, comparez vos réponses avec celles de votre voisin.

**Moi aussi** | **Moi non plus** | **Moi, si** | **Pas moi**

<input type="checkbox"/>	▶ Je lis des journaux en français.
<input type="checkbox"/>	▶ Quand je lis en français, je ne cherche pas à tout comprendre.
<input type="checkbox"/>	▶ Parfois, je vais voir des films en français au cinéma.
<input type="checkbox"/>	▶ Je ne cherche pas tous les mots que je ne connais pas dans le dictionnaire.
<input type="checkbox"/>	▶ Je cherche des informations en français sur internet et je visite des sites en français.
<input type="checkbox"/>	▶ J'utilise toujours un correcteur avant de rendre mes travaux au professeur.



B. Manu raconte ce qu'il fait pour améliorer son français. Soulignez, dans l'activité A, ce qu'il fait.

C. Et vous, avez-vous d'autres stratégies pour améliorer votre français ?

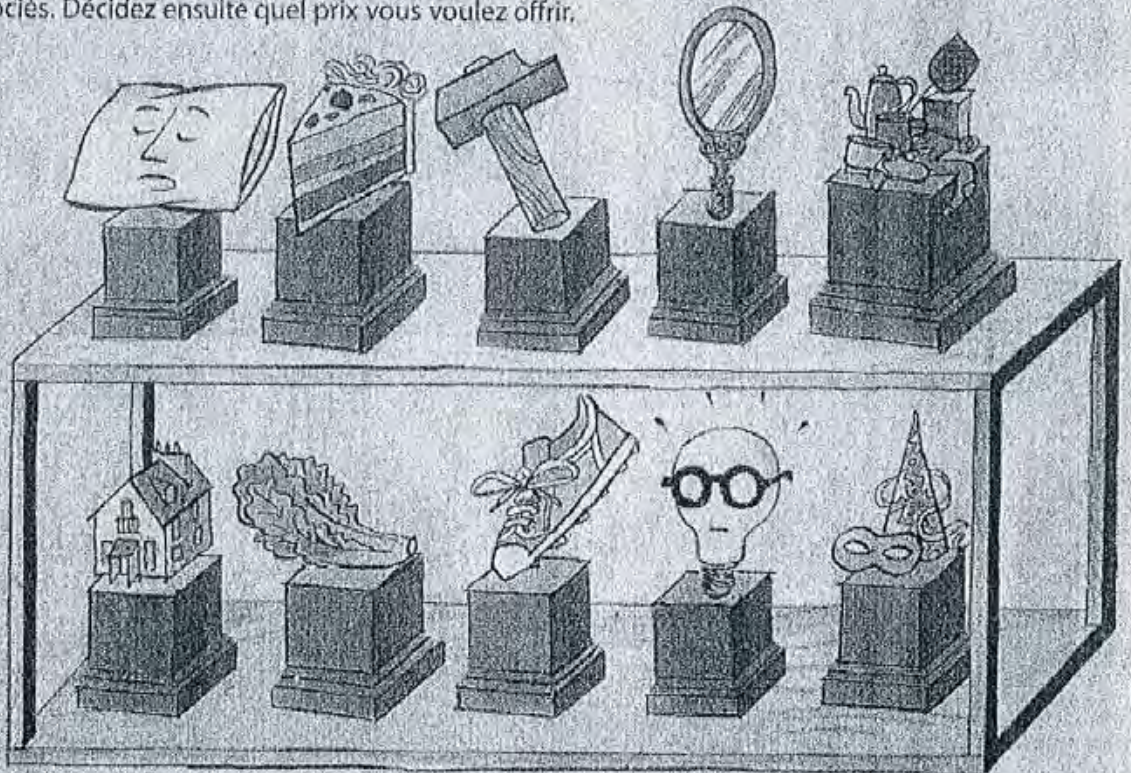
### 11. ET LE PRIX EST ATTRIBUÉ À...

➤ Découvrez les activités 2.0 sur [versionoriginale.difusion.com](http://versionoriginale.difusion.com)



A. À deux, vous allez remettre l'un des prix suivants à un camarade de classe ; vous pouvez également en proposer un autre. Observez d'abord les dessins puis cherchez la signification des adjectifs associés. Décidez ensuite quel prix vous voulez offrir.

- paresseux / pise
- travailleur / gèle
- intellectuel (le)
- sportif / ve
- laborie (e)
- esolo
- gourmand (e)
- coquette
- canker / ère
- désordonné (e)



B. Préparez un questionnaire pour savoir à qui vous allez remettre le prix. Puis, posez ces questions à certains camarades de classe.

- Combien d'heures dors-tu normalement ?
- Sept heures et demie
- Et à quelle heure te lèves-tu ?

C. Ensuite, en fonction des réponses obtenues, décidez du vainqueur et remettez le prix.

- Nous remettons le prix du plus paresseux à... Birgit !!! Félicitations Birgit !

*Prix du plus paresseux*

	Combien d'heures travailles-tu par jour ?	À quelle heure te lèves-tu le week-end ?	Fais-tu souvent du sport ?
Paolo	7h30	À 8h	Chaque jour les soirs
Birgit	6 heures	À 10h environ	Non jamais
Youri	9h	À 11h	Parfois
David			
Sarah			

Nature de l'épreuve : Didactique

Durée de l'épreuve : 2 heures

Documents non autorisés

**Sujet :**

A partir des documents proposés dans les pages suivantes, vous commenterez les choix méthodologiques de cette méthode, dont volontairement le nom et le niveau ne vous sont pas donnés, en répondant aux questions suivantes.

**Question 1** – Répondez en justifiant brièvement : –

- à quel public est destiné ce manuel (âge, niveau) ?
- à quelles situations d'apprentissage correspond-il ?
- quels savoirs et savoir-faire sont visés par les activités proposées dans ces pages ?

**Question 2** – Cette méthode s'inspire-t-elle selon vous :

- des approches communicatives,
- de l'éclectisme,
- de l'approche actionnelle ?

Choisissez UNE réponse et donnez quelques arguments pour justifier votre choix.

**Question 3** – Que pouvez-vous observer concernant l'ordre des activités et la place respective de l'écrit et de l'oral et des activités de compréhension et de production ?

**Question 4** – Commentez la place réservée à la construction des savoirs, à l'autonomie de l'apprenant.

**Question 5** – En conclusion vous pouvez exprimer librement votre avis sur l'intérêt et les limites des choix méthodologiques de ce manuel à partir de ces trois pages..

## Leçon 4 Défendre une idée

## Métissages

Jean-Claude Izzo, Amin Maalouf, tous deux sont méditerranéens; tous deux viennent d'une terre (Marseille, le Liban) aux identités mêlées. A Marseille comme au Liban se retrouvent côte à côte des peuples, des religions, des cultures... Une matière inépuisable pour les écrivains.

Et puis j'étais persuadé qu'elle l'avait eue sa maîtrise. Poésie et devoir d'identité. Je l'avais lue, il y avait quinze jours, et j'avais trouvé que c'était un travail remarquable. Mais je n'étais pas le jury et Leila était arabe.

Elle s'était inspirée d'un écrivain libanais, Salah Stetie, et avait développé quelques-uns de ses arguments. Elle jetait des ponts entre Orient et Occident. Par-dessus la Méditerranée. Et elle rappelait que dans les *Mille et Une Nuits*, sous les traits de Sindbad le Marin, transparaissait tel ou tel épisode de l'*Odyssee*, et l'ingéniosité reconnue à Ulysse et à sa malicieuse sagesse.

Surtout, j'avais aimé sa conclusion. Pour elle, enfant de l'Orient, la langue française devenait ce lieu où le migrant tirait à lui toutes ses terres et pouvait enfin poser ses valises. La langue de Rimbaud, de Valéry, de Char saurait se métisser, affirmait-elle.



Jean-Claude Izzo.  
*Total Kéops*, Gallimard



Moitié français, donc, et moitié libanais? Pas du tout! L'identité ne se compartimente pas, elle ne se répartit ni par moitiés, ni par tiers, ni par plages cloisonnées. Je n'ai pas plusieurs identités, j'en ai une seule, faite de tous les éléments qui l'ont façonnée, selon un « dosage » particulier qui n'est jamais le même d'une personne à l'autre.

Parfois, lorsque j'ai fini d'expliquer, avec mille détails, pour quelles raisons précises je revendique pleinement l'ensemble de mes appartenances, quelqu'un s'approche de moi pour murmurer, la main sur mon épaule: « Vous avez eu raison de parler ainsi, mais, au fin fond de vous-même, qu'est-ce que vous vous sentez? »

Amin Maalouf.  
*Les Identités meurtrières*, Grasset, 1998.

## Découvrez les documents

1 Lisez le texte de Jean-Claude Izzo.

a • Trouvez les expressions qui signifient :

- dans le 2<sup>e</sup> paragraphe : relier ;
- dans le 3<sup>e</sup> paragraphe : retrouver son pays natal - se stabiliser - évoluer en intégrant des mots étrangers.

b • Qui est Leila ? Qu'a-t-elle fait ? Pourquoi Jean-Claude Izzo parle-t-il d'elle ?

c • Quel est le sujet du mémoire de maîtrise de Leila ?

d • Quelle est, d'après Leila, la fonction de la langue française pour les migrants ? Donnez votre avis sur les conclusions de Leila.

2 Lisez le texte d'Amin Maalouf.

a • Relève les mots qui évoquent :  
- l'idée de « parties » et de « séparation » ;  
- l'idée de « totalité » et de « réunion ».

b • Retrouvez dans le texte la définition de l'identité.

c • Illustrez par des exemples la définition de l'identité selon Amin Maalouf.

d • Que pensez-vous de cette définition ?

3 Essayez de dire, par petits groupes, ce que les deux textes ont en commun. Rapprochez les mots de l'un et de l'autre.



## Écoutez le reportage

1 Pour chacun des personnages suivants, notez comment ils définissent l'identité.

- Yasmina : ...
- Andrea : ...
- Rachid : ...
- Mariella : ...

2 Comparez les définitions de l'identité que vous venez de relever dans le reportage avec celles des deux textes.

### Défendre une idée

#### • Annoncer l'idée

Je voudrais (je peux) prouver... démontrer... montrer que...  
Cette idée ne démontre (ne prouve)...

#### • Donner des exemples

Par exemple... - C'est le cas de... - On peut donner comme exemple...  
Cette idée peut-être illustrée par...  
Le besoin de retrouver ses racines se manifeste par...

#### • Passer des faits aux idées

Ces faits, ces exemples, ces observations prouvent, montrent, relèvent (que)...  
Cette situation confirme l'idée (que)...  
Ces manifestations sont des arguments en faveur de...

#### • Présenter un nouvel argument

En outre... De plus... Par ailleurs...

#### • Préciser ou insister

Certains immigrés s'adaptent difficilement. **En particulier (Notamment... Surtout...)** ceux qui restent dans leur communauté. **D'ailleurs**, certains ne cherchent pas à s'intégrer.

## Exercez-vous

1 Dans les deux textes, relevez les marques de l'argumentation.

2 Recherchez et présentez des arguments. Donnez des exemples en utilisant les expressions du tableau.

Vous avez décidé de vous expatrier (dans un pays de votre choix). Vous en parlez à des amis. Certains prononcent les phrases suivantes. Vous réagissez...

a. Pour les gens de ce pays, tu resteras toujours un étranger.

b. Tu vas perdre une partie de toi-même.

c. Tu ne comprendra pas leur humour et leurs plaisanteries. Tu vas perdre le goût de rire.

3 Réécoutez le reportage et faites un résumé des différents arguments en montrant qu'ils s'opposent et se complètent (voir les tableaux des pages 39 et 75).

## Organisez un débat

1 Cherchez, par petits groupes, ce qui peut composer votre identité. Faites la liste des éléments.

Comparez ensuite vos listes. Discutez de vos choix. Établissez une liste commune.

2 Comparez maintenant votre conception avec celle des écrivains et avec celles des jeunes dans le reportage.



quatre-vingt-sept

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Leçon 5 Réfléchir à son apprentissage

✘ Dans cette leçon, vous allez réfléchir sur votre apprentissage du français (et éventuellement des autres langues étrangères que vous apprenez). Vous raconterez une réussite ou un échec. Vous présenterez un objet et une personne qui ont joué un rôle important dans votre vie d'étudiant en français.

1. Quelles langues est-ce que tu as eu l'occasion d'écouter (conversations, chansons, cours...) et de lire dans ta vie (même sans les comprendre)? Quelle est (ou quelles sont) celle(s) que tu préfères? Pourquoi?
2. Avec quelles cultures est-ce que tu as déjà été en contact (à travers des personnes, des œuvres d'art, de la nourriture, des films...)? As-tu des préférences? Lesquelles? Pourquoi?
3. Est-ce que tu as déjà traduit des idées exprimées dans une langue étrangère vers ta langue maternelle (ou vers une autre langue)?
4. Est-ce que tu as déjà cherché à comprendre et à interpréter un phénomène culturel étranger? Le(s)quel(s)?
5. Est-ce que tu as déjà expliqué à un étranger quelque chose qu'il ne comprenait pas?
6. Est-ce que tu es déjà intervenu(e) pour aider des personnes à se comprendre entre elles?
7. Est-ce que tu te considères comme plutôt monolingue? bilingue? plurilingue? monoculturel(le)? biculturel(le)? pluriculturel(le)? Interculturel(le)? Peux-tu me dire pourquoi?



**Parlez de votre relation avec les langues étrangères**

1 Lisez le questionnaire.

2 Pour chaque question du texte, rédigez une réponse de 2 à 5 lignes.

Utilisez le questionnaire pour interviewer votre voisin(e) et vous faire interviewer par lui (elle).

**C'est de la part ?**

« C'est de la part ? » dit la voix au téléphone, et je panique. C'est le 3 septembre 1973, je viens de poser le pied pour la première fois sur le sol français, j'ai réussi à mettre les bonnes pièces dans les bonnes fentes du téléphone et à demander à parler avec mon seul et unique contact sur ce continent, Mme Baratin, je n'invente pas, elle dirige l'antenne parisienne de mon université new-yorkaise, et voilà qu'au lieu de me la passer, on me répond par cette phrase désespérément opaque : « C'est de la part ? » Qu'est-ce que ça peut bien vouloir dire ? Encore et encore, au cours de cette première année, je serai confrontée à l'abîme qui sépare le français scolaire, livresque, fantasmatisable qui est le mien, et le français vivant tel que les Français le parlent. Les enfants surtout me terrifient : des grappes d'enfants babillants de façon incompréhensible dans le métro, dans les cours de récré : comment se peut-il que des petits morveux sachent parler si bien, si vite, alors que moi, en dépit de mes diplômes, je n'arrive plus à coller trois mots ensemble ? L'effort continu pour comprendre me fatigue et me crispe ; parfois, en fin de soirée, je renonce à suivre la conversation et me mets à écouter les voix françaises comme une musique chaotique, dénuée de significations précises.

1. Parlant. 2. Enfants, gamine.

Nancy Huston, *Deux France*, Actes Sud, 1999.

quatre-vingt-huit

## Évoquez un moment difficile

1 Lisez le texte « C'est de la part ? », p. 88. Trouvez la définition des adjectifs suivants : opaque - scolaire - livresque - fantasmatique - vivant.

Ex. : « opaque » = qui ne laisse pas passer la lumière.

2 Imaginez le dialogue entre Nancy et la secrétaire, puis jouez ce dialogue.

Nancy : Allô ! Je voudrais parler à ... !

La secrétaire : ... ?

Nancy : ... ?, etc.

3 Souvenez-vous d'un moment (de réussite ou de difficulté) dans votre apprentissage des langues. Vous en faites le récit par écrit.

## Évoquez un lieu ou un objet lié à l'apprentissage

### Le piano et le clavecin

De manière fortuite, il se trouve que l'apprentissage de la langue française a coïncidé dans ma vie avec la découverte du clavecin (1973). Et que, deux ans plus tard (1975), l'abandon de ma langue maternelle a été accompagné d'un abandon analogique du piano [...]. *L'anglais et le piano* : instruments maternels, émotifs, romantiques, manipulatifs, sentimentaux, grossiers où les nuances sont soulignées, exagérées, imposées, exprimées de façon flagrante et incontournable. *Le français et le clavecin* : instruments neutres, intellectuels, liés au contrôle, à la retenue, à la maîtrise délicate, une forme d'expression plus subtile, plus monocorde, discrète et raffinée. Jamais d'explosion, jamais de surprise violente en français, ni au clavecin. Ce que je fuyais en fuyant l'anglais et le piano me semble clair.

Nancy Huston, *Nord Perdu*, Actes Sud, 1999.

1 Lisez le texte. Trouvez les mots qui ont la signification suivante.

- qui arrive par hasard
- évident
- obligatoire
- rare et raffiné

2 Relevez les qualificatifs associés :

- à la langue maternelle de Nancy Huston ;
- au français.

3 Quels adjectifs utiliseriez-vous pour caractériser votre langue maternelle et le français ?

4 Décrivez un lieu ou un objet (un parc, un banc, etc.) qui a joué un rôle particulier dans votre apprentissage des langues.

## Évoquez un personnage

1 Écoutez le témoignage de Yolande et répondez par « vrai » ou « faux ».

- Le professeur d'espagnol est arrivé avec une guitare.
- Il a expliqué les chansons puis on a chanté.
- La musique latino-américaine est sa seconde patrie.
- Elle croit que la langue a une dimension affective.

2 Évoquez à votre tour un personnage ayant joué un rôle important dans votre apprentissage des langues. Racontez.

Prononciation  
Les initiales  
exercice 54,  
p.159

## BILAN • BILAN • BILAN • BILAN • BILAN

## 1 Comprendre

Relisez le texte de J.-L. Godard p. 81 et reformulez les expressions suivantes en choisissant des synonymes :

*courir - être paniqué - zut! - jeter quelque chose dehors - réaliser - être obligé de.*

- a. Elle s'aperçoit qu'elle s'est trompée d'enveloppe.
- b. « Paf! »
- c. Elle est complètement affolée.
- d. Elle galopé chez la premier type.
- e. Elle est forcée de tout dire.
- f. Il la four à la porte.

## 2 Argumenter les arguments

Remettez les répliques de ce débat en ordre. Enchaînez-les quand cela est nécessaire avec : *or, mais, en particulier, alors.*

- a. Monsieur, pour cela vous devez prouver que le pays va mal.
- b. Vous devriez reconnaître que votre politique a été un échec.
- c. Tout démontre le contraire.
- d. Dans le domaine économique.
- e. Ces grèves sont des arguments en faveur d'une autre politique.
- f. Je souhaite démontrer que votre politique sociale a été un échec.
- g. Si vous prenez les grèves pour illustrer nos erreurs.
- h. Madame, les grèves récentes confirment nos analyses.
- i. Votre politique conduit à la catastrophe.

## 3 Associer deux actions simultanées

Reliez les deux actions qui vont ensemble et rédigez une phrase.

Ex. : Être bénévole la nuit/délaissé son travail le jour  
→ Bénévole la nuit, il délaissé son travail le jour.

- |                                      |   |
|--------------------------------------|---|
| a. Être coupé du peuple              | 1. organiser une marche pour la paix        |
| b. Être motivé par la vie de la cité | 2. ne pas allumer la télévision             |
| c. Être passionné par la musique     | 3. ne plus savoir parler aux gens de la rue |
| d. Être révolté par la guerre        | 4. vouloir en faire un métier               |
| e. Être hostile aux médias           | 5. se présenter aux élections municipales   |

## 4 Résumer les circonstances

Complétez les propos de Bénédicte avec les expressions suivantes :

*Désormais - Au cours de l'été 62 - progressivement - Quelques jours plus tard - Jusqu'au jour où - Pour des raisons très diverses - C'était le jour de - le jour même - Pendant les dix premières années.*

Bénédicte :

..... on est arrivé de Lisbonne en train, avec notre fils et une valise chacun. Ma deuxième fille allait naître dans le train. ....! .... nous allions vivre une autre vie! ...., il a fallu beaucoup travailler, la vie était difficile, nous ne sommes pas retournés au Portugal. Pourquoi? ..... le travail surtout occupait tout notre temps. .... je suis tombée par hasard sur une ancienne voisine qui quittait son emploi à la mairie. ...., j'ai reçu un coup de fil. Je m'en souviendrai toujours, .... mes trente ans! C'est comme ça que je suis ..... devenue assistante maternelle.

## 5 Résumer à son apprentissage

Voici des notes à propos de ce qu'une étudiante dit de son apprentissage du français et des gens qui ont compté pour elle. Reformulez ces notes en texte suivi.

français : pas sa discipline préférée.

En Grande-Bretagne, sa matière la plus faible.

Manque de confiance en elle quand elle doit le parler.

Représentation du français comme une langue difficile.

Vit les examens oraux comme de vrais cauchemars.

Impossible pour elle de dormir une semaine avant l'examen.

Rencontre de Jason; déblocage.

Longues conversations; patience, gentillesse de Jason; qualité d'écoute.

Sans aide de Jason et sa disponibilité, pas de séjour en France aujourd'hui.