

UFR langues et civilisations

# Licence Anglais



Annales des sujets d'examens  
**Année universitaire 2011/2012**



## Annales de sujets d'examens

Ces annales sont faites pour aider les étudiants dans leur préparation des examens.

Elles sont constituées de sujets d'examens donnés au cours de l'année universitaire 2011/2012.

Les sujets sont classés par année, semestre, UE puis session  
Vous trouverez donc à la suite tous les sujets pour une même UE.

Les sujets d'examens sont consultables sur place à la bibliothèque sous forme imprimée  
ou bien en ligne, dans les fiches de l'offre de formation :

[www.u-bordeaux3.fr](http://www.u-bordeaux3.fr)



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# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

## LIIAUI – TRADUCTION I

Nature de l'épreuve : Thème et Version

Durée de l'épreuve : 2 heures

Documents *non autorisés*

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

### 1) Thème

Il répondit après une brève hésitation :

- Je le répèterais. C'est la vérité.
- Cet homme qui a poussé monsieur Jean dans l'eau, tu ne le connais pas ?

Il y eut un très long silence, un silence pendant lequel tous les regards se fixèrent sur le garçon. Seule Colette n'avait pas levé les yeux. Elle tenait ses mains croisées devant elle maintenant ; l'extrémité de ses doigts tremblait.

- Je le connais point, dit enfin le gars.
- Tu n'as pas pu l'apercevoir ? Pas une seconde ? La nuit était claire cependant.
- Je dormais encore à moitié. J'ai vu deux hommes qui se battaient. C'est tout.
- Monsieur Jean n'a pas appelé au secours ?
- S'il a appelé, j'ai pas entendu.
- De quel côté l'homme s'est-il sauvé ?
- Par là, dans les bois.

François passa lentement la main sur ses yeux.

- C'est inouï. C'est... c'est incompréhensible.

Irène Némirovsky, *Chaleur du sang* (2007)

### 2) Version

Upstairs in the room which had been known as the nursery until his eleventh birthday, but was now called his bedroom, Johnnie was playing with his farm animals. The ritual involved in the game was very complicated and had a long history. It was on his ninth birthday that he had been given the farm set by his father.

"Something a bit less babyish than those woolly animals of yours," he had said, and Johnnie had accepted them since they made in fact no difference whatever to the games he played; games at which Major Allingham could have guessed he would have been distinctly puzzled. The little ducks, pigs, and cows of lead\* no more remained themselves in Johnnie's games than had the pink woollen sheep and green cloth horses of his early childhood.

\*lead = plomb

Angus WILSON, "Raspberry Jam" (1949)



# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

LIIAUI – TRADUCTION

**Nature de l'épreuve : Thème**

**Durée de l'épreuve : 1 heure**

**Documents *non autorisés***

Marie-Line s'était installée dans le fond du café. Elle avait tout simplement fui la maison. Sa fille et son mari dormaient encore, elle s'était retrouvée dans sa cuisine, comme tous les matins, pour préparer le petit déjeuner de sa maisonnée. Elle avait allumé la lumière, fermé la porte pour ne pas faire trop de bruit, mis la table et, devant le café se préparant, le poids de la routine lui avait semblé harassant. Elle était incapable de continuer. Prise de panique, elle s'était appuyée sur son plan de travail. Elle essayait de reprendre son souffle en vain. [...] Son corps refusait tout simplement d'accomplir ce rituel qu'elle pratiquait depuis dix-sept ans. Depuis la naissance de Charlotte, pas un matin ne s'était passé sans qu'elle ne soit dans sa cuisine à préparer le début de journée de sa famille.

Virginie de Clausade, *Une journée ordinaire* (2011)

Nature de l'épreuve : Grammaire et lexicologie  
Méthodologie de l'expression écrite

Durée de l'épreuve : 2 heures

Documents non autorisés

Les deux sujets qui suivent doivent impérativement être traités sur des copies séparées :

### 1. Grammaire et lexicologie

It was dark when the Nissan finally came to a stop. The ratcheting sound of the handbrake being yanked on woke Clayton. He stepped out of the car and stretched. Weary and dishevelled, he was in need of a long hot shower.

He looked up at the house and didn't like what he saw. It was huge. Huge and unwelcoming. It seemed to glower down at him with the kind of I'm-bigger-than-you attitude that had terrorized many a school playground since time immemorial.

*The Queen of New Beginnings, Erica James, 2010*

1) **Donnez la nature des segments et justifiez votre réponse (6 pts):** *to (1), on (2), woke (2), down (5), that (5), since (6).*

2) **Donnez la fonction des segments (6 pts):** *weary and dishevelled (2), long hot (3), the house (4), what (4), huge (1ère occurrence ligne 4), that (5).*

3) **Accorder le verbe *be* dans les contextes suivants (2 pts):**

The police \_\_\_\_ after him; Phonetics \_\_\_\_ good for you; Here \_\_\_\_ the ten o'clock news; Little advice \_\_\_\_ better than nothing.

4) **Remplir les blancs avec *the* ou  $\emptyset$  (2 pts).**

\_\_\_\_ most of \_\_\_\_ stories that \_\_\_\_ people tell about \_\_\_\_ Irish aren't true.  
Everywhere \_\_\_\_ man has cut down \_\_\_\_ forests in order to cultivate \_\_\_\_ ground.

## 5) Word formation

2. Fill the right boxes to explain the morphological structure of these words.

Reproduce this table on your exam sheet.

	<i>Finally (1)</i>	<i>unwelcoming (4)</i>	<i>immemorial (6)</i>
prefix			
suffix			
stem			

b- Name the process of word formation these words have in common (1 pt)

*I'm-bigger-than-you attitude (5), school playground (6)*

## 3. Méthodologie de l'expression écrite

Voici deux introductions de commentaire de texte rédigées par des étudiants et portant sur le même extrait d'une nouvelle de James Joyce, 'After the Race', extraite du recueil *Dubliners* (1914).

*Extrait n°1*

'After the Race' is one of the stories in *Dubliners* written by James Joyce. This collection of stories is divide in four parts : childhood, adolescence, adulthood and death. Here, 'After the Race' belongs to the third part. It tells the story of Jimmy Doyle, young successful butcher, who has seen a race with Europeans. Next, after the race, he and his friends go to Jimmy's house for the supper, then they go to a yacht, drink and play poker. Jimmy looses much money but he only thinks about the moment and his new friends. Finally, everything ends at dawn.

I would like to study what is the critic of Dublin behind the story and what Jimmy's character is used for.

*Extrait n°2*

The passage studied is situated right before the end of the short story, *After the Race* by James Joyce. It is a narration with some direct and free indirect speech. It relates the story of five men who spend an evening together after the car race. First, we will focus on the movement part of the passage when the characters leave their dinner that goes from the beginning of the passage to "Ho ! Ho ! Hohé, vraiment !". We will then put our interest in the second part of the text, the yacht that goes from 'They got into a rowboat' to the end of the passage.

**Vous vous livrerez à une étude comparée de ces deux introductions en répondant en français aux questions suivantes :**

### 4. Structure (8 points)

1. Toutes les étapes de l'introduction ont-elles été respectées dans ces 2 extraits ? Justifiez en identifiant les différentes étapes suivies par chaque étudiant ainsi que les éléments manquants (4 pts).
2. L'apport d'information dans la 2<sup>ème</sup> phrase de l'extrait n° 1 vous semble-t-il pertinent et / ou bienvenu ? Expliquez pourquoi (2 pts).
3. Faites une analyse critique de la façon dont chaque étudiant présente le plan de l'analyse à venir (2 pts).



## **II Présentation (4 points)**

1. Les conventions de présentation ont-elles été respectées (2 pts) ?
2. Que pensez-vous du découpage en deux paragraphes de l'extrait n°1 (2 pts) ?

## **III. Qualité de l'expression (8 points)**

1. Dressez la liste des principales fautes de grammaire (articles, prépositions, temps, accords, syntaxe, etc.) et proposez une correction pour chacune d'entre elles (5 fautes minimum) (5 pts).
2. Réécrivez la phrase qui suit en justifiant vos choix (3 points) :  
"We will then put our interest in the second part of the text, the yacht that goes from 'They got into a rowboat' to the end of the passage."

**Nature de l'épreuve :** Grammaire et lexicologie **Durée de l'épreuve :** 2 heures  
Méthodologie de l'expression écrite

**Documents non autorisés**

**Les deux sujets qui suivent doivent impérativement être traités sur des copies séparées :**

### **1. Grammaire et lexicologie**

I had a story of treating dolls badly. I cut off my Barbie doll's hair with fingernail scissors. I decapitated Ken, although in my defence that had been an accident involving a fall from a bicycle basket. But Sweet Cindy I treated like my own baby. I tucked her each night into a crib that was set beside my own bed. I bathed her everyday. I pushed her up and down the driveway in a stroller we had bought at a garage sale.

*Sing You Home, Jodi Picoult*

**1) Donnez la nature des segments et justifiez votre réponse (7 pts):** *treating (1), badly (1), off (1), that (2), like (3), beside (4), down (4).*

**2) Donnez la fonction des segments (5 pts):** *dolls (1), Sweet Cindy (3), that (4), a stroller (5), at a garage sale (5).*

### **3) Traduire (4 pts)**

- a- Il y a plusieurs centaines de livres dans cette bibliothèque.
- b- Les meubles de la pièce sont bien cirés.
- c- Aucun des deux chevaux n'a gagné la course.
- d- Désolé, j'ai très peu de temps.

### **4) Word formation**

*Barbie doll (1), fingernail scissors (1), bicycle basket (3), driveway (5), garage sale (5)*

- a- Name the process of word formation these words have in common (1 pt)
- b- Describe them (2 pts)
- c- Pick up an example of collocation in the extract by Jodi Picoult. (1 pt)

## **2. Méthodologie de l'expression écrite**

Voici un extrait de copie d'étudiant. Lisez-le attentivement et répondez **en français** aux questions qui suivent :

In this extract from the beginning of *The Fox*, we learn that the two main characters are women. They are about thirty. Neither of them is married. They live alone on a farm. This was unusual for women at this time. There is a difference between the two characters. March is robust. She looks like a man and even dresses like a man. Banford is a "typical woman: small, thin delicate." She is a typical female character. The two women are called by their surnames. This was unusual for women at this time. The names are important. Banford is linked to the idea of stopping and controlling. March is linked to spring and renewal. On the farm, March does four-fifths of the work. She is described as "the arms" and Banford as "the brain". The two women never see anybody else. This creates a feeling of uneasiness among them. As the novel progresses, we will find out more about the differences between the two characters.

### **1. Structuration et logique de la démonstration (12 pts)**

1. Quel est le sujet abordé dans ce paragraphe (2 pts) ?
2. Identifiez la phrase qui pose le sujet (*topic sentence*) (1 pt).
3. Cette phrase vous semble-t-elle une bonne phrase introductive ? Expliquez votre réponse (3 pts).
4. Observez les phrases qui servent à étayer la démonstration. Les idées sont-elles regroupées de façon logique ? Expliquez votre réponse (3 pts).
5. Identifiez la phrase de conclusion (*concluding sentence*) (1 pt).
6. Cette phrase vous semble-t-elle convaincante ? Expliquez votre réponse (2 pts).

### **2. Qualité de l'expression (8 pts)**

1. Identifiez les répétitions de vocabulaire. Suggérez des variantes (3 pts).
2. Ce paragraphe est composé de phrases très courtes. Réécrivez-le en ajoutant des mots de liaison (*transition signals*) (5 pts).



TL1-12-01-A

UE L11AU3 : LANGUE ORALE 1

/20

MATIERE 1

**Orthographic Transcription**

The acronym "IT" appears in the transcription

Please write overleaf  
(écrire au verso, SVP)

MATIERE 2

**Phonetic Transcription**

skip		just		love		shock	
law		sign		spark		breath	
chain		flirt		that		book	
stairs		cube		stone		year	
flee		drink		cow		war	

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

LIIAU4 – LITTÉRATURE BRITANNIQUE I

**Nature de l'épreuve :** Sujet de réflexion ET question portant sur la liste de lectures ET question portant sur la terminologie critique

**Durée de l'épreuve :** 2 heures

**Documents (*non autorisés*)**

- 1) Analyze and compare the description of exotic places in Olive Schreiner's and E.M. Forster's texts. (12 points)
- 2) Discuss William Blake's portrayal of childhood in *Songs of Innocence and Experience*. (4 points)
- 3) Define and give an example of the following term (4 points) :  
-the Gothic

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**LIIAU4 – LITTÉRATURE BRITANNIQUE**

**Nature de l'épreuve :** Sujet de réflexion ET question portant sur la liste de lectures ET question portant sur la terminologie critique

**Durée de l'épreuve :** 2 heures

**Documents (*non autorisés*)**

- 1) What role does landscape have in Andrew Marvell's and Philip Larkin's poems ? (12 points)
- 2) Explain the meaning of Oscar Wilde's title for his play. (4 points)
- 3) Define and give an example of the following term (4 points) :
  - Sonnet



LIIAUS - LITTERATURE AMERICAINE I

Nature de l'épreuve : Littérature américaine

Durée de l'épreuve : 2 heures

**Documents non autorisés**

Cette épreuve comporte 3 parties : un commentaire guidé, des questions portant sur la terminologie critique et des questions sur la liste de lectures obligatoires. Vous devrez y répondre sur **2 copies distinctes** :

- une copie pour le commentaire et les questions de terminologie
- une copie pour les questions sur la liste de lectures

Copie n°1

I. Commentary

Answer the following questions after reading the text carefully :

1. Situate the passage under study and summarize it.
2. Analyze the use of objects in this passage.
3. Comment upon the following sentence: "You're going to have to write me off as a dead loss, that's all."
4. Analyze the relationships between the two characters.

↙ I took the chair back to the kitchen and sat there and watched him work. After a time he shut off the machine, opened the lid, and silently brought me the filter, alive with dust, hair, small grainy things. I looked at the filter, and then I got up and put it in the garbage.

§ He worked steadily now. No more explanations. He came out to the kitchen with a bottle that held a few ounces of green liquid. He put the bottle under the tap and filled it.

↘ You know I can't pay anything, I said. I couldn't pay you a dollar if my life depended on it. You're going to have to write me off as a dead loss, that's all. You're wasting your time on me, I said.

I wanted it out in the open, no misunderstanding.

15 It's for a Mr Slater, he said. I'll see to it. He said, Maybe I will skip the coffee. I better not walk across this carpet. I just shampooed it.

That's true, I said. Then I said, You're sure that's who the letter's for?

20 He reached to the sofa for his jacket, put it on, and opened the front door. It was still raining. He stepped into his galoshes, fastened them, and then pulled on the raincoat and looked back inside.

You want to see it? he said. You don't believe me?

It just seems strange, I said.

25 Well, I'd better be off, he said. But he kept standing there. You want the vacuum or not?

I looked at the big case, closed now and ready to move on.

No, I said, I guess not. I'm going to be leaving here soon. It would just be in the way.

30 All right, he said, and he shut the door.

He went about his business. He put another attachment on the hose, in some complicated way hooked his bottle to the new attachment. He moved slowly over the carpet, now and then releasing little streams of emerald, moving the brush back  
35 and forth over the carpet, working up patches of foam.

I had said all that was on my mind. I sat on the chair in the kitchen, relaxed now, and watched him work. Once in a while I looked out the window at the rain. It had begun to get dark. He switched off the vacuum. He was in a corner near the front door.

40 You want coffee? I said.

He was breathing hard. He wiped his face.

I put on water and by the time it had boiled and I'd fixed up two cups he had everything dismantled and back in the case. Then he picked up the letter. He read the name on the letter and  
45 looked closely at the return address. He folded the letter in half and put it in his hip pocket. I kept watching him. That's all I did. The coffee began to cool.

Raymond Carver, "Collectors".

## II. Terminology :

1. What figure of speech does Carver use in the following passage? Justify your answer and analyze the effect produced by this figure of speech.

“I kept watching him. That’s all I did. The coffee began to cool.”

2. What is an allegory? Give examples.

## Copie n°2

## III. Reading list

Answer TWO of the following questions in English :

1. *Black Boy* : What happens after Richard sets the house on fire ?
2. *The Great Gatsby* : How did Wilson find out who owned the yellow Rolls-Royce ?
3. *The Ballad of the Sad Café* : Who loves who ? Explain why love is one of the central themes of the novella.
4. *The Sun Also Rises* : What does Romero do with the ear of the bull that he has killed ?



# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

LHIAU5- LITTERATURE AMERICAINE

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

**Durée de l'épreuve :** 2 heures

## **Documents non autorisés**

Cette épreuve comporte 3 parties : un commentaire guidé, des questions portant sur la terminologie critique et des questions sur la liste de lectures obligatoires. Vous devrez y répondre sur **2 copies distinctes** :

- une copie pour le commentaire et les questions de terminologie
- une copie pour les questions sur la liste de lectures

## Copie n°1

### I. Commentary

Answer the following questions after reading the text carefully ;

1. Situate the passage under study and summarize it.
2. Analyze the function of the setting in this passage.
3. Analyze the symbolic value of hands in this passage.
4. Comment upon the following sentence: "Whatever I told him would have been a lie".

Ray ran clumsily and once he stumbled and fell down. "I must catch Hal and tell him," he kept thinking, and although his breath came in gasps he kept running harder and harder. As he ran he thought of things that hadn't come into his mind for years--how at the time he married he had planned to go west to his uncle in Portland, Oregon--how he hadn't wanted to be a farm hand, but had thought when he got out West he would go to sea and be a sailor or get a job on a ranch and ride a horse into Western towns, shouting and laughing and waking the people in the houses with his wild cries. Then as he ran he remembered his children and in fancy felt their hands clutching at him. All of his thoughts of himself were involved with the thoughts of Hal and he thought the children were clutching at the younger man also. "They are the accidents of life, Hal," he cried. "They are not mine or yours. I had nothing to do with them."

Darkness began to spread over the fields as Ray Pearson ran on and on. His breath came in little sobs. When he came to the fence at the edge of the road and confronted Hal Winters, all dressed up and smoking a pipe as he walked jauntily along, he could not have told what he thought or what he wanted.

Ray Pearson lost his nerve and this is really the end of the story of what happened to him. It was almost dark when he got to the fence and he put his hands on the top bar and stood staring. Hal Winters jumped a ditch and coming up close to Ray put his hands into his pockets and laughed. He seemed to have lost his own sense of what had happened in the corn field and when he put up a strong hand and took hold of the lapel of Ray's coat he shook the old man as he might have shaken a dog that had misbehaved.

"You came to tell me, eh?" he said. "Well, never mind telling me anything. I'm not a coward and I've already made up my mind." He laughed again and jumped back across the ditch. "Nell ain't no fool," he said. "She didn't ask me to marry her. I want to marry her. I want to settle down and have kids."

Ray Pearson also laughed. He felt like laughing at himself and all the world.

As the form of Hal Winters disappeared in the dusk that lay over the road that led to Winesburg, he turned and walked slowly back across the fields to where he had left his torn overcoat. As he went some memory of pleasant evenings spent with the thin-legged children in the tumble-down house by the creek must have come into his mind, for he muttered words. "It's just as well. Whatever I told him would have been a lie," he said softly, and then his form also disappeared into the darkness of the fields.

Sherwood Anderson, "The Untold Lie".

## II. Terminology

1. What figure of speech does Anderson use in the following extract ? Justify your answer and analyze the effect produced by this figure.

"[He] had thought when he got out West he would go to sea and be a sailor or get a job on a ranch and ride a horse into Western towns, shouting and laughing and waking the people in the houses with his wild cries."

2. Define "external focalization" and give examples.

Copie n°2

**III. Reading list**

Answer TWO of the following questions in English :

1. *Black Boy* : Describe the character of Granny and her relationship to Richard.
2. *The Great Gatsby* :

Fill in the blank:

For a while I lost sight of ....., and then in midsummer I found her again. At first I was flattered to go places with her, because she was a golf champion, and everyone knew her name.

3. *The Ballad of the Sad Café* : Why is Marvin Macy angry at Miss Amelia ?
4. *The Sun Also Rises* : When does the story take place and what characterizes the mood of the times ?

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

## L1DMZ61 LITTERATURE

**Nature de l'épreuve :** Questions sur programme

**Durée de l'épreuve :** 2 heures

### DOCUMENTS NON AUTORISES

**ATTENTION :** Il y a 9 sujets différents, portant sur les 9 options disponibles ce semestre. Vous traiterez 1 SEUL SUJET, celui correspondant au programme optionnel de votre choix. Vous indiquerez très clairement en tête de votre copie l'intitulé du programme retenu.

#### Programme 1 : La Bible et ses réécritures

Sous la forme d'une explication linéaire, vous analyserez cet extrait du poème « La Conscience » dans *La légende des siècles* de Victor Hugo.

Rappel : Outre le contenu de votre travail, vous serez attentifs à la qualité de votre rédaction.

Caïn dit à Jabel, père de ceux qui vont  
Sous des tentes de poil dans le désert profond :  
« Etends de ce côté la toile de la tente. »  
Et l'on développa la muraille flottante ; 30  
Et, quand on l'eut fixée avec des poids de plomb :  
« Vous ne voyez plus rien ? » dit Tsilla, l'enfant blond,  
La fille de ses fils, douce comme l'aurore ;  
Et Caïn répondit : « je vois cet oeil encore ! »  
Jubal, père de ceux qui passent dans les bourgs 35  
Soufflant dans des clairons et frappant des tambours,  
Cria : « Je saurai bien construire une barrière. »  
Il fit un mur de bronze et mit Caïn derrière.  
Et Caïn dit « Cet oeil me regarde toujours ! »  
Hénoch dit : « Il faut faire une enceinte de tours 40  
Si terrible, que rien ne puisse approcher d'elle.  
Bâtitsons une ville avec sa citadelle,  
Bâtitsons une ville, et nous la fermerons. »  
Alors Tubalcaïn, père des forgerons,  
Construisit une ville énorme et surhumaine. 45

Victor Hugo  
*La Légende des Siècles*  
« La Conscience », vers 27-45

Programme 2 : Mythologie et iconographie

Vous répondrez aux deux questions suivantes :

- 1) Vous exposerez le mythe de l'origine du monde (phase de la cosmogonie) tel que le raconte Hésiode dans la *Théogonie*. Votre réponse fera une vingtaine de lignes.
- 2) Décrivez avec précision ce tableau de Rubens inspiré d'un mythe grec : Peter Paul Rubens, *Saturne dévorant un de ses fils*, 1637, Musée national du Prado, Madrid. Votre travail sera entièrement rédigé et fera environ 2 pages.





### Programme 3 : Ecrire au quotidien. Les écrivains et la presse aux XIXe et XXe siècles

Vous répondrez aux 4 questions suivantes :

- 1) Quelle place tient l'activité journalistique dans l'œuvre et le parcours de François Mauriac ?
- 2) Que savez-vous de ses liens avec *Le Figaro* et de l'histoire de ce quotidien ?
- 3) Commentez le texte de François Mauriac, « Journal d'un curé de campagne », publié dans *Le Figaro* le 27 février 1951 : son sujet ? sa construction ? ses positions et son argumentation ? ses effets de style les plus remarquables ?
- 4) Quelle attente majeure est celle de Mauriac face à l'écran de cinéma ?

#### *JOURNAL D'UN CURÉ DE CAMPAGNE*

Je ne ressens aucune gêne à me rappeler qu'au moment même où André Gide était à l'agonie je suis entré dans un cinéma. J'aurais pu voir *Journal d'un curé de campagne* lors de sa présentation à la presse et tous les jours qui ont suivi. Peut-être fallait-il que ce soir du 19 février, et non un autre soir, le curé de campagne de Bernanos m'apparût sur l'écran, parce que ce soir-là j'étais mieux disposé à entendre une certaine chose dont il devait m'instruire, un secret qui n'en est pas un pour moi ; mais nous usons des journées, des mois, des années à essayer de l'oublier.

André Gide, ce vieillard illustre qui vient de s'endormir si paisiblement, plein de jours, son œuvre achevée, ayant tout compris, tout possédé, tout étreint, hors les honneurs dont il n'avait que faire, mais gorgé à la lettre de plaisirs et de pensées, n'a-t-il pas eu raison contre ce pitoyable petit curé avec son cancer à l'estomac et tous les chiens du désespoir qui le traquent jusqu'à cette chambre sordide où, sous la main levée pour l'absoudre d'un prêtre défroqué, il exhale son dernier souffle ? Il ne devrait pas y avoir lutte entre cette victoire et cet échec, entre cet adolescent vêtu d'une robe de dérision et le vieux Sage qui a consenti au pire et au meilleur de lui-même et qui, ayant joui loyalement de son être selon ce que lui avait enseigné Montaigne, retourne sans angoisse à l'universelle dissolution.

Non, il ne devrait pas y avoir lutte. Et pourtant, je regarde sur l'écran ce visage, le visage d'un garçon qui s'appelle Claude Laydu mais que le metteur en scène Robert Bresson a pétri et repétri jusqu'à ce que ce Claude soit devenu un autre tout en demeurant lui-même. Car voici le mystère : grâce à des procédés, grâce à une méthode, l'âme réellement affleure, elle apparaît, nous la voyons, nous pourrions presque la toucher, elle déborde de partout cette figure d'enfant crucifié.

*Tournez la page pour lire la suite du texte.*

Chacun de vous le constatera s'il le désire : le miracle est permanent. Gide a eu raison de ne pas poursuivre un Dieu insaisissable... Mais si ce Dieu avait laissé de sa présence dans le monde une empreinte vivante et presque aveuglante : la face humaine ? Si l'écran tendu devant la foule était ce linge qui a essuyé une seule fois la sueur et le sang de son humanité et qui se propose en vain à nos yeux aveugles, à nos cœurs fermés ?

Bien que j'aie peu de penchant pour le cinéma depuis qu'il n'est plus muet, je conviens qu'il m'arrive d'y recevoir une révélation d'une tout autre portée que celle des mots, des sons, des couleurs et des formes. Peut-être le cinéma est-il investi d'une mission dans notre monde dévorateur de l'homme, inventeur de crématoires et spécialiste de charniers, et qui ne fuit devant la face humaine que parce qu'il se dérobe devant celle de Dieu. Voyez nos peintres : Picasso la détruit en faisant se télescoper le profil et la face. Chez les abstraits, la haine du figuratif dissimule leur impuissance devant la figure, devant notre figure, devant ce modèle qui lui-même n'est peut-être qu'une réplique d'un modèle éternel.

Au cinéma, dans les films les plus vils, il arrive qu'à travers une grimace l'âme fugitivement transparaisse, mais c'est à l'insu de l'interprète et sans que le metteur en scène l'ait cherché. Robert Bresson, lui, a délibérément poursuivi cette tâche : il a choisi un garçon que le théâtre n'a pas déformé, trop jeune pour que la vie ait eu le temps d'avilir des traits où l'enfance s'attarde encore. Ainsi assistons-nous du dedans à ce spectacle surhumain : la folie de la Croix telle que la vit au jour le jour un petit prêtre en agonie avec son Dieu... Ce qui ne suffit pas à prouver que sa folie soit sagesse, que Pascal ait raison contre Montaigne, ni que Bernanos mourant ait pressé sur sa poitrine le signe d'une vérité que Gide a laissé échapper. D'où vient-elle pourtant, cette lumière qui fuse à travers le visage de Claude Laydu ? De quel foyer jaillit la flamme dévorante de son regard ? de quel cœur tout proche du nôtre ? de quel amour ?

*Le Figaro, 27 février 1951*

#### Programme 4 : Lire le Graal : Arthur et sa légende

« A travers la diversité des récits qui appartiennent au patrimoine médiéval, le sujet de la légende est l'univers utopique dont le roi Arthur est le centre, entouré de chevaliers d'élite qu'il rassemble autour de la Table Ronde, et qui ne cessent de vouloir accomplir des quêtes et de partir pour l'*aventure*. », D. Régnier-Bohler.

Expliquer et donner des exemples qui illustrent cette définition de la légende arthurienne.

#### Programme 5 : Contes et fables du Grand siècle

Quelles images de la société peut-on percevoir à la lecture des *Contes* de Perrault ?

Vous construirez votre étude en vous appuyant sur des exemples précis.

### Programme 6 : Le roman policier

- 1) Qu'apporte la nouvelle d'Edgar Allan Poe, *Double assassinat dans la rue Morgue*, à l'intrigue policière ? (6,5 points)
- 2) Pour chaque œuvre, vous indiquerez le nom (nom + prénom) de l'auteur (2,5 points) :
  - *L'Affaire Lerouge*
  - *L'Assassin habite au 21*
  - *813*
  - *Le Mystère de la chambre jaune*
  - *5 heures vingt-cinq*
- 3) Vous expliquerez la structure du roman à énigme. (7 points)
- 4) Quelles sont les familles d'indices ? (4 points)

### Programme 7 : La narration contemporaine

Dans un récent essai, le critique Jean Bessière affirme que le roman contemporain est devenu la "fable de la multiplicité". En vous appuyant sur vos lectures de romans publiés ces vingt dernières années, vous expliquerez et discuterez cette proposition.

### Programme 8 : « Histoires d'amour »

Seriez-vous d'accord avec la réflexion suivante :

« A quoi bon lire des romans d'amour ? Depuis l'antiquité jusqu'à nos jours, ils racontent tous la même histoire ... ».

Répondez en un développement organisé, appuyé sur des exemples précis empruntés aux titres du programme (*Daphnis et Chloé*, *La Princesse de Clèves*, *Le Lys dans la vallée*, etc), ou à vos lectures personnelles.

Veillez à l'expression, et à l'orthographe.

### Programme 9 : Maîtres et valets sur le devant de la scène

Les valets ne sont-ils que les ombres de leurs maîtres au théâtre?



**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**LIDMZ61 LITTERATURE**

**Nature de l'épreuve :** Questions sur programme

**Durée de l'épreuve :** 2 heures

DOCUMENTS NON AUTORISES

**ATTENTION :** Il y a 9 sujets différents, portant sur les 9 options disponibles ce semestre. Vous traiterez 1 SEUL SUJET, celui correspondant au programme optionnel de votre choix. Vous indiquerez très clairement en tête de votre copie l'intitulé du programme retenu.

Programme 1 : La Bible et ses réécritures

Question de cours sur la Bible : Le livre de la Genèse.

(Vous présenterez tout ce que vous savez sur le livre de la Genèse).

Rappel : Outre le contenu de votre travail, vous serez attentifs à la qualité de votre rédaction.

Programme 2 : Mythologie et iconographie

Vous répondrez aux deux questions suivantes :

- 1) Vous exposerez le mythe de Déméter et Perséphone, tel que le raconte l'Hymne homérique à Déméter. Votre réponse fera une vingtaine de lignes.
- 2) Décrivez avec précision ce tableau de Rubens inspiré d'un mythe grec : Peter Paul Rubens, *Prométhée enchaîné, un aigle lui dévore le foie*, 1611-1612, Philadelphia Museum of Art.

Votre travail sera entièrement rédigé et fera environ 2 pages.

*Vous trouverez la reproduction du tableau page suivante.*



### Programme 3 : Ecrire au quotidien. Les écrivains et la presse aux XIXe et XXe siècles

Vous répondrez aux 3 questions suivantes :

- 1) Dans quelle mesure François Mauriac a-t-il été journaliste ?
- 2) Quelles positions ont été les siennes pendant la Guerre d'Espagne ?
- 3) Commentez le texte de François Mauriac lié à ce conflit, « Pour le peuple basque », publié dans *Le Figaro* le 17 juin 1937 : sa construction, ses positions et son argumentation, ses effets de style les plus remarquables.

#### *Pour le peuple basque*<sup>3</sup>

Dans la nuit de mardi à mercredi, tandis qu'une rumeur courait la ville : « Blum est lâché par les communistes<sup>4</sup>... », nous étions un petit nombre d'amis groupés autour de trois catholiques basques qui nous parlaient de Bilbao<sup>5</sup> : des rides profondes creusaient leurs jeunes fronts ; ces visages bouleversés reflétaient l'horrible bataille. Leurs yeux fixés sur nous, sans colère mais avec une douleur poignante, cherchaient à surprendre notre pensée. Pourquoi cette indifférence de leurs frères catholiques ? Pourquoi cette hostilité, cette réprobation ?

Je voudrais, sans forcer la voix, me faire l'écho de leur plainte. L'enseignement constant de l'Église catholique a toujours été que nous devons l'obéissance au pouvoir établi. Nul ne saurait nier que le jour où les généraux espagnols entrèrent en action, un gouvernement légitime siégeait à Madrid – ou du moins un gouvernement légal. Même si nous accordons qu'en la circonstance le peuple basque aurait dû comprendre que l'insurrection devenait tout à coup le plus sacré des devoirs, jamais erreur ne fut plus excusable que la sienne : on n'assassine pas un vieux peuple chrétien parce qu'il a cru qu'il ne fallait pas se révolter.

3. *Le Figaro*, 17 juin 1937.

4. Pour faire face à de graves difficultés de trésorerie, le gouvernement de Léon Blum demande au Parlement de l'autoriser à gouverner par décret-lois. Après avoir hésité, les députés communistes lui accordent leur soutien dans la nuit du mardi 15 au mercredi 16 juin 1937. Mais le Sénat lui refuse son appui et Blum démissionne le 23 juin.

5. La capitale du Pays basque est sur le point de tomber entre les mains des nationalistes. Sa chute a lieu le 19 juin 1937.

*Tournez la page pour lire la suite du texte.*



Le gouvernement légal de l'Espagne a dit aux Basques : « Vous êtes libres<sup>1</sup>. » Cette indépendance dont ils rêvaient depuis des siècles, que les rebelles leur refusaient, et qui enfin leur était légitimement concédée, comment ne l'auraient-ils pas défendue pied à pied, avec cette dure obstination de leur race ? (Nous les connaissons depuis l'enfance, nous autres Bordelais, ces petits Basques au front têtu qui jouaient farouchement à la balle contre le mur du préau...)

S'ils ont eu tort, ce n'est pas le lieu de l'examiner ici. Mais s'ils ont commis une faute inexpiable en refusant de livrer à l'Allemagne le minerai de Bilbao, que les Français, du moins, leur soient indulgents. Un jour peut-être nous comprendrons que ce pauvre peuple souffrait et mourait pour nous. Dieu veuille alors que nous ne retrouvions pas leurs morts à l'endroit même où il nous faudra enterrer les nôtres... C'est un crime que de traiter en criminels des héros coupables d'avoir combattu pour cette liberté qu'ils n'avaient même pas prise, qui leur avait été donnée.

Ils ne sont pas les complices de Moscou. Ils n'ont eu de part à aucun des massacres qui ont déshonoré la cause de Barcelone et de Valence<sup>2</sup>. Ils se sont battus *chez eux et seuls*. Quand on racontera l'histoire de cette guerre, on saura comme ils ont été soutenus par Madrid (qui d'ailleurs n'en avait pas les moyens), dans quel abandon ils ont été laissés : sans avions, sans défense antiaérienne : Hitler et Mussolini ont eu beau jeu.

Ce que nous ignorons en France, c'est que les prêtres basques si calomniés avaient réussi, presque seuls en Espagne, à opposer aux syndicats révolutionnaires communistes et anarchistes un syndicalisme catholique d'une puissance égale. Nous ne pouvons donner ici des statistiques. Mais nous affirmons qu'une œuvre est en train de s'effondrer, en ce moment même, qui faisait honneur à l'Église d'Espagne, à l'Église catholique tout entière.

Quelle qu'ait pu être leur erreur, ces curés méritent l'indulgence de ceux qui se refusent à les admirer. Durant ces heures tragiques, ils demeurent debout au milieu de leur troupeau décimé. D'ailleurs, Santander la Rouge<sup>3</sup> pourrait-elle leur être un refuge ? Il leur reste d'attendre ces vainqueurs qui se réclament de Dieu.

1. En 1931, la République accorde au Pays basque un statut d'autonomie confirmé par le Fronte popular. Contre les nationalistes foncièrement centralisateurs, beaucoup de catholiques basques, afin de préserver cette autonomie, se rangent du côté des républicains anticléricaux.

2. Le gouvernement républicain espagnol s'est fixé à Valence en novembre 1936, Madrid se trouvant trop près de la ligne de front. À Barcelone siège un gouvernement autonome catalan. L'un et l'autre ne peuvent empêcher les exactions anticléricales dans les zones qu'ils contrôlent.

3. Grand port du nord de l'Espagne, à proximité du Pays basque, encore aux mains des républicains. La présence des ouvriers des chantiers navals en fait un haut lieu du syndicalisme « rouge » auquel s'opposent les catholiques basques.

#### Programme 4 : Lire le Graal : Arthur et sa légende

Dans son roman *L'Enchanteur*, quel portrait René Barjavel expose-t-il du roi Arthur ?  
De quelle tradition littéraire, de quel auteur médiéval s'inspire-t-il ?

#### Programme 5 : Contes et fables du Grand siècle

Vous montrerez les qualités de cette fable de La Fontaine, en étudiant notamment les circonstances développées dans le récit et la mise en scène des personnages.

#### **Le Lion et le Moucheron, (*Fables*, livre II, fable 9).**

"Va-t'en, chétif insecte, excrément de la terre !"  
C'est en ces mots que le Lion  
Parlait un jour au Moucheron.  
L'autre lui déclara la guerre.  
"Penses-tu, lui dit-il, que ton titre de Roi  
Me fasse peur ni me soucie ?  
Un bœuf est plus puissant que toi,  
Je le mène à ma fantaisie."  
A peine il achevait ces mots  
Que lui-même il sonna la charge,  
Fut le Trompette et le Héros.  
Dans l'abord il se met au large,<sup>1</sup>  
Puis prend son temps, fond sur le cou  
Du Lion, qu'il rend presque fou.  
Le quadrupède écume, et son œil étincelle ;  
Il rugit ; on se cache, on tremble à l'environ ;  
Et cette alarme universelle  
Est l'ouvrage d'un Moucheron.  
Un avorton de Mouche en cent lieux le harcèle :  
Tantôt pique l'échine, et tantôt le museau,  
Tantôt entre au fond du naseau.  
La rage alors se trouve à son faite montée.  
L'invisible ennemi triomphe, et rit de voir  
Qu'il n'est griffe ni dent en la bête irritée  
Qui de la mettre en sang ne fasse son devoir.  
Le malheureux Lion se déchire lui-même,  
Fait résonner sa queue à l'entour de ses flancs,  
Bat l'air, qui n'en peut mais<sup>2</sup> ; et sa fureur extrême  
Le fatigue, l'abat : le voilà sur les dents.  
L'insecte du combat se retire avec gloire :  
Comme il sonna la charge, il sonne la victoire,  
Va partout l'annoncer, et rencontre en chemin  
L'embuscade d'une araignée :  
Il y rencontre aussi sa fin.

Quelle chose par là nous peut être enseignée ?  
J'en vois deux, dont l'une est qu'entre nos ennemis  
Les plus à craindre sont souvent les plus petits ;  
L'autre, qu'aux grands périls tel a pu se soustraire,  
Qui périt pour la moindre affaire.

<sup>1</sup> Pour commencer il prend du recul.

<sup>2</sup> Qui n'y peut rien.

### Programme 6 : Le roman policier

- 1) Vous expliquerez de façon construite ce qui fait l'intérêt du roman d'Agatha Christie, *Le Meurtre de Roger Ackroyd*. (7 points)
- 2) Pour chaque œuvre, vous indiquerez le nom (nom + prénom) de l'auteur (2,5 points) :
  - *Le Chien jaune*
  - *L'Abonné de la ligne U*
  - *L'Affaire Lerouge*
  - *Le Soleil n'est pas pour nous*
  - *Arsène Lupin, gentleman cambrioleur*
- 3) Pour chaque œuvre précédemment citée, vous préciserez le nom du détective en donnant ses caractéristiques. (5 points)
- 4) Dans *Double assassinat dans la rue Morgue* d'Edgar Allan Poe, quels sont les indices trouvés sur les lieux du crime ? (5,5 points)

### Programme 7 : La narration contemporaine

Peut-on dire, selon vous, que dans les romans et récits contemporains, la narration se caractérise par son instabilité? Vous répondrez par un développement argumenté en vous appuyant sur des exemples précis tirés de vos lectures.

### Programme 8 : « Histoires d'amour »

S'il est vrai, comme le dit la chanson, que « les histoires d'amour se terminent toujours mal », peut-on en dire autant des romans d'amour, et le lecteur peut-il trouver bénéfice ou plaisir à ce que le dénouement ne soit pas celui d'un conte de fées ?

Répondez en un développement organisé, appuyé sur des exemples précis empruntés aux titres du programme (*Daphnis et Chloé*, *La Princesse de Clèves*, *Le Lys dans la vallée*, etc), ou à vos lectures personnelles.

Veillez à l'expression, et à l'orthographe.

### Programme 9 : Maîtres et valets sur le devant de la scène

"Tel valet, tel maître", cet adage vous paraît-il pouvoir s'adapter aux maîtres et valets du théâtre français?

LIREZ62 – GEOGRAPHIE DES MONDES ANGLOPHONES  
LES ILES BRITANNIQUES

Nature de l'épreuve : dissertation ou commentaire de documents

Durée de l'épreuve : 3 heures

Documents non autorisés.

Vous traiterez, au choix, l'un des 2 sujets suivants :

Sujet 1 : dissertation

Populations et inégalités sociales au Royaume-Uni.

Sujet 2 : commentaire de documents

Les fondements géographiques de la Révolution industrielle en Grande-Bretagne.

Doc. 1





Doc. 2 : Navigation à vapeur sur un canal (Grande-Bretagne, vers 1900)



Doc. 3 : La Révolution industrielle en Grande Bretagne :

Il paraît maintenant assez logique que la Révolution industrielle ait commencé en Grande-Bretagne. La Grande Bretagne était la région la plus avantagée de l'Europe du point de vue de la thalassographie<sup>1</sup> et de la géomorphologie. Insulaire mais proche du continent, entre l'Irlande, la Bretagne, la Normandie, les Flandres, le Danemark et la Norvège, dotée de golfes profonds, relativement étroite sur toute son étendue, la Grande-Bretagne est abondamment baignée par la mer. De surcroît, elle est parcourue de nombreuses rivières, ce qui facilite les transports. En Angleterre, tout circulait par bateaux : à la fin du XVIIIe siècle, on estime que le tonnage des marchandises transportées par voie d'eau (mer et rivières) égalait celui de la voie terrestre, comme aux Pays-Bas, tandis qu'en Allemagne, le tonnage terrestre était cinq fois plus important que l'aquatique. En France, ce ratio était probablement plus élevé encore. Une période de construction intensive de canaux - « la folie des canaux » - a précédé en Angleterre la révolution industrielle. Ces canaux complétèrent une infrastructure naturelle de transport déjà très avantageuse, et donnèrent l'impulsion nécessaire à la machine économique. Les canaux furent les « artères de la Révolution industrielle ».

David Cosandey, *Le secret de l'Occident*, Arléa, 1997

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<sup>1</sup> Rapport entre la terre et la mer du point de vue de leur interpénétration réciproque (degré de découpage des littoraux, rapport entre caps, péninsules, isthmes, détroits, presqu'îles...)

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Documents non autorisés.

Vous traiterez, au choix, l'un des 2 sujets suivants :

Sujet 1 : dissertation :

Peut-on établir des relations  
entre les milieux physiques et les densités humaines des îles britanniques ?

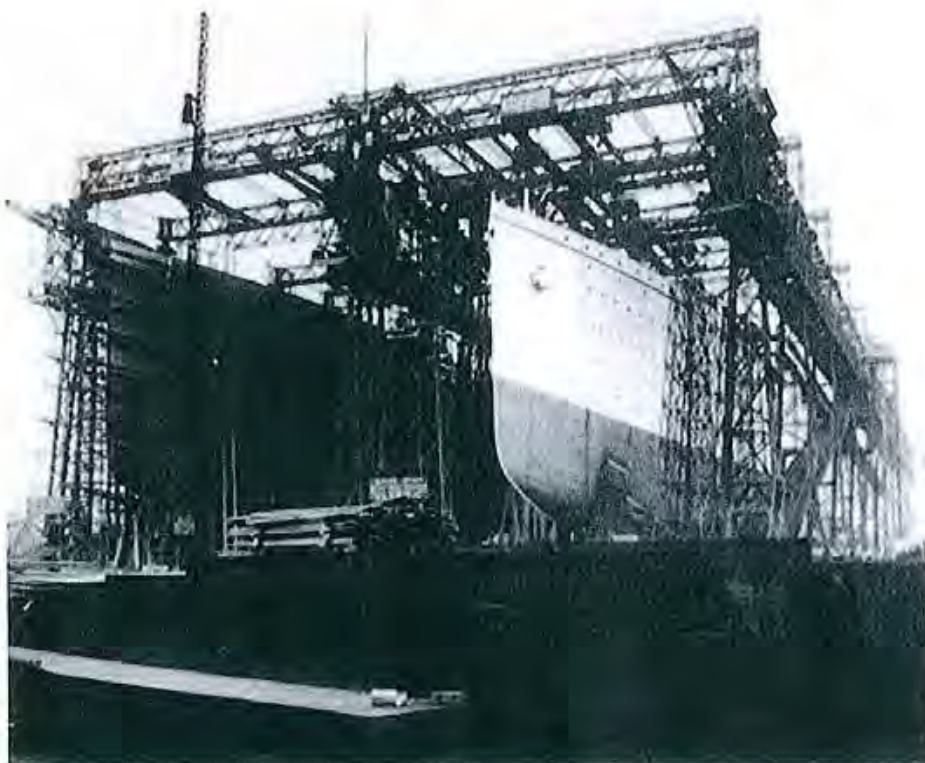
(carte facultative, à réaliser sur fond de carte joint annexe page 4)

Sujet 2 : commentaire de documents

En quoi peut-on dire que le dynamisme économique des îles britanniques  
glisse du Nord vers le Sud et de l'Ouest vers l'Est ?



Doc. 1



Les proues du « Titanic » et du « Majestic » en construction (Harland & Wolff, Belfast, 1911)

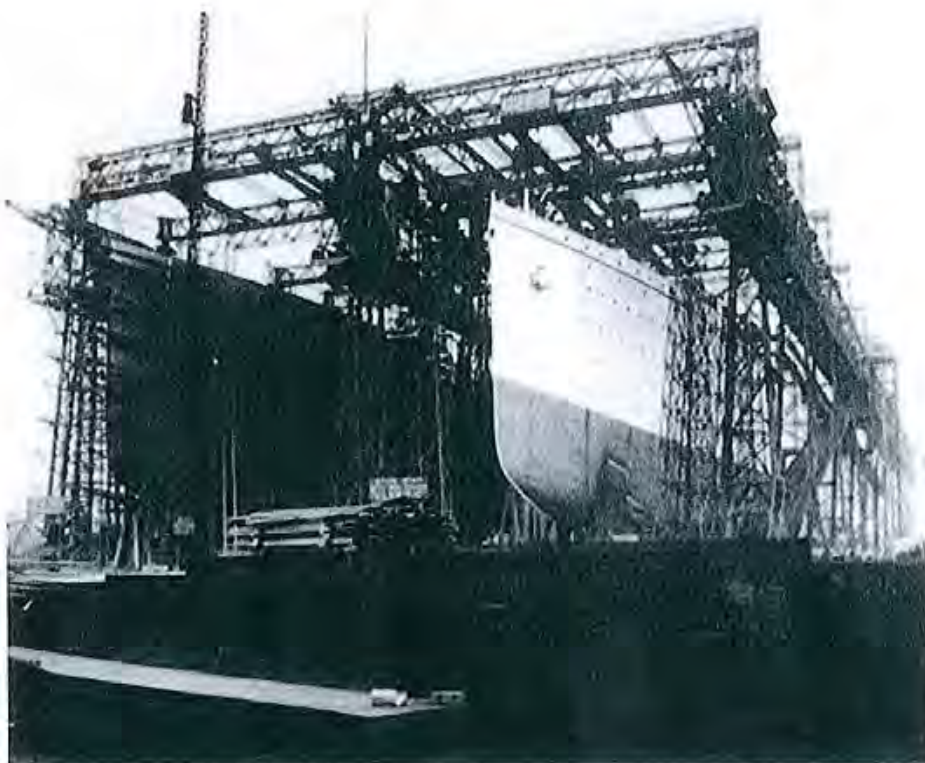
Doc. 2 : L'Irlande, jeune comme toujours, riche comme jamais.

(...) Ancien économiste à la Banque centrale d'Irlande et à BNP Paribas, David McWilliams s'est reconverti dans la presse. Impossible d'ouvrir un journal irlandais sans tomber sur une de ses chroniques, ni d'allumer la télévision sans croiser son regard dans le talk-show quotidien qu'il anime sur RTE One, la première chaîne locale. Son attitude est aussi décontractée que sa tenue - veste en jean et pantalon de velours gris -, et il ne se lasse pas de raconter la métamorphose irlandaise. « Au cours des cinq dernières années, dit-il, notre pays a connu des changements aussi profonds que les Etats-Unis pendant la ruée vers l'or ou l'Angleterre durant la révolution industrielle. »

Le plus étonnant, dans le cas de l'Irlande, c'est que cette transition très libérale a été réalisée sans dégâts. Les réformes ne se sont pas accompagnées des rudes conflits sociaux qui ont éprouvé le Royaume-Uni durant les années Thatcher. « Nous avons pu faire une omelette sans casser les oeufs », se félicite David McWilliams. Démentant les pronostics économiques, l'Irlande semble en effet avoir maîtrisé la quadrature du cercle : faible fiscalité, déficit budgétaire insignifiant (0,6 % du PIB), endettement public aussi bas (28 % du PIB) et consommation florissante (+ 5 % en 2005).

Source : l'Express, avril 2006

Doc. 1



Les proues du « Titanic » et du « Majestic » en construction (Harland & Wolff, Belfast, 1911)

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Source : l'Express, avril 2006



Doc. 3



Gisements d'hydrocarbures en Mer du Nord.

Doc. 4 : Le « Square Mile » de la City

La City s'incarne avant tout dans la London Stock Exchange (LSE), la Bourse de Londres. Elle figure au premier rang mondial, devant Tokyo pour les activités bancaires et devant New-York pour les transactions et le marché des devises. Elle domine également le secteur de l'assurance symbolisé par la Lloyd's. La City accueille la Banque d'Angleterre, plus de 500 banques étrangères en provenance des cinq continents, les sièges sociaux des grandes firmes nationales ou à forte participation nationale, comme Shell ou BP. 75 % des 500 plus grandes compagnies mondiales y possèdent un bureau.

Depuis la Moyen Age, la City bénéficie d'un statut particulier : son territoire dispose de sa propre administration depuis 886. En 1215, les corporations des grands marchands obtiennent de Jean Sans Terre son autonomie face au pouvoir royal. Les bourgeois de la City gèrent aussi seuls leurs affaires et élisent leur maire, qui dispose de pouvoirs judiciaires et de sa propre police. La City a conservé en partie cet héritage. Ainsi elle a toujours son propre maire, qui n'est pas celui de Londres. Celui-ci doit être issu des corporations, aujourd'hui des grandes sociétés. Il assure aujourd'hui une fonction d'ambassadeur et contribue au rayonnement de la City parmi les places financières internationales.

La réussite de la place de Londres est due à sa forte capacité d'adaptation aux évolutions du marché (...) Malgré ses atouts, la City a été touchée de plein fouet par la crise financière mondiale et devrait perdre 62000 emplois en 2009.

Source : Mark Bailoni, Delphine Papin, *Atlas géopolitique du Royaume-Uni*, 2008



© Daniel Defet

100 km

60 mi



UNIVERSITE MICHEL DE MONTAIGNE – BORDEAUX 3

SESSION DE : janvier 2012

L1IAU7 PPE1

Nature de l'épreuve : Questionnaire

Durée de l'épreuve : 1h

Aucun document autorisé

**QUESTIONS**

En vous fondant **EXCLUSIVEMENT** sur les éléments du cours magistral et des documents, répondez aux questions suivantes (le nombre de tirets correspond au nombre d'éléments attendus). 1 pt par question. Veuillez **REDIGER les réponses DIRECTEMENT** sur le **QUESTIONNAIRE**, que vous **GLISSEREZ ensuite dans la COPIE DOUBLE à ANONYMER**.

1. A quelles 3 questions majeures que se pose l'employeur un BON CV répond-il ?

-

-

-

2. Quelles sont les 2 qualités indispensables d'un BON CV sur le plan formel ?

-

-

3. Citez 3 des 7 qualités que doit avoir le fond d'un BON CV.

-

-

-

4. Citez les 5 rubriques obligatoires d'un CV.

- 
- 
- 
- 
- 

5. Si on inclut un objectif professionnel, comment faut-il le présenter sur le plan formel ?

- 
- 

6. Qu'est-ce que les « compétences » ?

- 
- 

7. Citez 2 exemples d'expériences semi-professionnelles.

- 
- 

8. Faut-il consacrer une rubrique spéciale aux stages et emplois saisonniers ou d'étudiant ? Expliquez.

- 
- 

9. Doit-on faire un seul ou plusieurs CV ? Justifiez.

10. Qu'est-ce qu'un style « positif » ?

- 
-



11. Quel est le rôle exact de la lettre de motivation dans une candidature ?

-

-

12. Citez 3 normes à respecter sur le plan formel concernant la lettre de motivation.

-

-

-

13. Qu'est-ce que l'USP ?

-

-

-

14. De combien de parties une lettre de motivation est-elle composée ? Citez-les.

15. Que doit contenir le dernier paragraphe de la lettre de motivation ?

-

-

16. Quelle différence évidente sur le plan formel y-a-t-il entre la lettre de motivation pour la France et celle pour les pays anglophones ?

17. D'après l'onglet « POSIP » sur le site de Bordeaux3, à quoi servent les annuaires professionnels ?

-

-

18. Quel point précis du cours magistral et des interventions vous a le plus apporté ? Expliquez en 2 ou 3 phrases.

19. Traduisez en français

a grant	
term address	
dissertation	
honours	

20. Traduisez en anglais

Bac L	
Licence de lettres	
stagiaire	
activités de type social	

**L1IAU7 – PPE ANGLAIS**

Nature de l'épreuve : Questionnaire

Durée de l'épreuve : 1h

Aucun document autorisé

**QUESTIONS**

En vous fondant **EXCLUSIVEMENT** sur les éléments du cours magistral et des documents, répondez aux questions suivantes (le nombre de tirets correspond au nombre d'éléments attendus). 1 pt par question. Veuillez **REDIGER les réponses DIRECTEMENT** sur le **QUESTIONNAIRE**, que vous **GLISSEREZ ensuite dans la COPIE DOUBLE à ANONYMER**.

1. Qu'entend-on par « profil » du candidat ?

-  
-  
-

2. Quels sont les 2 aspects sur lesquels un BON CV doit convaincre ?

-  
-

3. Quelles sont les normes à respecter concernant la longueur d'un CV ?

-  
-

-  
4. Quels sont les 2 critères essentiels quant au fond d'un BON CV ?

-  
5. Pourquoi évoquer un « objectif professionnel » dans un CV ?

-  
6. Dans quel ordre faut-il présenter ses diplômes ? Justifiez.

-  
7. Que recouvre le terme de « savoirs » ?

-  
8. Pourquoi peut-on parler de ses expériences semi-professionnelles dans un CV ?

9. Dans la rubrique « Expérience professionnelle », faut-il présenter d'abord les stages ou d'abord les jobs d'étudiants et les jobs saisonniers ? Justifiez.

10. Comment rendre un CV « progressif » ?

11. Qu'entend-on par rendre un CV « factuel » ?

12. Dans quel ordre le recruteur lit-t-il en général le CV et la lettre de motivation ?

-

-

13. Que doit apprendre le recruteur en lisant votre lettre de motivation ?

-

-

14. Décrivez les différences de fond entre le CV et la lettre de motivation.

Le CV

-

-

La lettre de motivation

-

-

15. Comment peut-on résumer chacun des 3 paragraphes obligatoires du corps de la lettre de motivation ?

-

-

-

16. Dans quel ordre obligatoire doit-on présenter les éléments des rubriques « Formation » et « Expérience professionnelle » dans le CV pour la Grande-Bretagne ?

17. Citez 2 documents/services proposés par le POSIP dans son onglet sur le site de Bordeaux3.

-

-

18. L'UE PPE en L1, est-ce trop tôt ? Justifiez en 2 ou 3 phrases.

19. Traduisez en français

IT skills	
work placement	
seasoned	
asset	

20. Traduisez en anglais

emploi recherché	
programme d'études à l'étranger	
portefeuille de compétences	
Je vous prie d'agréer...	



Licence 1  
semestre 2

化學  
وإدارة

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

L2IAU1 – TRADUCTION 2

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

Durée de l'épreuve : **2 heures**

*Documents non autorisés*

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

## 1) Thème :

Quand cette histoire commence, Victoire ne connaît pas le moins du monde Bordeaux, ni plus généralement le sud-ouest de la France, mais elle connaît bien février qui est avec mars l'un des pires mois de Paris. S'il n'était donc pas mal d'échapper à cette période, elle aurait mieux aimé que ce fût en d'autres circonstances. Or n'ayant nul souvenir des heures qui avaient précédé la mort de Félix, elle craignait qu'on la suspectât de l'avoir provoquée. Mais, d'abord elle ne désirait pas avoir à s'expliquer, ensuite elle en eût été incapable, n'étant même pas sûre enfin de n'y être pour rien.

Jean Echenoz *Un an* (1997)

## 2) Version :

*Context : Simon Axler, a former leading stage actor, thinks he has lost his talent and confidence and is deeply depressed. Jerry, his agent, has come to visit him to offer him a role, but he has refused.*

### **Translate the text below into French**

“Look,” Jerry said, “everyone knows the feeling ‘I can’t do it,’ everyone knows the feeling that they will be revealed to be false – it’s every actor’s terror. ‘They’ve found me out. I’ve been found out.’ Let’s face it, there’s a panic that comes with age. I’m that much older than you, and I’ve been dealing with it for years. One, you get slower. In everything. Even in reading you get slower. If I go fast in reading now, too much of it goes away. My speech is slower, my memory is slower. All these things start to happen. In the process, you start to distrust yourself. You’re not as quick as you used to be. And especially if you are an actor. You were once a young actor and you memorized scripts one after the other and you never even thought about it. It was just easy to do. And then all of a sudden it’s not as easy and things don’t happen so fast anymore. Memorizing becomes a big anxiety for stage actors going into their sixties and seventies. Once you could memorize a script in a day now you’re lucky to memorize a page in a day. So you start to feel afraid, to feel soft, to feel that you don’t have that raw live power anymore. It scares you. With the result, as you say, that you’re not free anymore. There’s nothing happening – and that’s terrifying.

Philip Roth, *The Humbling* (2009)

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L2IAU1 – TRADUCTION

Nature de l'épreuve : Version

Durée de l'épreuve : 1 heure

**Documents non autorisés**

When I picked up my ticket and went to the check-in desk, I was told to go to the other desk, which looked after business class. When I got to the desk I knew why I had been sent there, and I wondered about God and Ireland, because the woman at the desk had seen my name being added to the list and had told the others that she knew me and would like to help me now that I needed help.

Her name was Joan Carey, and she had lived next door to my aunt's house, where myself and Cathal were left when my father got sick. I was eight years old then. Joan must have been ten years older, but I remember her well, as I do her sister and her two brothers, one of whom was close to me in age. Their family owned the house that my aunt lived in, the aunt who took us in. They were grander than she was and much richer, but she had become friendly with them. Since the houses shared a large back garden and some outhouses, there was a lot of traffic between the two establishments.

Colm Tóibín, *The Empty Family* (2010)

Nature de l'épreuve : Grammaire et lexicologie      Durée de l'épreuve : 2 heures  
Méthodologie de l'expression écrite

Documents *non autorisés*

**Les deux épreuves qui suivent doivent impérativement être traités  
sur des copies séparées :**

### 1. Grammaire et lexicologie

#### **I/ Construction passive. (5 pts)**

He looked at the letter again. It was written on paper of an unusual texture. The surface was rough and in some places the ink absorbed by the porous surface had run. The blank sheets had evidently been inserted by a man in so violent a hurry that he had not noticed the extravagance.

1. Remplacez *absorbed by the porous surface* par une subordonnée relative.
2. Décrivez la forme verbale du 2<sup>ème</sup> segment souligné.
3. Proposez une tournure active du 2<sup>ème</sup> segment souligné.
4. Justifiez la présence du sujet agent dans le 1<sup>er</sup> segment souligné.
5. Justifiez la tournure passive du 1<sup>e</sup> segment souligné.

#### **II/ Temps et aspects: retrouvez les formes verbales qui conviennent (temps, aspect, formes non finies, modaux, voix) (6 pts)**

Out of the blue, Libor received a letter from a woman he (NOT SEE) in more than fifty years. She (WANT) to know if he (STILL WRITE) his column.

He (WRITE) back to her (SAY) how nice it (BE) (HEAR) from her after all this time but he (STOP) (WRITE) his column in 1979.

He (WONDER) how she (FIND) his address because he (MOVE) several times since he (KNOW) her. He (THINK) that she (Modal + PUT) herself to some trouble to find where he (LIVE) now.

*The Finkler Question, Howard Jacobson 2010*

#### **III/ Reformulez les phrases suivantes en utilisant un auxiliaire de modalité ET indiquez le fonctionnement de ce modal (épistémique ou radical). (4 pts)**

1. It is impossible that he should be driving home: he's at home already.
2. He was reluctant to live on his own in a caravan.
3. Perhaps Brenda is relaxing at home.
4. There is a chance that the boy on the photograph was her son.

#### **IV/ Traduire (5 pts)**

1. Il n'a pas pu jouer au tennis tout l'après-midi, il est parti sans sa raquette.
2. Je ne l'ai pas encore rencontré, bien qu'il habite dans ma rue depuis plusieurs mois.
3. Que feras-tu demain lorsque tu seras à Londres?
4. Les nouvelles de New-York sont bien meilleures que celles d'hier.



## 2. Méthodologie de l'expression écrite

### Question 1

Voici un extrait de copie d'étudiant. Lisez-le attentivement et répondez en français aux questions qui suivent :

This document is a article of a newspaper about the Queen Elizabeth's jubilee. This weekend the english people are celebrating because she is on the throne since fifty years. It is an old article. It is published the 3 june 2002. But she is still Queen today so that is why we can read this article and think it is interesting. The newspaper is the "Daily Mail." The journalist like the queen. He says she is a good monarch. She does lots of things for the country. But I think she is too old and she should stop and then William can become King.

1. Toutes les étapes de l'introduction ont-elles été respectées ? Justifiez en identifiant les différentes étapes suivies par l'étudiant ainsi que les éléments manquants. (3 points)
2. Quelle(s) phrase(s) ne devrai(en)t pas figurer dans l'introduction ? Pourquoi ? (2 points)
3. Cet étudiant a fait beaucoup d'erreurs (de grammaire, d'orthographe, de présentation...). Dressez une liste d'erreurs et proposez une correction (10 minimum) (10 points).

### Question 2

Voici le résumé qu'un étudiant a fait d'un article de journal. Il est composé de phrases très courtes. Réécrivez-le en ajoutant des mots de liaison (*transition signals*) ; vous pouvez changer l'ordre des mots, modifier la forme des verbes et supprimer et/ou rajouter des mots si nécessaire. (5 pts).

Lots of people use portable technology today. iPads and Kindles are examples of portable technology. People read news on iPads and Kindles. The sales of printed newspapers have declined. Newspapers are losing money. Most newspapers have digital editions as well as a printed edition. Newspaper owners encourage readers to read both editions. Newspaper websites have lots of visitors. Some people would rather obtain their news from blogs. Only some specialist titles have made an encouraging transition to the digital world.

The *Guardian*, 26<sup>th</sup> December 2011

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L2IAU2 – LANGUE ECRITE 2

Nature de l'épreuve : Grammaire et lexicologie      Durée de l'épreuve : 2 heures  
Méthodologie de l'expression écrite

Documents non autorisés

**Les deux épreuves qui suivent doivent impérativement être traitées  
sur des copies séparées :**

**I/ Passivisez les phrases suivantes quand cela est possible (5 pts)**

1. They expect her to get up early.
2. How could they prevent the strike?
3. They have long thought of this project.
4. Someone has driven Mary back.
5. The local postman will identify the sender.

**II/ Temps et aspects: retrouvez les formes verbales qui conviennent (temps, aspect, formes non finies, modaux, voix) (6 pts)**

An hour later, as Audrey (FINISH) her third cup of hot tea, the phone (RING).

Audrey (ANSWER) on the third ring. "Good morning".

"I (NOT WAKE) you, (tag) ?" Tam asked.

"No, I (BE) up for a while and already (HAVE) breakfast."

"You (TALK) to your uncle Garth this morning?"

"No, why?"

"I (GUESS) he (NOT SEE) any point in (WORRY) you."

"You (WORRY) me right now. What (GO) on?"

"Hart (NOT GO) home – back to Garth's place – last night."

"Hart's okay," Tam said hurriedly. "We (NOT KNOW) who he (BE) with. Garth was out looking for him."

"Where he (FIND) him? Was he...?"

"Yeah, he (DRINK)".

Adapted from *Don't Cry*, Beverly Barton 2010

**III/ Reformulez les phrases suivantes en utilisant un auxiliaire de modalité ET indiquez le fonctionnement de ce modal (épistémique ou radical). (4 pts)**

1. It's possible that they chose to hide away for a while.
2. Perhaps it would be easier to ask his brother.
3. I bet they are having breakfast by this time.
4. She was reluctant to stay longer.

**IV/ Traduire (5 pts)**

1. Non, je ne l'ai pas vu depuis hier soir.
2. Il faudra me prévenir dès que tu partiras.
3. La police vient de sortir du bâtiment.
4. Il avait peu de temps pour répondre ; il dut se décider sans avoir pu demander les conseils de son ami.

## 2. Méthodologie de l'expression écrite

### **Question 1**

Voici un extrait de copie d'étudiant. Lisez-le attentivement et répondez en français aux questions qui suivent :

This document is an extract of *The Guardian*, written by a journalist. When it was written, Gordon Brown, a labour politician is the Prime Minister. The journalist is critical of the Act of Settlement. He think it is a law old-fashioned and unfair who ought to be changed and this is my opinion too. Also the Queen Elizabeth Two is very old and she can't be changed because the Act of Settlement says she must to die first. Prince Charles will only be king when she will be dead. The journalist say that it is important to change the Act of Settlement because it isn't changed since three hundred years.

1. Toutes les étapes de l'introduction ont-elles été respectées ? Justifiez en identifiant les différentes étapes suivies par l'étudiant ainsi que les éléments manquants. (3 points)
2. Quelle(s) phrase(s) ne devrai(en)t pas figurer dans l'introduction ? Pourquoi ? (2 points)
3. Cet étudiant a fait beaucoup d'erreurs (de grammaire, d'orthographe, de présentation...). Dressez une liste d'erreurs et proposez une correction (10 minimum) (10 points).

### **Question 2**

Voici le résumé qu'un étudiant a fait d'un article de journal. Il est composé de phrases très courtes. Réécrivez-le en ajoutant des mots de liaison (*transition signals*), vous pouvez changer l'ordre des mots, modifier la forme des verbes et supprimer et/ou rajouter des mots si nécessaire. (5 pts).

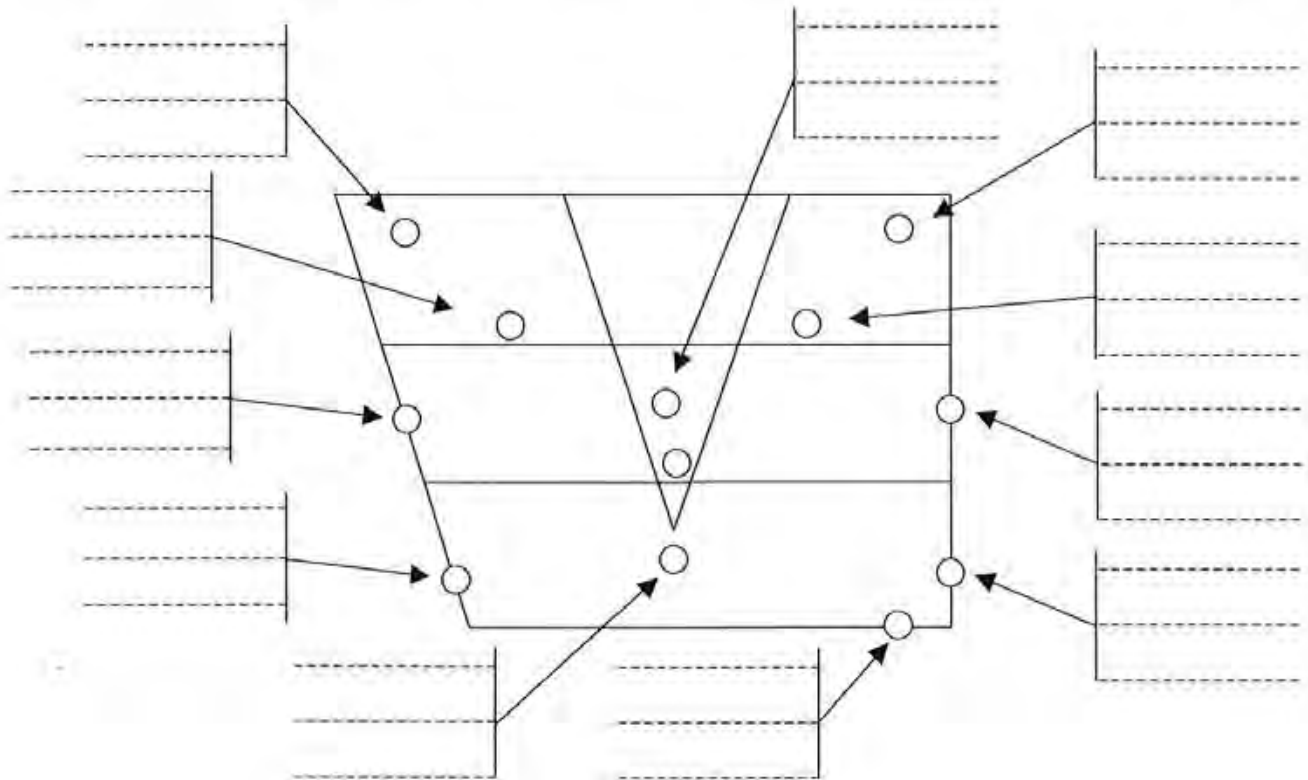
English people have different opinions about schools. Some people think that the most intelligent children should be by themselves in Grammar schools. Some people think that all children should be together in comprehensive schools. Grammar schools are good. Clever children can concentrate on their work. There are no disruptive pupils to disturb lessons. They study subjects in more depth. They have a better education. Children who are not at grammar schools go to a secondary modern school. They are not so lucky. The teaching is often poor. They find it hard to find a job when they leave school. According to the journalist, comprehensive schools are better. Everyone has the same opportunities.

*The Guardian*



- 1) **Vowels :** a) Write the phonetic symbols **next to** the circles on the diagram (2 pts)  
 b) As you listen to the following words, write them on the lines around the diagram, according to the **vowel** sound in the **stressed** syllable (6 pts)

<b>List of words</b>	clatter	cooked	spotted	stew	slept	pretty
	storm	turn	speech	claws	mutter	dance
	want	stamp	couple	journey	complete	pity
	spool	breast	done	last	butcher	worse





**2) Consonants**

- a) Fill in the first five boxes with the appropriate symbol
- b) Fill in the last five boxes with the appropriate definition

(5 pts)

Fricative / labio-dental / voiceless	
Plosive / bilabial / nasal	
Semi-vowel / palatal	
Plosive / velar / voiced	
Affricate / palato-alveolar / voiceless	
	t
	ð
	h
	z
	l

**3) Phonetic transcription of the three words below (mark the stress on each word):**

(3 pts)

operate

invited

comparing

**4) Phonetic transcription of the sentence below:**

(4 pts)

Hundreds of young people between five and twelve have learnt to play music

Nature de l'épreuve : Civilisation britannique

Durée de l'épreuve : 2 heures

*Documents non autorisés*

## **An active alliance: how the spirit of Scotland helped to shape the Union**

29 February 2012

*The Times* (adapted)

The Union between Scotland and England in 1707 has been one of the longest, most durable, and most successful political unions in history. Whatever the arguments for and against the treaty that abolished Scotland's parliament 305 years ago, and transferred power to Westminster, it was conceived from practical necessity. Despite initial animosity, the relationship between the two nations developed into a remarkable partnership. By the time the Second World War ended, that shared history meant that the peoples of the UK had become so welded together that any racial or tribal distinctions that remained were hugely outweighed by what they had in common. Today some 800,000 first generation Scots live in England, and 400,000 English in Scotland. Great Britain is not just a family of nations, it is a nation of joint families, strewn across borders, sharing the geography and the outlook of a single country.

"The United Kingdom is a union of four nations which works in practice, but not in theory," was the way the Constitution Unit in London described Britain's unwritten constitution in a recent report on "the English Question".

The challenge that England would face in the event of Scottish independence is hard to assess, because the British constitution has always adapted to new circumstances; the experience of devolution shows that it is extremely resilient. But the break-up of Britain would have an impact on the constitution so profound that it would require the rules to be torn up and rewritten from scratch.

As the Constitution Unit found, devising a system for an England-only parliament at Westminster is fraught with difficulty. It would, under the present first-past-the post system, become a less diverse body, dominated, initially at any rate, by a Conservative majority, leading to tensions and divisions with its northern regions, which would almost certainly lead to demands of regionalisation — the devolving of power to outlying regions. The role of the monarch would have to be reassessed, the Civil Service would have to be drastically cut back and reconfigured, the responsibilities and membership of Lords and Commons revised. It would be a revolution every bit as profound as 1688.

Britain's standing abroad Britain without Scotland would be a very different nation, raising far-reaching questions about its international standing. Would England automatically retain its seat on the UN security council or the G8? Would its membership of the EU have to be renegotiated? The UK's influence in European corridors of power is already diminished because of its half-hearted and reluctant participation in the EU. What influence could England hope to have in helping to build European unity if it were seen to have failed to keep its Union with Scotland together?

### **Questions**

1. Write an introductory paragraph for a commentary of this article. (Don't forget to mention the source and to summarise the main points).

### **2. The Facts.**

Answer the following questions in complete sentences

- a) Which four nations make up the United Kingdom?
- b) What is Britain's "unwritten constitution"?
- c) What is the "first past the post system"?
- d) What was the "revolution" in 1688?

### **3. The Issues.**

Write a short paragraph to explain each of the following points

- a) "The role of the monarch would have to be reassessed"
- b) "the responsibilities and membership of Lords and Commons"

### **4. The journalist's opinion**

Write an organised paragraph explaining the journalist's opinion on Scottish independence.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L2IAU4 – CIVILISATION BRITANNIQUE**

**Nature de l'épreuve : Civilisation britannique**

**Durée de l'épreuve : 2 heures**

*Documents non autorisés*

Questions:

1. When and how were Scotland and Wales united to England? What is Scotland's and Wales's status within Britain today?
2. What is the meaning of the sentence : 'Britain has an unwritten constitution' ?
3. What are the advantages of the monarchy in Britain today?
4. What is the composition of the House of Lords and why is it controversial?
5. What are the differences between comprehensive schools and independent schools?



L2IAU5 – CIVILISATION NORD AMERICAINE 1

Nature de l'épreuve : Civilisation nord-américaine      Durée de l'épreuve : 2 heures

Documents non autorisés.

Nature de l'épreuve : Civilisation (commentaire de texte) et questions sur le précis d'histoire

A/ History questions (10/40)

Answer the following questions in full sentences. Give as many details as you can. The quality of your English is also taken into account. (10/40)

- 1- Who was John Smith?
- 2- What can you say about the New England colonies?
- 3- What do you know about the Atlantic Slave Trade?
- 4- What are the Articles of the Confederation?
- 5- What was the 1787 Land Ordinance?
- 6- Define what the Frontier was?
- 7- Who were carpetbaggers and scalawags?
- 8- What was the New Deal?
- 9- When did the Cold War take place? What was it?
- 10- What do you know about JF Kennedy's presidency?

## B/ COMMENTARY (30/40)

Friends and fellow-citizens, □

(...) All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, 5 fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions (...). Every difference 10 of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. (...) I know, indeed, that some honest men fear that a republican government can not be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that 15 this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man cannot be trusted with the government of himself. Can he, then, be trusted with the 20 government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question. □□

(...) Kindly separated by nature and a wide ocean from the exterminating havoc of one quarter of the globe; too high-minded to endure the degradations of the others; possessing a chosen country, with room enough for our descendants to the thousandth and thousandth 25 generation; entertaining a due sense of our equal right to the use of our own faculties, to the acquisitions of our own industry, to honor and confidence from our fellow-citizens, resulting not from birth, but from our actions and their sense of them; enlightened by a benign religion, professed, indeed, and practiced in various forms, yet all of them inculcating honesty, truth, temperance, gratitude, and the love of man; acknowledging and adoring an overruling 30 Providence, which by all its dispensations proves that it delights in the happiness of man here and his greater happiness hereafter --with all these blessings, what more is necessary to make us a happy and a prosperous people? Still one thing more, fellow-citizens -- a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the 35 mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities.□□

Thomas Jefferson Speech - First Inaugural Address. Washington, D.C., March 4, 1801.

**ANSWER THE FOLLOWING QUESTIONS USING QUOTES AND COMMENTING ON THEM.** The quality of your English is also taken into account.

**A- Presenting the document. Write an introductory paragraph that contains the answers to the following questions. (10/40)**

- 1- What is the nature of the document? Who wrote it? When?
- 2- To whom was that document meant?
- 3- What does the author try to do with such a document?
- 4- Give a one-line summary of what the text is about.

**B- Understanding the text (10/40)**

- 1- What is Thomas Jefferson referring to when he says that they have "banished religious intolerance" from their land (l. 7)?
- 2- "We are all Republicans, we are all Federalists" (l. 11). Explain what these two terms mean. Then comment on that assertion. Why does Jefferson say such a thing?
- 3- The "honest patriot" (l. 13). What does the word "patriot" echo in the history of that young republic? What kind of man is the "honest patriot", according to Jefferson? (use quotes and comment in your own words).
- 4- What is the first sentence of the second paragraph about? What does Jefferson intend to show then? (quote and explain)
- 5- What is the conception of a good government for Jefferson? (quote and explain)

**C- Discussion: (10/40)**

- 1- How does Thomas Jefferson want to appear in that document? Why? Why does he have to act this way?
- 2- What does the text imply regarding the economic development of the country? More globally, what can be said about Thomas Jefferson's conception of that young American Republic? (You must use quotes and justify your point of view in your own words)

L2IAU5 – CIVILISATION NORD AMERICAINE

Nature de l'épreuve : Civilisation nord-américaine      Durée de l'épreuve : 2 heures

Documents non autorisés.

Nature de l'épreuve : Civilisation (commentaire de texte) et questions sur le précis d'histoire

A/ History questions (10/40)

Answer the following questions in full sentences. Give as many details as you can. The quality of your English is also taken into account. (10/40)

- 1- What do you know about the Southern colonies?
- 2- What was the Boston Tea Party?
- 3- What happened in Lexington and Concord in 1775?
- 4- Why was the Bill of Rights written?
- 5- What do you know about the Democrat-Republican Party?
- 6- Who were Lewis and Clark?
- 7- What was the Missouri Compromise?
- 8- Explain what the Dred Scott Case was. What were the consequences of that case?
- 9- What happened under Hoover's presidency?
- 10- What did the Camp David talks allow?

## B/ Commentary (30/40)

*Francis Daniel Pastorius was a German lawyer and a poet. In 1683, he purchased some land in Pennsylvania for a group of religious people.*

The inhabitants may be divided into three classes: (1) the Aborigines, or, as they are called, the savages; (2) those Christians who have been in the country for years, and are called old settlers; (3) the newly arrived colonists of the different companies.

5 (1). The savages, or Indians, cultivate among themselves the most scrupulous honesty, are unwavering in keeping promises, defraud and insult no one, are very hospitable to strangers obliging to their guests, and faithful even to death towards their friends. I once saw four of them dining together in great enjoyment of their feast. It consisted in nothing more than a pumpkin, simply boiled in water. Their seat and table was the bare ground, their spoons were sea-shells, wherewith they supped the warm water, and their plates were the leaves of the  
10 nearest tree, which, after they were done their meal, they had no occasion of washing or any need of carefully preserving for future use. I thought to myself on witnessing this scene how these poor savages, who have never heard of the Saviour's doctrines and maxims of contentment and temperance, how far superior they are to ourselves, so-called Christians, at least so far as these virtues are concerned. (...)

15 They are fond of hearing us speak about the Creator of heaven and the earth, and of his wisdom and divine power, and particularly do they listen with emotion to the narrative of the Saviour's life and sufferings; but it is greatly to be regretted that we are not yet sufficiently acquainted with their language, so as to explain the great plan of salvation to them.

20 (...) As their domestic arrangements, the men attend to the hunting, and fishing, the women bring up their children, instructing them in virtue and honor. They raise some vegetables, such as corn and beans; but, as to any extensive farming and cultivation, they concern themselves nothing but are rather surprised that we, as Christians, should have so many cares and anxieties as to our support and nourishment, just as if we did not believe that God will and can sustain and provide for us.

25 (2). The earlier Europeans or old settlers. These never had the proper motives in settling here; for, instead of instructing the poor Indians in the Christian virtues, their only desire was gain, without ever scrupling about the means employed in obtaining it. By these means they have taught those natives who had dealings with them nothing but deception and many other evil habits, so that there is very little of virtue or honesty remaining on either side. These  
30 wicked people make it a custom to pay the savages in liquors for the furs they bring to them, so that these poor deluded Indians have become very intemperate, and sometimes drink to such excess that they can neither walk nor stand. On such occasions they often commit thefts and other vices.

35 (3). The newly arrived colonists of our and other companies. We who have come over to this land with good and honest intentions have purchased considerable tracts of land where we will settle, and endeavor to live in happiness and contentment; and we are living in the hope and expectation that we can in time do something for the eternal welfare and salvation of the aborigines. May our God prosper and bless our undertakings!

40 « Francis Daniel Pastorius's Description of Pennsylvania » In *Old South Leaflets* Volume IV. Boston : Directors of the Old South work. Old South Meeting House. 1700.



**ANSWER THE FOLLOWING QUESTIONS USING QUOTES AND COMMENTING ON THEM.**

**A- Presenting the document. Write an introductory paragraph that contains the answers to the following questions. (10/40)**

- 1- What is the nature of the document? What can you guess about the author?
- 2- To whom was that document meant?
- 3- What can you say about the date when the document was written?
- 4- Give a one-line summary of what the text is about.

**B- Understanding the text (10/40)**

- 1- Summarize what is said about each class of the inhabitants mentioned in the text.  
Use quotes and comment them with your own words.
- 2- What is the author's point of view on the Indians (excluding religious matters)?
- 3- What is the Indians' opinion on the Whites' "extensive farming and cultivation" (paragraph 3)?
- 4- What happened to Indians when dealing with "earlier Europeans"?
- 5- How do settlers (old and new) consider the Indians? (Develop your answer, using your own words)

**C- Discussion: (10/40)**

- 1- What are the different aspects of the author's point of view regarding Indians and religion?
- 2- Paying attention to the origin of the document (and to what is said in the text), what can you say about the humanitarian ideas that prevailed in the creation of the thirteen colonies? Using what you know about that period, find some historical facts that contradict these benevolent ideals.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

## L2DMZ\_1 – LITTÉRATURE

**Nature de l'épreuve :** Questions sur programme

**Durée de l'épreuve :** 2 heures

### DOCUMENTS NON AUTORISÉS

**ATTENTION :** Il y a 8 sujets différents, portant sur les 8 options disponibles ce semestre. Vous traiterez **1 SEUL SUJET**, celui correspondant au programme optionnel de votre choix. Vous indiquerez très clairement en tête de votre copie l'intitulé du programme retenu.

### Programme 1 : Le témoignage (littérature et camps de concentration)

En écrivant *Si c'est un homme*, Primo Levi souhaite donner « une étude dépassionnée de l'âme humaine ».

En un développement organisé et illustré d'exemples tirés de l'ouvrage, vous essaierez de montrer comment Primo Levi s'y prend pour cette "étude" et vous vous demanderez si ce choix d'un "genre dépassionné" est efficace, selon vous.

### Programme 2 : Mythologie gréco-latine

Attention : l'image est en page suivante.

1. Questions sur un support figuré :

a. Quels sont les trois personnages ici représentés ? À quels attributs les reconnaît-on ? (/2)

b. Résumez en quelques lignes (12 au maximum) la légende qu'évoque cette image. (/8)

2. Résumez en quelques lignes (12 au maximum) le mythe de Philémon et Baucis. En quoi vous paraît-il promouvoir des valeurs importantes pour l'Antiquité en général, et pour l'époque d'Auguste en particulier ? (/10)



### Programme 3 : Le Graal et la légende arthurienne

Vous répondrez aux 3 questions suivantes :

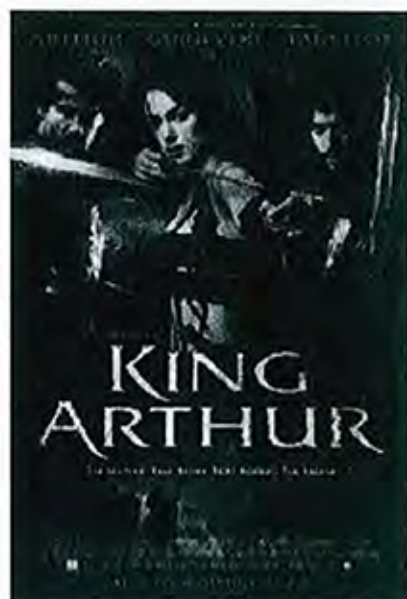
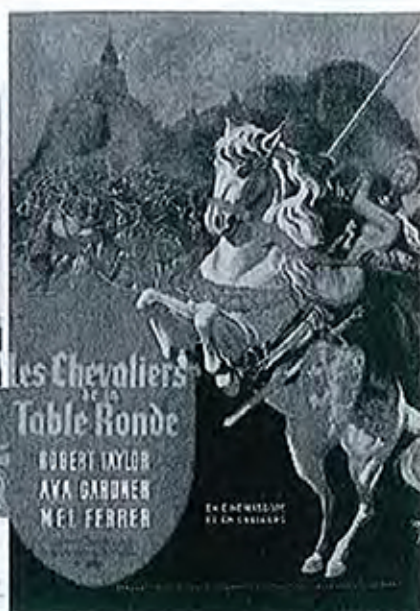
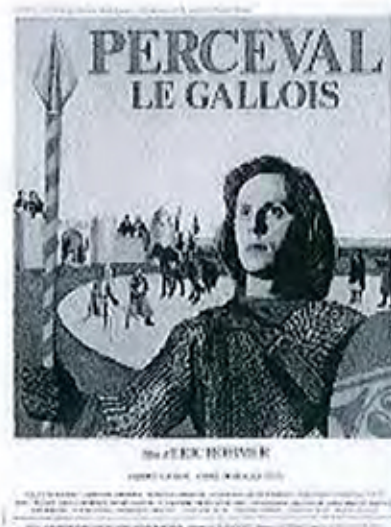
a/ Choisissez une des affiches ci-dessous (à l'exclusion d'*Excalibur*) et présentez le film en une dizaine de lignes. Il n'y a nulle obligation d'avoir vu le film ni de respecter ce que vous savez du cycle : inspirez-vous de l'image.

b/ En quoi *Excalibur* (l'œuvre cinématographique au programme) reprend-t-elle ou non Perceval ou le *Conte du Graal* (œuvre littéraire au programme). Vous organiserez votre réponse.

c/ Comparez ces affiches et dites quelle est la spécificité d'*Excalibur*.







## Lancelot du Lac

Film de  
ROBERT BRESSON



### Programme 4 : Littérature et journalisme

Vous rédigerez, sous la forme d'un article journalistique, **une critique littéraire** (environ 700 mots) sur **une œuvre romanesque** de François Mauriac de votre choix.

### Programme 5 : La nouvelle

Vous répondrez aux quatre questions suivantes :

1. Qu'est-ce qu'un lai ? (2 points)
2. Expliquez ce qu'on appelle la théorie du faucon. (2 points)
3. Vous expliquerez le contexte historique et littéraire des *Contes du lundi* d'Alphonse Daudet en illustrant votre propos par des lectures de l'œuvre. (6 points)
4. Vous choisirez une nouvelle du recueil de Sylvain Tesson, *Une Vie à coucher dehors*, dont vous expliquerez l'organisation narrative. (10 points)

### Programme 6 : Le dialogue des Lumières

Dans le *Neveu de Rameau*, Diderot donne abondamment la parole à « Lui », le Neveu, mais est-il d'accord avec les propos tenus par ce dernier ?

Vous explicitez votre réponse à l'aide d'exemple tirés du texte.

### Programme 7 : Option spécifique antenne universitaire d'Agen : Splendeur et Misère des Courtisanes

Comment expliquez-vous que les prostituées soient des personnages souvent présents dans les récits naturalistes ?

### Programme 8 : Option spécifique antenne universitaire d'Agen : Les Contes de Perrault et leurs réécritures

Les contes de fées s'adressent-ils aux enfants ?



**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3****CENTRE : BORDEAUX****SESSION DE : JUIN 2012****L2DMZ\_1 - LITTERATURE****Nature de l'épreuve :** Questions sur programme**Durée de l'épreuve :** 2 heures**DOCUMENTS NON AUTORISES**

**ATTENTION :** Il y a 6 sujets différents, portant sur les 6 options disponibles ce semestre. Vous traiterez **1 SEUL SUJET**, celui correspondant au programme optionnel de votre choix. Vous indiquerez très clairement en tête de votre copie l'intitulé du programme retenu.

**Programme 1 : Le témoignage (littérature et camps de concentration)**

En tatouant les déportés dès leur arrivée au camp, les autorités entendaient produire une masse anonyme de victimes interchangeables.

En un développement organisé et illustré d'exemples tirés de l'ouvrage, vous vous demanderez comment Primo Levi tente, dans son livre *Si c'est un homme*, de restituer des individualités et des caractéristiques humaines à ces victimes (et peut-être même aux bourreaux).

**Programme 2 : Mythologie gréco-latine**

Attention : l'image et la suite des questions se trouvent en page suivante.

- 1. a.** Quel est le héros ici représenté ? (/1)
- b.** À quels attributs le reconnaît-on ? (/1)
- c.** Quel exploit est-il en train d'accomplir ? (/1)
- d.** Rappelez en quelques lignes (entre 10 et 15) l'enchaînement des événements qui ont conduit à sa mort.



2. a. Résumez en quelques lignes (15 au maximum) le mythe d'Arachné.  
 b. Dans un deuxième paragraphe, vous vous demanderez quelles leçons pouvait en tirer le lecteur de l'Antiquité. (/8)

### Programme 3 : Le Graal et la légende arthurienne

Vous répondrez aux 3 questions suivantes :

- a/ Quelle est la valeur et la fonction du graal ?  
 b/ Comment le graal joue-t-il comme moteur narratif dans *Perceval ou le Conte du Graal* de Chrétien de Troyes (œuvre littéraire au programme) ?  
 c/ Est-ce la même utilisation dans *Excalibur* de John Boorman (œuvre cinématographique au programme) ?

### Programme 4 : Littérature et journalisme

Vous rédigerez, sous la forme d'un article journalistique, **un commentaire** (environ 700 mots) sur François Mauriac, écrivain journaliste.

**Programme 5 : La nouvelle**

Vous répondrez aux quatre questions suivantes :

1. Quel est l'auteur du *Décameron* ? Indiquez le prénom, le nom, la nationalité et le siècle. (2 points)
2. Qu'est-ce que l'acmé narrative ? (2 points)
3. Quels sont les éléments théoriques et esthétiques nécessaires à la composition d'une nouvelle ? (6 points)
4. Vous expliquerez le fonctionnement narratif de la nouvelle de Sylvain Tesson, *L'Île*, tirée du recueil *Une Vie à coucher dehors*. (10 points)

**Programme 6 : Le dialogue des Lumières**

Vous exposerez les principaux sujets abordés au cours de la conversation entre Lui (le Neveu de Rameau) et Moi (le philosophe) dans le *Neveu de Rameau* de Diderot.

Vous copie s'efforcera de présenter ces sujets dans un ordre logique (et non dans l'ordre dans lequel ils interviennent au fil du texte) en montrant l'intérêt de chaque thématique discutée par les personnages.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : AVRIL 2012**

**L2REZ62 - GEOGRAPHIE**

**Nature de l'épreuve : Dissertation ou commentaire de documents**

**Durée de l'épreuve : 3 heures**

*Documents non autorisés*

**Les candidats devront traiter un des deux sujets au choix**

**Sujet 1 : dissertation**

**Atouts et contraintes de l'espace nord-américain (Etats-Unis, Canada)**

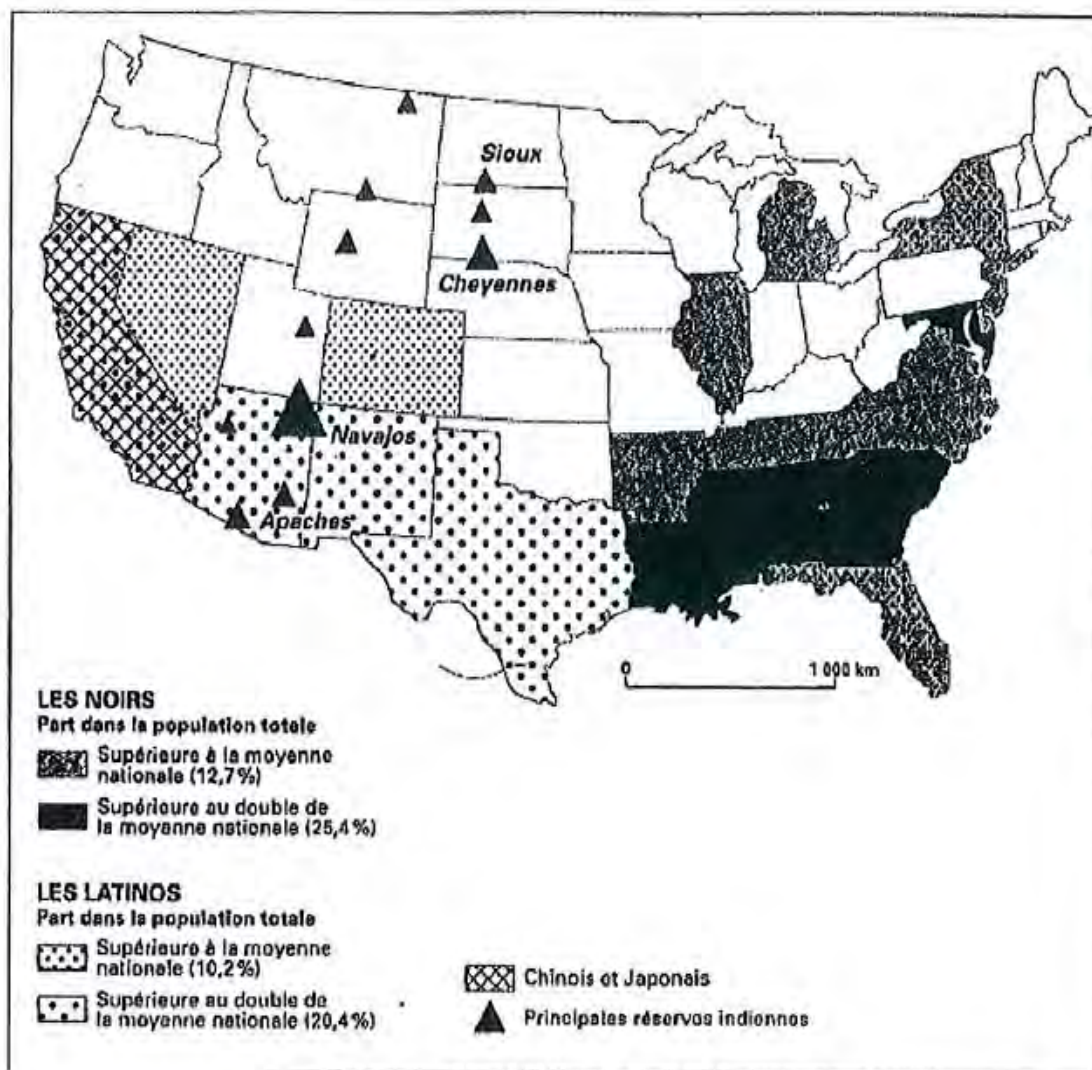
(Fonds de carte joint, croquis non obligatoire)

**Sujet 2 : commentaire de documents**

**Les minorités ethniques aux États-Unis : approches temporelle et spatiale**



**Doc 1.** Carte de la répartition des minorités ethniques



Source : A. Gauthier ; G. Raffaelli, 2000, *L'espace nord-américain : Etats-Unis, Mexique, Brésil.*

**Doc 2.** Composition de la population états-unienne à partir des catégories du recensement, 1960-2050 (en pourcentage de l'ensemble)

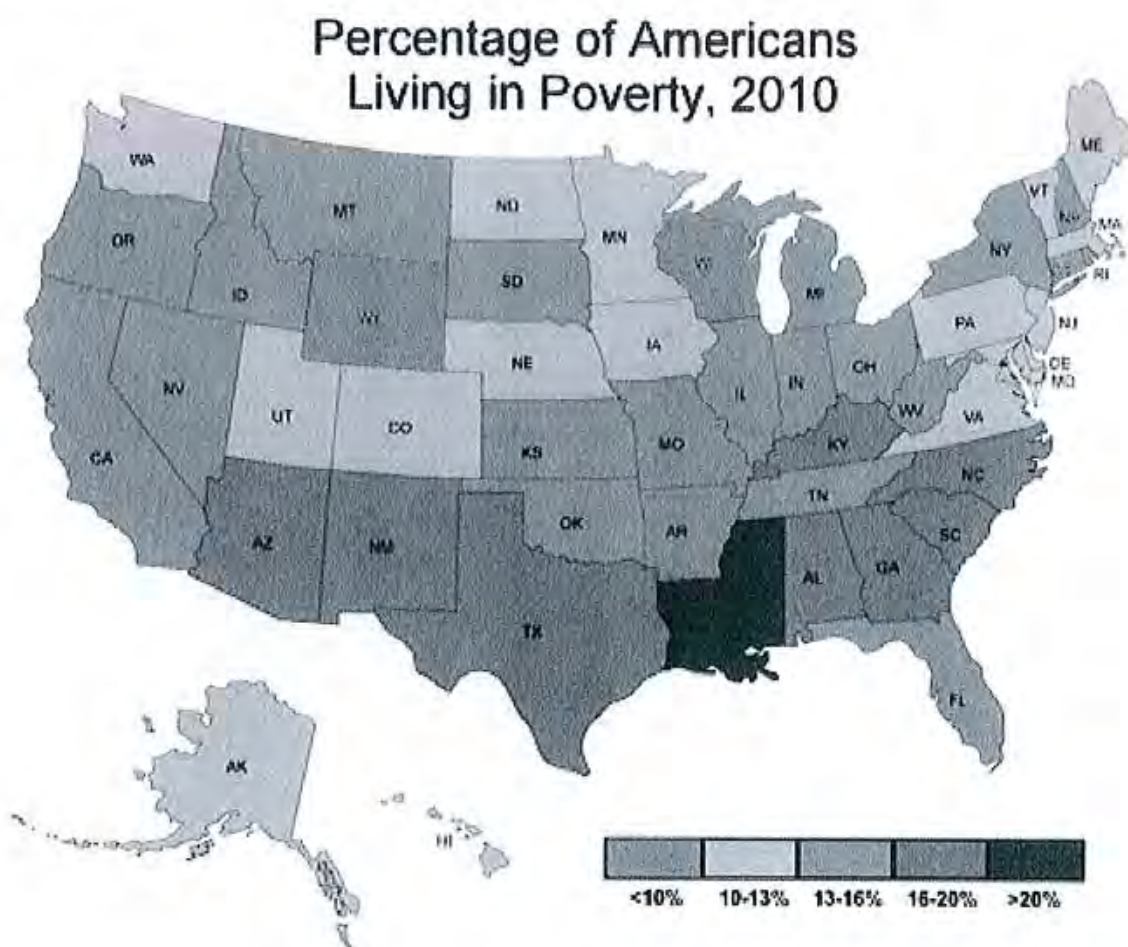
La composition de la population états-unienne à partir des catégories du recensement, 1960-2050 (en pourcentage de l'ensemble)

	1960	2008	PRÉVISION 2050
Blancs non hispaniques	85	66 (69,4 en 2000)	46
Hispaniques	3,5	15	29
Afro-Américains	10,5	13	14
Asiatiques et Océaniens	0,5	5	9
Autres : Native-Americans...	0,5	1	2

D'après F. Douzet, *Questions internationales*, n° 39, septembre-octobre 2009.



Doc 3. Carte du taux de pauvreté en 2010 (pourcentage d'Américains vivant en dessous du seuil de pauvreté)



Doc 4. La répartition de la pauvreté

	1959		1975		1998	
	Nombre <sup>(1)</sup>	%	Nombre <sup>(1)</sup>	%	Nombre <sup>(1)</sup>	%
<b>Familles</b>						
Blancs	6 185	15,2	3 838	7,7	3 264	6,1
Noirs	1 860	48,1	1 513	27,1	1 981	23,4
Hispanophones			627	25,1	1 648	22,7
Ensemble	8 320	18,5	5 450	9,7	7 186	10,0
<b>Individus</b>						
Blancs	28,5	18,1	17,8	9,7	15,8	8,2
Noirs	9,9	55,1	7,5	31,3	9,1	26,1
Hispanophones			3,0	26,9	8,0	25,6
Ensemble	39,5	22,4	25,9	12,3	34,5	12,7

(1) En milliers (familles) ou en millions (individus).

Source : *Statistical Abstract of the United States*, 1999.

L'immigration au xx<sup>e</sup> siècle

Périodes	Effectifs <sup>(1)</sup>	% de croissance de la population
1901-1910	8795	55,0
1911-1920	5736	41,8
1921-1930	4107	24,1
1931-1940	528	5,9
1941-1950	1035	5,4
1951-1960	2515	9,0
1961-1970	3327	15,6
1971-1980	4493	22,4
1981-1990	7338	36,7
1991-1997	6945	45,8

(1) En milliers. Il s'agit des immigrants entrés légalement aux États-Unis.

Source : Statistical Abstract of the United States, 1999.

L'immigration depuis le début des années 60

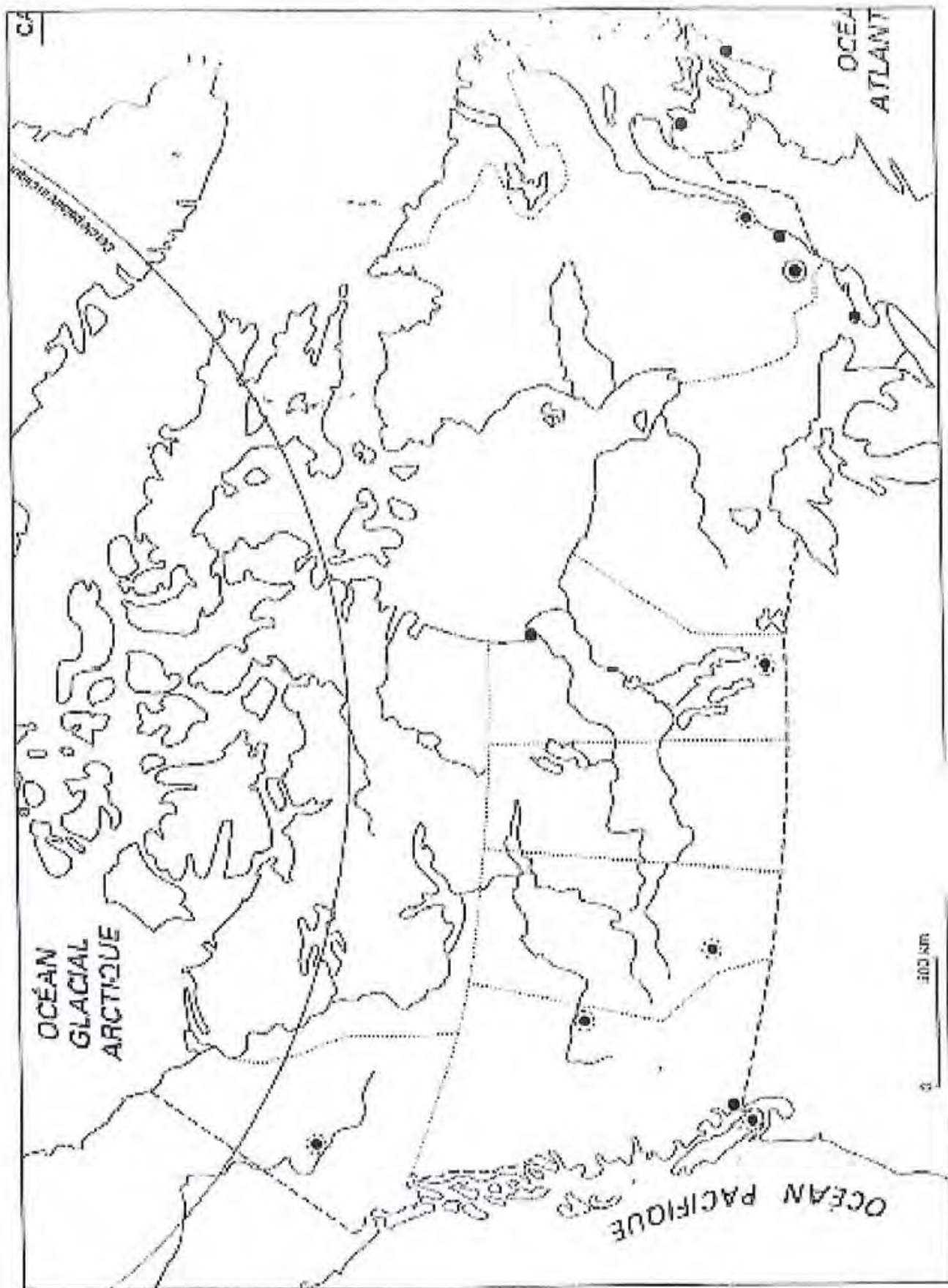
Origines	1961-1970		1971-1980	1981-1990	1991-1996	
	Nombre <sup>(1)</sup>	%	Nombre <sup>(1)</sup>	Nombre <sup>(1)</sup>	Nombre <sup>(1)</sup>	%
<b>Canada</b>	266,7	8,0	114,8	119,2	90,6	1,5
<b>Amérique latine</b>	769,3	23,2	1054,0	2567,9	2338,2	38,0
Haïti	443,3	13,3	637,2	1653,3	1651,4	26,9
Amér. centrale	92,7	2,9	132,4	458,7	342,8	5,6
Amér. du Sud	228,3	6,9	284,4	455,9	344,0	5,9
<b>Caribbes</b>	519,5	15,6	759,8	892,7	655,4	10,7
<b>Europe</b>	1238,6	37,3	801,3	705,6	875,6	14,2
<b>Asie</b>	445,3	13,4	1633,8	2817,4	1941,8	31,6
<b>Autres pays</b>	82,3	2,6	129,6	41,9	244,7	4,0
<b>Total</b>	3327,7	100,0	4493,3	7338,1	6146,3	100,0
<b>dont réfugiés</b>						
Europe de l'Est	41,1	19,3	64,5	150,6	315,8	42,2
URSS <sup>(2)</sup>	0,8	0,4	31,3	72,3	264,2	33,3
Europe centrale <sup>(3)</sup>	4,0	1,9	4,3	4,9	26,3	3,5
Yougoslavie	18,3	8,6	11,8	0,3	13,3	1,8
<b>Cuba</b>	131,5	61,9	251,5	113,4	76,4	10,2
<b>Asie</b>	19,9	9,3	210,6	712,1	286,1	38,2
Chine <sup>(4)</sup>	5,3	2,5	13,7	7,9	5,1	0,7
Vietnam			150,2	324,4	169,6	22,7
Cambodge			7,7	114,0	6,1	0,8
Laos			21,6	143,0	33,7	4,5
<b>Autres pays</b>	20,3	9,5	12,8	37,5	69,8	9,3
<b>Total</b>	212,8	100,0	539,4	1013,6	748,1	100,0

(1) En milliers. (2) Et les pays situés à l'est de l'Union soviétique depuis 1992. (3) Démocraties populaires jusqu'en 1987-1990, pays d'Europe centrale et orientale (PECO) de 1991 à 1996. (4) Taiwan et Chine populaire.

Source : Statistical Abstract of the United States, 1999.







**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L2REZ62 - GEOGRAPHIE**

**Nature de l'épreuve : Dissertation ou commentaire de documents**

**Durée de l'épreuve : 3 heures**

*Documents non autorisés*

**Les candidats devront traiter un des deux sujets au choix**

**Sujet 1 : dissertation**

**L'organisation économique, fondement de la puissance des Etats-Unis.**

**Sujet 2 : commentaire de documents**

**Le tourisme en Amérique du Nord**

**(4 documents)**



## Doc 1. Le tourisme en Amérique du Nord



Source : A. Mesplier, *Le tourisme dans le monde*, Bréal, 2005

## Doc 2. Economie et tourisme

56,7 millions de touristes ont visité les États-Unis en 2007 (11% de plus qu'en 2006). [...] En 2007, 10,9 millions d'Européens de l'ouest ont visité les États-Unis dont 4,5 millions d'Anglais (41% du total) et seulement 944 000 Français. [...]

Les touristes étrangers dépensent environ 4 000 dollars par personne pendant leur séjour aux États-Unis, générant en 2008 un chiffre d'affaires de 1 380 milliards de dollars et alimentant 8,6 millions d'emplois. La première destination des touristes étrangers demeure l'État de New-York, suivi par la Californie et la Floride. [...]

En juillet 2009 et, pour la première fois depuis les attentats du 11 septembre 2001, l'OMT\* a annoncé que les États-Unis étaient redevenus la deuxième destination touristique mondiale. En arrivées, la France reste la principale destination touristique mondiale (79 millions de touristes) et la troisième en recettes. Les États-Unis sont les premiers en recettes et désormais les deuxièmes en arrivées après avoir récupéré la place qu'ils avaient cédée à l'Espagne après les événements du 11 septembre 2001.

[http://geotourweb.com/nouvelle\\_page\\_153.htm](http://geotourweb.com/nouvelle_page_153.htm), consulté le 20 novembre 2009

\* Organisation Mondiale du Tourisme.



### Doc 3. Plan du réseau de parcs nationaux au Canada



Source : [parcsCanada.gc.ca](http://parcsCanada.gc.ca), 2012

### Doc 4. Paysages touristiques



Le Grand Canyon



Disneyworld à Orlando

Source : [www.globeimages.net](http://www.globeimages.net)

Licence 2  
**semestre 3**

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وإدارة



# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L3IAUI – TRADUCTION

Nature de l'épreuve : Thème et Version

Durée de l'épreuve : 2 heures

Documents *non autorisés*

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

## I. Thème

Le lendemain de l'enterrement eut lieu une scène étrange. Son père et sa mère, qu'il voyait tous les deux pour la première fois, discutèrent de ce qu'ils allaient faire de lui. Ils étaient dans la pièce principale de l'appartement de Marseille ; Bruno les écoutait, assis sur son lit. Il est toujours curieux d'entendre les autres parler de soi, surtout quand ils ne semblent pas avoir conscience de votre présence. On peut avoir tendance à en perdre conscience soi-même, ce n'est pas déplaisant. En somme, il ne se sentait pas directement concerné. Cette conversation devait pourtant jouer un rôle décisif dans sa vie, et par la suite il se la remémora de nombreuses fois, sans d'ailleurs jamais parvenir à en ressentir une réelle émotion. Il ne parvenait pas à établir un rapport direct, un rapport charnel entre lui et ces deux adultes qui ce jour-là, dans la salle à manger, le frappèrent surtout par leur grande taille et leur jeunesse d'allure. Bruno devrait rentrer en sixième en septembre, il fut décidé qu'on trouverait un internat et que son père le prendrait à Paris les week-ends. Sa mère essaierait de le prendre en vacances de temps à autre. Bruno n'avait pas d'objection ; ces deux personnes ne lui paraissaient pas directement hostiles. De toute façon, la vraie vie, c'était la vie avec sa grand-mère.

Michel Houellebecq, *Les particules élémentaires* (1998)

## II. Version

He'd lost his magic. The impulse was spent. He'd never failed in the theater, everything he had done had been strong and successful, and then the terrible thing happened: he couldn't act. Going on-stage became agony. Instead of the certainty that he was going to be wonderful, he knew he was going to fail. It happened three times in a row, and by the last time nobody was interested, nobody came. He couldn't get over to the audience. His talent was dead.

Of course, if you've had it, you always have something unlike anyone else's. I'll always be unlike anyone else, Axler told himself, because I am who I am. I carry that with me — that people will always remember. But the aura he'd had, all his mannerisms and eccentricities and persona' peculiarities, what had worked for Falstaff and Peer Gynt and Vanya — what had gained Simon Axler his reputation as the last of the best of the classical American stage actors — none of it worked for any role now. All that had worked to make him himself now worked to make him look like a lunatic. He was conscious of every moment he was on the stage in the worst possible way. In the past when he was acting he wasn't thinking about anything. What he did well he did out of instinct. Now he was thinking about everything, and everything spontaneous and vital was killed — he tried to control it with thinking and instead he destroyed it.

Philip Roth, *The Humbling* (2009)



# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L31AU1 – TRADUCTION

**Nature de l'épreuve : Thème**

**Durée de l'épreuve : 1 heure**

**Documents non autorisés**

Nous sommes le 15 août, la canicule dure depuis trois semaines. La chaleur est insupportable aussi bien à l'intérieur qu'à l'extérieur. Il n'y a aucun moyen de s'en défendre. Je n'aime pas la chaleur, je n'aime pas l'été. Un été pluvieux, frais, oui, mais la canicule m'a toujours rendu positivement malade.

Je viens d'étrangler ma sœur. Elle est couchée sur mon lit, je l'ai recouverte d'un drap. Avec cette chaleur son corps va bientôt sentir. Qu'importe. J'aviseraï plus tard. J'ai fermé la porte d'entrée à clé et quand on frappe, je n'ouvre pas. J'ai aussi fermé les fenêtres et tiré les volets.

J'ai vécu avec ma sœur près de deux ans. J'ai vendu la librairie et la maison qui m'appartenaient dans une petite ville lointaine, près de la frontière. Je suis venu vivre avec ma sœur pour pouvoir écrire un livre. Dans la petite ville lointaine cela me semblait impossible à cause de ma trop grande solitude qui menaçait de me rendre malade et alcoolique. J'ai pensé qu'ici, auprès de ma sœur qui s'occuperait du ménage, des repas et des vêtements, je retrouverais une vie saine, une vie équilibrée qui me permettrait enfin d'écrire le livre que j'ai toujours voulu écrire.

Agota Kristof, *La preuve* (1988)

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

N° d'étudiant : \_\_\_\_\_

L3IAU2 – LINGUISTIQUE 1

Répondre sur cette feuille, puis l'insérer dans la copie d'examen anonymée.

Nature de l'épreuve : Linguistique

Durée de l'épreuve : 1 heure

Documents (non autorisés)

- 3 NASA's Mars Reconnaissance Orbiter spotted ice in five recently formed meteorite craters midway between the northern pole and the equator, researchers said in a report in the journal Science. That's the farthest south the underground ice sheet has been found. The spacecraft's instruments were able to confirm that the bluish material inside the crater was, indeed, ice.
- 6 "Buried ice on Mars is much more extensive than we had thought," Shane Byrne, an astronomer at the University of Arizona, said at a news briefing Thursday at the Jet Propulsion Lab in La Cañada Flintridge. "It's also a lot purer than we had thought."
- 9 Scientists had expected that the ice on Mars would be heavily mixed with dirt, but the ice was found to be 99% uncontaminated, according to the scientific team.

By John Johnson Jr., *The Los Angeles Times*

I-Morphologie

1- Définition du morphème :

2-*uncontaminated* (10)

a) segmentez en morphèmes : \_\_\_\_\_

b) représentez sous forme d'un arbre :

c) Identifiez les affixes dans *uncontaminated* (10).

	dérivationnel	justifier la dérivation	flexionnel	Justifier la flexion
Préfixe				
Suffixe				

3- Comparez la réalisation du morphème du participe passé dans *formed* (1) et *expected* (9) :

*formed* : \_\_\_\_\_

Janvier 1/2

N° étudiant : \_\_\_\_\_

*expected* ; \_\_\_\_\_

## II/ Word formation

1- What is the meaning of suffix *-er* in *astronomer* (7), *purier* (8)?

2- Are the following words collocations or compounds? Justify briefly in the right box.

	<i>ice sheet</i>	<i>thick ice</i>	<i>black ice</i>	<i>ice melts</i>	<i>on the ice</i>	<i>block of ice</i>
collocation						
compound						

3- Associate the words below with the morphological process underlying their formation. Fill the table below. (n.b. not all the words belong to the given categories):

borrowing + <i>language</i>	clipping + <i>type</i>	collocation	compounding + <i>type</i>	blending + <i>type</i>
conversion	reduplication	derivation	backformation	acronym

*NASA 1*, *report* (2), *Lab* (8), *farthest* (3), *ice sheet* (3), *spacecraft* (4), *bluish* (4), *briefing* (7), *heavily mixed* (9).

## III-Syntaxe

a) Donnez la nature des segments *on Mars* (9) et *with dirt* (9) :

b) Donnez la fonction de ces segments (justifiez au moyen d'un critère) :

*on Mars* : \_\_\_\_\_

*with dirt* : \_\_\_\_\_

Janvier 2/2

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

N° de place : \_\_\_\_\_

## L3IAU2 - LINGUISTIQUE

*Répondre sur cette feuille, puis l'insérer dans la copie d'examen anonymée.*

Nature de l'épreuve : Linguistique

Durée de l'épreuve : 1 heure

### Documents (non autorisés)

3 Its many detractors have called it the "Frankenfish". They say it will leave poison on our dinner plates and spoil the marine environment. Its proponents, meanwhile, argue that a genetically modified salmon could help preserve the oceans and feed the world for decades to come.

6 The GM Atlantic salmon grows twice as fast as its wild cousin. Its genes have been artificially augmented with DNA taken from two other fish in order to boost the growth hormone that allows it continually to put on weight throughout the year.

9 The company behind the GM salmon believes that it now stands on the verge of an historic decision by the powerful US Food and Drug Administration (FDA) that will open the way to the sale of genetically engineered meat and fish both in the United States and the rest of the world. [...]

12 There is little risk of the GM salmon escaping to the wild, because they are designed to be grown in fish-farm tanks on land rather than in pens out at sea.

By Steve Connor, Science Editor, *The Independent*, 2010

### 1-Morphologie

1-La segmentation de *salmon* (11) est-elle possible ? Justifiez \_\_\_\_\_

2- Réalisation du morphème [Z1] du pluriel dans *proponents* (2), *genes* (4), *fish* (5). Justifiez brièvement dans la case appropriée.

	<i>proponents</i>	<i>genes</i>	<i>fish</i>
Quantitative			
Qualitative			

3- Représentez la structure morphologique de *genetically* (2) sous forme d'un arbre.



N° de place : \_\_\_\_\_

4- Les suffixes dans les mots suivants sont-ils flexionnels ou dérivationnels ? Ecrivez-les dans la case appropriée, et ajoutez une brève justification.

	<i>growth (5)</i>	<i>stands (7)</i>	<i>powerful (8)</i>	<i>escaping (11)</i>	<i>grown (12)</i>
Flexionnel					
Dérivationnel					

## II/ Word formation

1- Decide whether *fish-farm (12)* is endocentric or exocentric. Justify briefly.

2- Associate the words below with the morphological process underlying their formation. Fill the table below. (*n.b. not all the words belong to the given categories*):

initialism	clipping + type	derivation	compounding + type	blending + type

*Frankenfish (1), dinner plates (1-2), weight (6), GM (7), decision (8).*

3- What process of word formation do these words and expressions have in common?

*put on weight (6), stands on the verge (7), open the way (8):* \_\_\_\_\_

## III/ Syntaxe

1- Donnez la fonction des GP en justifiant à l'aide d'un critère, dans la case appropriée.

Fonction	<i>with DNA (5)</i>	<i>throughout the year (6)</i>	<i>behind the GM salmon (7)</i>	<i>to the sale (9)</i>
Constituant du GV				
circonstant				
Complément du nom ( <i>duquel ?</i> )				

2- Réécriture de P en ses constituants ultimes : *it will leave poison on our dinner plates (1-2).*

UNIVERSITÉ MICHEL DE MONTAIGNE - BORDEAUX 3

Janvier 2012  
Non assidus

L3IAU3- LANGUE ANGLAISE

Nature de l'épreuve : Phonétique - ACCENTUATION

Etudiez les vingt mots suivants (recto-verso) :

- 1) entourez la syllabe accentuée,
- 2) donnez la règle sous forme succincte (en cas d'exception, la signaler).

MOT	RÈGLE
engineer	
recorded	
appendicitis	
democrat	
an increase	
embassy	
character	
impatience	
belief	
stupefy	
follow	
fantastic	

potato	
university	
shampoo	
an insult	
aristocracy	
devastated	
fabulous	
to comfort	





L3IAU3M1 - SUJET A

TL2-12-1-A

**PHONETIC TRANSCRIPTION**

1) The standards of basic home care for the elderly in England are so bad in some cases that they breach human rights.

2) A new generation of contact lenses that project images in front of the eyes is a step closer after successful trials.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JANVIER 2012**

**L3IAU4 – HISTOIRE LITTERAIRE BRITANNIQUE**

**Nature de l'épreuve : Histoire littéraire britannique    Durée de l'épreuve : 1 heure**

**Documents *non autorisés***

The Romantic Poets in British Literature.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L3IAU4 – HISTOIRE LITTÉRAIRE BRITANNIQUE**

**Nature de l'épreuve : Histoire littéraire britannique    Durée de l'épreuve : 1 heure**

**Documents *non autorisés***

The Novel of Adventure in the XIXth century in British Literature.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L3IAU5 – ANALYSE LITTÉRAIRE BRITANNIQUE

**Nature de l'épreuve :** Commentaire de texte ou Dissertation ET questions portant sur la liste de lectures

**Durée de l'épreuve :** 3 heures

**Documents non autorisés**

**1) Answer the following questions :**

1. What does the name "Airstrip One" refer to in *1984* by Orwell ?
2. Why and by whom is David sent to a factory in London in *David Copperfield* by Dickens ? What does his work there consist in ?
3. What meaningful event occurs in Act 3 of *Prometheus Unbound* by Shelley ?

**2) Comment upon the following text:**

In the afternoon she took a little bag, with shears and sponge and a small scrubbing brush, and went out. It was a grey, wintry day, with saddened, dark-green fields and an atmosphere blackened by the smoke of foundries not far off. She went quickly, darkly along the causeway, heeding nobody, through the town to the churchyard.

There she always felt secure, as if no one could see her, although as a matter of fact she was exposed to the stare of everyone who passed along under the churchyard wall. Nevertheless, once under the shadow of the great looming church, among the graves, she felt immune from the world, reserved within the thick churchyard wall as in another country.

Carefully she clipped the grass from the grave, and arranged the pinky-white, small chrysanthemums in the tin cross. When this was done, she took an empty jar from a neighbouring grave, brought water, and carefully, most scrupulously sponged the marble headstone and the coping-stone.

It gave her sincere satisfaction to do this. She felt in immediate contact with the world of her mother. She took minute pains, went through the park in a state bordering on pure happiness, as if in performing this task she came into a subtle, intimate connexion with her mother. For the life she followed here in the world was far less real than the world of death she inherited from her mother.

The doctor's house was just by the church. Fergusson, being a mere hired assistant, was slave to the countryside. As he hurried now to attend to the outpatients in the surgery, glancing across the graveyard with his quick eye, he saw the girl at her task at the grave. She seemed so intent and remote, it was like looking into another world. Some mystical element was touched in him. He slowed down as he walked, watching her as if spell-bound.

She lifted her eyes, feeling him looking. Their eyes met. And each looked again at once, each feeling, in some way, found out by the other. He lifted his cap and passed on down the road. There remained distinct in his consciousness, like a vision, the memory of her face, lifted from the tombstone in the churchyard, and looking at him with slow, large, portentous eyes. It was portentous, her face. It seemed to mesmerize him. There was a heavy power in her eyes which laid hold of his whole being, as if he had drunk some powerful drug. He had been feeling weak and done before. Now the life came back into him, he felt delivered from his own fretted, daily self.

He finished his duties at the surgery as quickly as might be, hastily filling up the bottles of the waiting people with cheap drugs. Then, in perpetual haste, he set off again to visit several cases in another part of his round, before teatime. At all times he preferred to walk, if he could, but particularly when he was not well. He fancied the motion restored him.

D.H. Lawrence, 'The Horse Dealer's Daughter' (1922)



UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L3IAU5 – ANALYSE LITTÉRAIRE BRITANNIQUE

**Nature de l'épreuve :** Commentaire de texte ou Dissertation ET questions portant sur la liste de lectures

**Durée de l'épreuve :** 3 heures

**Documents *non autorisés***

**1) Answer the following questions :**

1. Who is Julia in *1984* by Orwell ?
2. Who are the characters who eventually emigrate to Australia in *David Copperfield* by Dickens ?
3. Where does Act I begin, and where is Prometheus then in *Prometheus Unbound* by Shelley ?

**2) Dissertation:**

DISTANCE in *Pride and Prejudice*.

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L3IAU6 - CIVILISATION AMERICAINE

Nature de l'épreuve : Civilisation américaine

Durée de l'épreuve : 3 heures

Documents non autorisés

Choisissez UN des sujets suivants au choix. Veuillez indiquer clairement sur votre copie le sujet choisi.

- A. Comment upon this Texian letter of December 23, 1844, sent by Colonel and Senator « Rip » Salmon Ford from the Independent Republic of Texas to the United States Whigs led by Presidential nominee Henry Clay, as a response to accusations proffered during a Whig's anti-annexation meeting :

*10/100* In another resolution you say "the territory of Texas of right belongs to Mexico." We look on our title as incontestable. We were invited by the Mexican authorities to settle in Texas, under the assurance of enjoying the rights and immunities guaranteed to every citizen of that republic by the constitution of 1824, with certain other stipulations, which assumed the character and sacredness of a contract by an acceptance from us of their conditions. We emigrated to the country—after incalculable fatigue, many hardships, the loss of much property and many valuable lives, we succeeded in converting a country from a savage wildness to a state of civilization; from a forest waste into a state of cultivation. Upon our uplands, upon our streams, in the seclusion of our lovely valley, were seen numerous plantations teeming with a profusion of the necessaries of life. In the forest the strokes of the woodman's ax were heard to follow each other in rapid succession, making way for the admission of families. Upon the bosom of our broad and verdant prairies were seen hundreds and thousands of cattle and horses—where once the Indian roamed—where stalked the stately buffalo, and proudly neighed and wildly curveted the mustang, and bounded the timid deer. In short, every sight that met the eye, every sound that pierced the ear, were convincing that a hardy, industrious population had seated themselves in a country which Mexican enterprise and Mexican bravery had considered irreclaimable and untenable. *10/100* Allow me, sir, to ask if the United States can show a better title to her territory? Royal grants, papal bulls, and Indian treaties, to the contrary notwithstanding? Should we concede that we acquired the territory of Texas unjustly (which we do not), how many examples could we bring forward to attest it as a custom long in use among all nations, in all ages, to acquire territory by revolution? And, sir, to travel beyond the limit of your own government to adduce instances of forcible, fraudulent occupations of territory, and a detention of the same by no other title save the mockery of a treaty imposed upon a weak, defenceless, timid nation, or the arrogant dictations of haughty conquerors to a defeated, injured people, would be a useless expenditure of time. When, sir, did the Indians invite the ancestors of the present population of your own state to come and settle at Plymouth? Did they treat the Indians as friends or foe, as brothers, as human beings, or as brutes? How does your title look by the side of ours? *10/100*

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OR B. Comment upon the following text :

1 The third British Constitution in less than three decades, the Constitutional Act of  
1791 finally captured the essential reality of the future Canadian identity. The Procla-  
5 mation of 1763 had reflected the intention to assimilate the French culture and society  
into a uniform English Canada. The Quebec Act of 1774 had expressed the resignation  
to accommodate the French fact out of strategic necessity. The Constitutional Act rec-  
10 ognized the coexistence of two ethnic communities, two languages, two cultures, and  
two sets of institutions within a British parliamentary system of government.  
With the Constitution Act of 1791, the British government was confident that it had  
15 laid the foundation for the second British empire in North America, particularly by con-  
solidating the loyalty of the English Protestant population and by encouraging further  
emigration from the United States. Underlying the act was the expectation that the polit-  
ical experiment of the southern republic would end in failure and that its people would  
20 either migrate to the northern colonies or demand the reinstatement of their country  
into the British Empire. Imperial authorities further believed that the Constitutional Act  
would sustain the loyalties of the French Canadians and perhaps even lead to their grad-  
ual assimilation, either into a growing English-speaking population or through their  
appreciation of the blessings of British institutions that would induce them to abandon  
their traditional way of life. Such considerations did not appear outlandish within the  
context of late 18th-century realities. Indeed, the appropriateness of the constitutional  
25 changes can be measured by the limited expressions of political discontent in British  
North America over the next three decades. That certain provisions of the Constitutional  
Act eventually gave rise to political friction was more attributable to the inevitable  
changes that subsequently occurred in colonial life.

Roger Riendeau, *A Brief History of Canada*, Markham, Ont.: Fitzhenry & Whiteside Ltd,  
2000

Nature de l'épreuve : Civilisation américaine

Durée de l'épreuve : 3 heures

Documents *non autorisés*

Choisissez UN des sujets suivants au choix. Veuillez indiquer clairement sur votre copie le sujet choisi.

A. Discuss the link between the doctrine of « Manifest Destiny » and US expansionism between 1845 and 1848.

OR

B. Comment upon the following text :

1 The cataclysm of the American Revolution forced the British to reconsider the government of the scattered colonies that remained to them. Once again it was Carleton (now Lord Dorchester) who tried his ingenuity. He would split the old province of  
5 Quebec. Beyond Longueuil, Upper Canada would develop as a model British society that *Canadiens* and Americans could admire – and perhaps even ask to join. The eastern portion, Lower Canada, would also have an elected Assembly, an appointed upper house or council, and an executive – replicas of the British Com-  
10 mons, Lords, and Cabinet – but the *Canadiens* would also keep their language, their civil law, and their religious institutions. The Act of 1791 confirmed the arrangements.

15 And the *Canadiens* seemed to prosper. If a high birthrate is a symptom of a nation's well-being, rarely have a people been happier. The sixty thousand *habitants* of 1760 were a hundred and ten thousand by 1784 and three hundred and thirty thousand by 1812. The Colbert-Talon dream of a compact, prosperous rural society was fulfilled. The methods were primitive – farmers piled their  
20 wheat production climbed and seigneurial fortunes rose. The long war between Britain and revolutionary and Napoleonic France that began in 1793 awakened few old loyalties among Lower Canadians. Instead, wartime scarcities promoted wheat exports and a growing timber trade from the St. Lawrence. The Church opened  
25 colleges to train its clergy. Wealthier *habitants* sent their sons to train for such professions as law and medicine.

30 The avocation of these newly educated *Canadiens* would be politics. The aging anglophile seigneurs and local notables who had represented the *Canadiens* in the Assembly in its early years soon gave way to younger, more critical men. Politics provided an outlet for new grievances. Despite their dramatic population growth, the *Canadiens* felt threatened. Land that their children would someday need was now being granted to Americans who had not even been Loyalists. Quebec's new Anglican bishop, Jacob Mountain, made no secret of his hope that a state-endowed "Royal Institution," through its schools, would systematically anglicize the French. Through the Assembly, French-Canadian politicians could fight back.

Desmond Morton, *A Short History of Canada*, Toronto: McClelland & Stewart, rpt 1994



UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JANVIER 2012

L3IAU7 – CIVILISATION AMERICAINE

Nature de l'épreuve : Civilisation américaine

Durée de l'épreuve : 3 heures

Documents *non autorisés*

Choisissez UN des sujets suivants au choix. Veuillez indiquer clairement sur votre copie le sujet choisi.

- A. "I believe that the Progressive movement is making life a little easier for all our people; a movement to try to take the burdens off the men and especially the women and children of this country. I am absorbed in the success of that movement." Discuss this quote by Theodore Roosevelt, made in an Address at Milwaukee, Wisconsin, on October 14, 1912.

OR

- B. Comment on the following text:

*Cherokee Phoenix*  
Thursday, February 21, 1828  
New Echota  
Editorial

1 To The Public

We are happy in being able, at length, to issue the first number of our paper, although after a longer delay than we anticipated [...]

- 5 Let the public but consider our motives, and the design of this paper, which is, the benefit of the Cherokees, and we are sure, those who wish well to the Indian race, will keep out of view all the failings and deficiencies [sic] of the Editor, and give a prompt support to the first paper ever published in the Indian country, and under the direction of some of the remnants of those, who by the most mysterious course of providence, have dwindled into oblivion. To prevent us from the like destiny, is certainly a laudable
- 10 undertaking, which the Christian, the Patriot, and the Philanthropist will not be ashamed to aid. Many are now engaged, by various means and with various success, in attempting to rescue, not only us, but all our kindred tribes, from the impending danger which has been so fatal to our fore-fathers [...] Our present undertaking is intended to be nothing more than a feeble auxiliary to these efforts. Those therefore, who are engaged for the
- 15 good of the Indians of every tribe, and who pray that salvation, peace, and the comforts of civilized life may be extended to every Indian fireside on this continent, will consider us as co-workers together in their benevolent labors. [...]

20 As the Phoenix is a national paper, we shall feel ourselves bound to devote it to national purposes. The laws and public documents of the Nation, and matters relating to the welfare and condition of the Cherokees as a people, will be faithfully published in

English and Cherokee. As the liberty of the press is so essential to the improvement of the mind, we shall consider our paper, a free paper, with, however, proper and usual restrictions. We shall reserve to ourselves the liberty of rejecting such communications as tend to evil, and such as are too intemperate and too personal. But the columns of this  
25 paper shall always be open to free and temperate discussions on matters of politics, religion, &c. [...]

We will not unnecessarily intermeddle with the politics and affairs of our neighbors. As we have no particular interest in the concerns of the surrounding states, we shall only expose ourselves to contempt and ridicule by improper intrusion. [...]

30 In regard to the controversy with Georgia, and the present policy of the General Government, in removing, and concentrating the Indians, out of the limits of any state, which, by the way, appears to be gaining strength, we will invariably and faithfully state the feelings of the majority of our people. Our views, as a people, on this subject, have been most sadly misrepresented. These views we do not wish to conceal, but are willing

35 that the public should know what we think of this policy, which, in our opinion, if carried into effect, will prove pernicious to us [...]

Sufficient and repeated evidence has been given, that Indians can be reclaimed from a savage state, and that with proper advantages, they are as capable of improvement in mind as any other people; and let it be remembered, notwithstanding the assertions of  
40 those who talk to the contrary, that this improvement can be made, not only by the Cherokees, but by all the Indians, in their present locations. We are rendered bold in making this assertion by considering the history of our people within the last fifteen years. There was a time within our remembrance, when darkness was sadly prevalent, and ignorance abounded amongst us—when strong and deep rooted prejudices were directed

45 against many things relating to civilized [word unclear] had when it was thought a disgrace for a Cherokee to appear in the costume of a white man. We mention these things not by way of boasting, but to show to our readers that it is not a visionary thing to attempt to civilize and Christianize all the Indians, but highly practicable [...]

We would now commit our feeble efforts to the good will and indulgence of the public,  
50 praying that God will attend them with his blessing, and hoping for that happy period, when all the Indian tribes of America shall arise, Phoenix like, from their ashes, and when the terms, "Indian depredation," "war whoop," "scalping knife" and the like, shall become obsolete, and forever be "buried deep under ground."

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L3IAU7 - CIVILISATION AMERICAINE

Nature de l'épreuve : Civilisation américaine

Durée de l'épreuve : 3 heures

Documents non autorisés

Choisissez UN des sujets suivants au choix. Veuillez indiquer clairement sur votre copie le sujet choisi.

A. Discuss the following quote :

"We are a revitalized tribe. After every major upheaval, we have been able to gather together as a people and rebuild a community and a government. Individually and collectively, Cherokee people possess an extraordinary ability to face down adversity and continue moving forward. We are able to do that because our culture, though certainly diminished, has sustained us since time immemorial. The Cherokee culture is a well-kept secret." Wilma Mankiller, Principal Chief of the Cherokee Nation, 1985-1995. Quote taken from *Mankiller, A Chief and her People*.

OR

B. Comment on the following text:

1 The object of Hull House, as stated in its charter and printed at the head of the *Bulletin*  
issued every month, is "to provide a centre for a higher civic and social life to institute  
and maintain educational and philanthropic enterprises, and to investigate and improve  
5 the conditions in the industrial districts of Chicago." The question is often asked whether  
all that the House undertakes could not be accomplished without the wear and tear of  
living on the spot. The answer that it could not, grows more assured as time goes on. You  
must suffer from the dirty streets, the universal ugliness, the lack of oxygen in the air you  
daily breathe, the endless struggle with soot and dust and insufficient water supply, the  
10 hanging from a scrap of the overcrowded street car at the end of your day's work; you  
must send your children to the nearest wretchedly crowded school, and see them suffer  
the consequences, if you are to speak as one having authority and not as the scribes in  
these matters of the common, daily life and experience. Beyond this, there are many  
things which you can learn only by way of neighborly contact. For even the resident of  
15 longest experience does not suffer hunger and cold because trade is bad and the factories  
are closed or running half time; does not see the children of the family hungry because the  
county agent manages the relief funds badly and the county refuses either to give relief if

there is an able bodied man in the family or to furnish him work even in the dead of winter.

20 A settlement neighborhood, like all the humbler life of America, suffers from the continual loss of its abler members. The better educated sons and daughters move away; the more energetic and enterprising immigrants stay but a relatively short time. Virtually a whole street of thrifty Bohemians have moved away out upon the open prairie since the Hull House maps were made in 1893. The ceaseless inflow of new comers from the countries of southern Europe, the ceaseless settling of residual elements from more prosperous districts, tend to keep the population on a dead level at the foot of the ladder which all are hoping to climb, each for himself, with no thought of any united effort for the common good. Nowhere is the individual so left to himself as in the cosmopolite medley of a great working class district in an American city; and nowhere does the devil clutch more voraciously after the hindmost. [...]

25  
30 Out of this wide variety in the personnel of the settlement there comes inevitably a startling diversity of activity, kept sane and useful, on the whole, by the steady purpose of the founder[,...] Miss Addams. [...]

35 Nor is immediate local work in and for the neighborhood rigidly exacted of the resident. The student, whether a coming doctor of philosophy gathering material for a thesis in sociology by invading the neighboring sweatshops, or a "medical" using the House telephone for communicating with the family of the patient, or a journalist honestly trying to learn whereby the press may make amends for the daily damage wrought by its scareheads, or the laborious gatherer of data bearing upon municipal affairs as they affect the workers,--in whatever capacity students have knocked at the door, and however slight  
40 their immediate availability for neighborhood uses, they have been made welcome and bidden stay, because the Settlement believes that the trained mind working upon social problems must in the long run make valuable contribution towards their solution. [...]

"Hull House," by Florence Kelley, *The New England Magazine*, Vol. 24, Issue 5, July 1898

Nature de l'épreuve : Thème et Version

Durée de l'épreuve : 2 heures

Documents *non autorisés*

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

### 1. Thème

Puis il a allumé une cigarette et il n'a plus rien dit, non qu'il eût l'air vexé, ça n'y ressemblait guère, c'était plutôt qu'il voulait lui laisser un peu de place pour respirer. Il s'est levé, a jeté quelques pièces sur la table et il a dit, « Viens ».

Et elle l'a suivi, elle devait rentrer en bus mais elle l'a suivi, il l'a emmenée à pied dans un endroit près du port, un très bel appartement avec une terrasse au dernier étage, elle lui a demandé si c'était chez lui et cette question l'a fait rire. Dans la cuisine, il y avait des photos d'enfants sur le réfrigérateur et un calendrier aimanté qui indiquait Vacances à la date du jour. Elle s'est dit, « On a dû le lui prêter, on lui a prêté cet appartement ». Mais elle savait bien qu'il n'en était rien et elle s'est sentie tout à coup très heureuse et doucement enivrée, il l'a appelée depuis la terrasse et elle l'a rejoint, il a mis sa main sur sa nuque en lui montrant la baie et ses îlots volcaniques et il a dit, « Personne au monde ne sait que nous sommes ici ».

Véronique Ovaldé, *Des vies d'oiseaux* (2011)



Licence 2  
semestre 4

化學  
وإدارة

Nature de l'épreuve : Thème et Version

Durée de l'épreuve : 2 heures

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Véronique Ovaldé, *Des vies d'oiseaux* (2011)

## II. Version

The gatekeeper surmised that the strangely hurrying distracted individual had come directly through Prospect Park from one of the old stately hotels on Prospect Street. The gatekeeper observed that the individual had a “young-old face”, “wax-doll skin”, “sunken, kind of glaring eyes.” His wire-rimmed glasses gave him an impatient schoolboy look. At six feet he was lanky, lean, “slightly round-shouldered like he’d been stooping over a desk all his life.” He hurried purposefully yet blindly; as if somebody was calling his name. His clothes were conservative, somber, nothing a typical Niagara Falls tourist would be wearing. A white cotton dress shirt open at the throat, unbuttoned dark coat and trousers with a jammed zipper “like the poor guy had gotten dressed real fast, in the dark.” The man’s shoes were dress shoes, black leather polished “like you’d wear to a wedding, or a funeral.” His ankles shone waxy-white, sockless. “No socks! With fancy shoes like that. A giveaway.”

The gatekeeper called out, “Hello!” but the man ignored him. Not just he was blind, but deaf too. Anyway not hearing. You could see his mind was fixed like a bomb set to go off: he had somewhere to get to, fast.

Joyce Carol Oates, *The Falls* (2004)

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L4IAU1 – TRADUCTION

Nature de l'épreuve : Version

Durée de l'épreuve : 1 heure

Documents non autorisés

I collected my suitcase and resisted the temptation to splurge on a cab into Paris. My budget was too tight to justify the indulgence. So I took the train. Seven euros one-way. The train was dirty – the carriage floor dappled in trash, the seats sticky and smelling of last night's spilt beer. And the ride in to town passed through a series of grim industrial suburbs, all silhouetted by shoddy highrise apartment buildings. I shut my eyes and nodded off, waking with a start when the train arrived at the Gare du Nord. Following the instructions emailed to me from the hotel, I changed platforms and entered the *métro* for a long journey to a station with the aromatic name of Jasmin.

I emerged out of the *métro* into the dank morning. I wheeled my suitcase down a long narrow street. The rain turned emphatic. I kept my head down as I walked, veering left into the rue La Fontaine, then right into the rue François Millet. The hotel – the Sélect – was on the opposite corner. The place had been recommended to me by a colleague at the small college where I used to teach – the only colleague at that college who would still speak to me.

Douglas Kennedy, *The Woman in the Fifth* (2007)

L4IAU2– LINGUISTIQUE

Nature de l'épreuve : Linguistique  
Documents non autorisés

Durée de l'épreuve : 1 heure

- I do like murder mystery novels. So I am writing a murder mystery novel.  
In a murder mystery novel someone has to work out who the murderer is and then catch them;  
3 It is a puzzle. If it is a good puzzle you can sometimes work out the answer before the end of the book.  
6 Siobhan said that the book should begin with something to grab people's attention. That is why I started with the dog. I also started with the dog because it happened to me and I find it hard to imagine things which did not happen to me.

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

**A- Soit la proposition *who the murderer is* 1.2.**

- 1) Retrouvez la RP contenue dans cette proposition.
- 2) Quelle est sa matrice ?
- 3) Quelle est la nature de cette proposition ? Justifiez votre réponse.
- 3) Quelles sont la nature et la fonction du connecteur *who* ?

**B- Quelle est la nature de *which did not happen to me* 1.7? Justifiez votre réponse (très détaillée).**

**C- Quelle est la nature de *if it is a good puzzle* 1.3 ? Justifiez votre réponse.**



## L4IAU2- LINGUISTIQUE

Nature de l'épreuve : Linguistique

Durée de l'épreuve : 1 heure

Documents non autorisés

Répondez sur la feuille N° de place

What family feeling there was seemed to be in the goft of the girls, Millicent and Nanacy, **who** faithfully kept up with my mother, whether through charity or genuine interest (...)

- 3 I disliked Millicent and Nancy because they interrupted our peaceful lives, with their incessant suggestions as to how my mother might improve her solitary condition. I disliked them because these suggestions made no provision for myself. She was urged to, in their words, socialize, and offered the occasional invitation to their parties, which she attended with a martyr's stoicism. I was also aware that they discussed her, deriving some comfort from her sadness, her obvious inactivity. I could see **that** they meant well, **since** their visits were occasions of lavish generosity : boxes of cakes were produced, a beautiful pineapple, and cartons of strawberries brought up from the car by Millicent's driver; at the same time I was puzzled that their real kindness gave them no legitimization in my eyes. My favourite myths did not apply to them, **for** I could not in all conscience see them as the Ugly Sisters.

Anita Brookner, *The Bay of Angels***I- Remplissez le tableau sur les connecteurs en :**

(a) entourant la bonne réponse (oui ou non) en face des rubriques

(b) et en renseignant la ligne figurant en dessous

(NB : Une même nature peut être illustrée plusieurs fois)

Nature/Connecteur	Who I.1	THAT I.7	SINCE I.7	FOR I.10
Conjonction de subordination  Justification :	oui/non	oui/non	oui/non	oui/non
Conjonction de coordination  Justification :	oui/non	oui/non	oui/non	oui/non
Proforme relative  Citez l'antécédent, donnez sa nature et sa fonction:	oui/non	oui/non	oui/non	oui/non

Pronom interrogatif	oui/non	oui/non	oui/non	oui/non
Citez le mot suggérant un contexte interrogatif (indirect) :				

**II- Pour chacune des deux phrases complexes suivantes :**

(a) *I was also aware that they discussed her* 1.6

(b) *She offered the occasional invitation to their parties, which she attended with a martyr's stoicism* 1.5-6

1) Retrouvez les RP :

(a)

(b)

2) Montrez leur enchâssement :

(a)

(b)

3) Mettez entre crochets les propositions construites à partir de ces RP et notez-les clairement (P1, P2, etc.) :

(a) *I was also aware that they discussed her*

(b) *She offered the occasional invitation to their parties, which she attended with a martyr's stoicism*

4) Donnez la nature des propositions subordonnées contenues dans les phrases (a) et (b) en justifiant votre réponse (très détaillée) :

**III- Comparez la nature des deux propositions suivantes (réponse plus rapide) :**

a) *because these suggestions made no provision for myself* 1.4-5

b) *since their visits were occasions of lavish generosity* 1.7



NOM :

Prénom :

**PHONOGRAPHEMATIQUE L2 LLCE ANGLAIS – DISPENSES - session 1 - mai 2012 - L4IAU3**

**For each word**

1. Say what the **phoneme** of the **stressed** syllable is
2. Explain the **rule**

MUSEUM	
COURAGEOUS	
QUANTITY	
OCEAN	
WEAPON	
FUNERAL	
COUNTRY	
BOARD	
WALNUT	
PRIMARY	
TEPID	
LYING	
SHOE	
ROBBER	
THRONE	
MIST	
INTRODUCTION	
LOCAL	
YOLK	
DETER	

TL2-12-2-A

UE L41AU3- SUJET A

**PHONETIC TRANSCRIPTION**

1) Senior journalists from the newspaper have been arrested on suspicion of making payments to public officials

2) It was thought at the start that the recession might recenter people on friends and family instead of status



Date : .....

NOM et Prénom : .....

**UE L4IAU3 - SUJET A**

**READING – preparation time: 6 minutes**

A child begins "acquiring" language from her environment soon after she is born. Children have already gained three or four years of language experience in their mother tongue when they start school. If English is to be the school language, these children lose this advantage. The benefit goes to a small minority that is bilingual from the start by virtue of their parents being the products of exclusive English-medium education.

Such is the power of myths about language in Pakistan that a public demand has been created for English. People believe that English is the magic wand that can open the door to prosperity. Policymakers, the wielders of economic power and the social elites have also perpetuated this myth to their own advantage. The door of prosperity has been opened but only for a small elite.

In a multilingual country such as Pakistan where at least eight major languages compete for supremacy, English occupies a special position by virtue of its "neutrality". But the status of English as the language of international communication exerts additional pressure.

NOM :

Prénom :

**PHONOGRAPHEMATIQUE L2 LLCE ANGLAIS – DISPENSES - session 2 - juin 2012 - L4IAU3**

**For each word**

1. Say what the **phoneme** of the **stressed** syllable is.

2. Explain the **rule**

STAFF	
REBUKE	
CUBIC	
PUDDING	
BROTHER	
TO FINISH	
SOLDIER	
SCHOOL	
BECAUSE	
REAL	
LIBRARY	
MOURN	
WATCH	
PELICAN	
TRYING	
FILLED	
LEGAL	
JUST	
LADY	
KITCHEN	

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

L4IAU4 – HISTOIRE LITTERAIRE AMERICAINE

**Nature de l'épreuve :** Question d'histoire littéraire et liste de lecture **Durée de l'épreuve :** 1 heure.

**Documents non autorisés**

I) How is the relationship between Man and civilization explored in early American literature and until Mark Twain?

II) Please answer three of the following questions :

1 — What happened to Rusty Regan, as we learn at the end of Raymond Chandler's *The Big Sleep*?

2 — What happens to the young protagonist while walking to school at the beginning of « A Small, Good Thing » in Raymond Carver's *Short Cuts*?

3 — What is the name of the narrator in Jack Kerouac's *On The Road* ?

4 — Why does Rip Van Winkle fall asleep in Washington Irving's story?

5 — Who is the narrator of "The Progress of Love" by Alice Munro?

6 — What is the story underlying the title *Catcher in the Rye*?

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L4IAU4 – HISTOIRE LITTERAIRE AMERICAINE

**Nature de l'épreuve :** Question d'histoire littéraire et liste de lecture **Durée de l'épreuve :** 1 heure.

**Documents non autorisés.**

I ) In what section of the U.S. was the genre of the Gothic most represented in U.S. literature and what did this literary gothic consist in?

II ) Please answer three of the following questions:

1 — How exactly does Harry Jones die in Raymond Chandler's *The Big Sleep*?

2 — What feeling eats at Ralph and forces him to leave the house temporarily in Raymond Carver's « Will You Be Quiet, Please ? »

3 — What invitation first sends the narrator on the road in Jack Kerouac's *On The Road*?

4 — What historical period does Rip miss out in Washington Irving's « Rip Van Winkle »?

5 — What is the news broken to the narrator by her father at the beginning of "The Progress of Love" by Alice Munro?

6 — Where is the narrator at the outset of the story in Salinger's *Catcher in The Rye*?

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

## L4IAU5 – ANALYSE LITTERAIRE AMERICAINE

**Nature de l'épreuve :** Commentaire ou dissertation      **Durée de l'épreuve :** 3 heures.

**Documents** (*les quatre œuvres au programme sont autorisées*)

Choose between the two following subjects :

**I — Comment upon the following excerpt from Nathaniel Hawthorne, *The Scarlet Letter* (Chapter 16, pp. 162-164) :**

Thus conversing, they entered sufficiently deep into the wood to secure themselves from the observation of any casual passenger along the forest track. Here they sat down on a luxuriant heap of moss; which at some epoch of the preceding century, had been a gigantic pine, with its roots and trunk in the darksome shade, and its head aloft in the upper atmosphere. It was a little dell where they had seated themselves, with a leaf-strewn bank rising gently on either side, and a brook flowing through the midst, over a bed of fallen and drowned leaves. The trees impending over it had flung down great branches from time to time, which choked up the current, and compelled it to form eddies and black depths at some points; while, in its swifter and livelier passages there appeared a channel-way of pebbles, and brown, sparkling sand. Letting the eyes follow along the course of the stream, they could catch the reflected light from its water, at some short distance within the forest, but soon lost all traces of it amid the bewilderment of tree-trunks and underbush, and here and there a huge rock covered over with gray lichens. All these giant trees and boulders of granite seemed intent on making a mystery of the course of this small brook; fearing, perhaps, that, with its never-ceasing loquacity, it should whisper tales out of the heart of the old forest whence it flowed, or mirror its revelations on the smooth surface of a pool. Continually, indeed, as it stole onward, the streamlet kept up a babble, kind, quiet, soothing, but melancholy, like the voice of a young child that was spending its infancy without playfulness, and knew not how to be merry among sad acquaintance and events of sombre hue.

“Oh, brook! Oh, foolish and tiresome little brook!” cried Pearl, after listening awhile to its talk, “Why art thou so sad? Pluck up a spirit, and do not be all the time sighing and murmuring!”

But the brook, in the course of its little lifetime among the forest trees, had gone through so solemn an experience that it could not help talking about it, and seemed to have nothing else to say. Pearl resembled the brook, inasmuch as the current of her life gushed from a well-spring as mysterious, and had flowed through scenes shadowed as heavily with gloom. But, unlike the little stream, she danced and sparkled, and prattled airily along her course.

“What does this sad little brook say, mother?” inquired she.



"If thou hadst a sorrow of thine own, the brook might tell thee of it," answered her mother, "even as it is telling me of mine. But now, Pearl, I hear a footstep along the path, and the noise of one putting aside the branches. I would have thee betake thyself to play, and leave me to speak with him that comes yonder."

"Is it the Black Man?" asked Pearl.

"Wilt thou go and play, child?" repeated her mother, "But do not stray far into the wood. And take heed that thou come at my first call."

"Yes, mother," answered Pearl, "But if it be the Black Man, wilt thou not let me stay a moment, and look at him, with his big book under his arm?"

"Go, silly child!" said her mother impatiently. "It is no Black Man! Thou canst see him now, through the trees. It is the minister!"

"And so it is!" said the child. "And, mother, he has his hand over his heart! Is it because, when the minister wrote his name in the book, the Black Man set his mark in that place? But why does he not wear it outside his bosom, as thou dost, mother?"

"Go now, child, and thou shalt tease me as thou wilt another time," cried Hester Prynne. "But do not stray far. Keep where thou canst hear the babble of the brook."

The child went singing away, following up the current of the brook, and striving to mingle a more lightsome cadence with its melancholy voice. But the little stream would not be comforted, and still kept telling its unintelligible secret of some very mournful mystery that had happened — or making a prophetic lamentation about something that was yet to happen — within the verge of the dismal forest. So Pearl, who had enough of shadow in her own little life, chose to break off all acquaintance with this repining brook. She set herself, therefore, to gathering violets and wood-anemones, and some scarlet columbines that she found growing in the crevice of a high rock.

**Nathaniel Hawthorne, *The Scarlet Letter* (Chapter 16)**

**OR**

**II — Comment upon the following excerpt from Tennessee Williams's *A Streetcar Named Desire*:**

scene 5, pp. 165-168 (from "Stella [crossing to the door] : Eunice seems to be having some trouble with Steve" to "as they go slowly upstairs in a tight embrace")

STELLA [*crossing to the door*]: Eunice seems to be having some trouble with Steve.

[EUNICE'S voice shouts in terrible wrath.]

EUNICE: I heard about you and that blonde!

STEVE: That's a damn lie!

EUNICE: You ain't pulling the wool over my eyes! I wouldn't mind if you'd stay down at the Four Deuces, but you always going up.

STEVE: Who ever seen me up?

EUNICE: I seen you chasing her round the balcony - I'm gonna call the vice squad!

STEVE: Don't you throw that at me!

EUNICE [*shrieking*]: You hit me! I'm gonna call the police!

[*A clatter of aluminium striking a wall is heard, followed by a man's angry roar, shouts, and overturned furniture. There is a crash; then a relative hush.*]

BLANCHE [*brightly*]: Did he kill her?

[EUNICE appears on the steps in daemonic disorder.]

STELLA: No! She's coming downstairs.

EUNICE: Call the police, I'm going to call the police! [*She rushes around the corner.*]

STELLA [*returning from the door*]: Some of your sister's friends have stayed in the city.

[*They laugh lightly. STANLEY comes around the corner in his green and scarlet silk bowling shirt. He trots up the steps and bangs into the kitchen. BLANCHE registers his entrance with nervous gestures.*]

STANLEY: What's a matter with Eun-uss?

STELLA: She and Steve had a row. Has she got the police?

STANLEY: Naw. She's gettin' a drink.

STELLA: That's much more practical!

[STEVE comes down nursing a bruise on his forehead and looks in the door.]

STEVE: She here?

STANLEY: Naw, naw. At the Four Deuces.

STEVE: That hunk! [*He looks around the corner a bit timidly, then turns with affected boldness and runs after her.*]

BLANCHE: I must jot that down in my notebook. Ha-ha! I'm compiling a notebook of quaint little words and phrases I've picked up here.

STANLEY: You won't pick up nothing here you ain't heard before.

BLANCHE: Can I count on that?

STANLEY: You can count on it up to five hundred.

BLANCHE: That's a mighty high number. [*He jerks open the bureau drawer, slams it shut, and throws shoes in a corner. At each noise BLANCHE winces slightly. Finally she speaks.*]  
What sign were you born under?

STANLEY [*while he is dressing*]: Sign?

BLANCHE: Astrological sign. I bet you were born under Aries. Aries people are forceful and dynamic. They dote on noise! They love to bang things around! You must have had lots of banging around in the army, and now that you're out, you make up for it by treating inanimate objects with such a fury!

[*STELLA has been going in and out of closet during this scene. Now she pops her head out of the closet.*]

STELLA: Stanley was born just five minutes after Christmas.

BLANCHE: Capricorn – the Goat!

STANLEY: What sign were you born under?

BLANCHE: Oh, my birthday's next month, the fifteenth of September, that's under Virgo.

STANLEY: What's Virgo?

BLANCHE: Virgo is the Virgin.

STANLEY [*contemptuously*]: Hah! [*He advances a little as he knots his tie.*] Say, do you happen to know somebody named Shaw?

[*Her face expresses a faint shock. She reaches for the cologne bottle and dampens her handkerchief as she answers carefully.*]

BLANCHE: Why, everybody knows somebody named Shaw!

STANLEY: Well, this somebody named Shaw is under the impression he met you in Laurel, but I figure he must have got you mixed up with some other party because this other party is someone he met at a hotel called the Flamingo.

[*BLANCHE laughs breathlessly as she touches the cologne-dampened handkerchief to her temples.*]

BLANCHE: I'm afraid he does have me mixed up with this 'other party'. The Hotel Flamingo is not the sort of establishment I would dare to be seen in!

STANLEY: You know of it?

BLANCHE: Yes, I've seen it and smelled it.

STANLEY: You must've got pretty close if you could smell it.

BLANCHE: The odour of cheap perfume is penetrating.

STANLEY: That stuff you use is expensive?

BLANCHE: Twenty-five dollars an ounce! I'm nearly out. That's just a hint if you want to remember my birthday!  
[*She speaks lightly but her voice has a note of fear.*]

STANLEY: Shaw must've got you mixed up. He goes in and out of Laurel all the time, so he can check on it and clear up any mistake.

[*He turns away and crosses to the portières. BLANCHE closes her eyes as if faint. Her hand trembles as she lifts the handkerchief again to her forehead.*]

[*STEVE and EUNICE come around the corner. STEVE'S arm is around EUNICE'S shoulder and she is sobbing luxuriously and he is cooing love-words. There is a murmur of thunder as they go slowly upstairs in a tight embrace.*]

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[*Her face expresses a faint shock. She reaches for the cologne bottle and dampens her handkerchief as she answers carefully.*]

BLANCHE: Why, everybody knows somebody named Shaw!

STANLEY: Well, this somebody named Shaw is under the impression he met you in Laurel, but I figure he must have got you mixed up with some other party because this other party is someone he met at a hotel called the Flamingo.

[*BLANCHE laughs breathlessly as she touches the cologne-dampened handkerchief to her temples.*]

BLANCHE: I'm afraid he does have me mixed up with this 'other party'. The Hotel Flamingo is not the sort of establishment I would dare to be seen in!

STANLEY: You know of it?

BLANCHE: Yes, I've seen it and smelled it.

STANLEY: You must've got pretty close if you could smell it.

BLANCHE: The odour of cheap perfume is penetrating.

STANLEY: That stuff you use is expensive?

BLANCHE: Twenty-five dollars an ounce! I'm nearly out. That's just a hint if you want to remember my birthday!  
[*She speaks lightly but her voice has a note of fear.*]

STANLEY: Shaw must've got you mixed up. He goes in and out of Laurel all the time, so he can check on it and clear up any mistake.

[*He turns away and crosses to the portières, BLANCHE closes her eyes as if faint. Her hand trembles as she lifts the handkerchief again to her forehead.*]

[*STEVE and EUNICE come around the corner, STEVE'S arm is around EUNICE'S shoulder and she is sobbing luxuriously and he is cooing love-words. There is a murmur of thunder as they go slowly upstairs in a tight embrace.*]

UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L4IAU5 – ANALYSE LITTERAIRE AMERICAINE

**Nature de l'épreuve :** Commentaire ou dissertation      **Durée de l'épreuve :** 3 heures.

**Documents** (*les quatre œuvres au programme sont autorisées*)

Choose between the two following subjects :

**I** — « Realism and Romance » in *The Scarlet Letter*. Discuss these terms as *modes of representation*. Discuss them not only with specific reference to characters and events but also to themes.

**OR**

**II** — Comment upon the following excerpt from Toni Morrison's *Beloved*, pp. 18-20, (from « Paul D fished in his vest [...] » to « We was talking 'bout a tree, Sethe »)

Paul D fished in his vest for a little pouch of tobacco—concentrating on its contents and the knot of its string while Sethe led Denver into the keeping room that opened off the large room he was sitting in. He had no smoking papers, so he fiddled with the pouch and listened through the open door to Sethe quieting her daughter. When she came back she avoided his look and went straight to a small table next to the stove. Her back was to him and he could see all the hair he wanted without the distraction of her face.

“What tree on your back?”

“Huh.” Sethe put a bowl on the table and reached under it for flour.

“What tree on your back? Is something growing on your back? I don't see nothing growing on your back.”

“It's there all the same.”

“Who told you that?”

“Whitegirl. That's what she called it. I've never seen it and never will. But that's what she said it looked like. A chokecherry tree. Trunk, branches, and even leaves. Tiny little chokecherry leaves. But that was eighteen years ago. Could have cherries too now for all I know.”



Sethe took a little spit from the tip of her tongue with her forefinger. Quickly, lightly she touched the stove. Then she

trailed her fingers through the flour, parting, separating small hills and ridges of it, looking for mites. Finding none, she poured soda and salt into the crease of her folded hand and tossed both into the flour. Then she reached into a can and scooped half a handful of lard. Deftly she squeezed the flour through it, then with her left hand sprinkling water, she formed the dough.

"I had milk," she said. "I was pregnant with Denver but I had milk for my baby girl. I hadn't stopped nursing her when I sent her on ahead with Howard and Buglar."

Now she rolled the dough out with a wooden pin. "Anybody could smell me long before he saw me. And when he saw me he'd see the drops of it on the front of my dress. Nothing I could do about that. All I knew was I had to get my milk to my baby girl. Nobody was going to nurse her like me. Nobody was going to get it to her fast enough, or take it away when she had enough and didn't know it. Nobody knew that she couldn't pass her air if you held her up on your shoulder, only if she was lying on my knees. Nobody knew that but me and nobody had her milk but me. I told that to the women in the wagon. Told them to put sugar water in cloth to suck from so when I got there in a few days she wouldn't have forgot me. The milk would be there and I would be there with it."

"Men don't know nothing much," said Paul D, tucking his pouch back into his vest pocket, "but they do know a suckling can't be away from its mother for long."

"Then they know what it's like to send your children off when your breasts are full."

"We was talking 'bout a tree, Sethe."

"After I left you, those boys came in there and took my milk. That's what they came in there for. Held me down and took it, I told Mrs. Garner on em. She had that lump and couldn't speak but her eyes rolled out tears. Them boys found

out I told on em. Schoolteacher made one open up my back, and when it closed it made a tree. It grows there still."

"They used cowhide on you?"

"And they took my milk."

"They beat you and you was pregnant?"

"And they took my milk!"

The fat white circles of dough lined the pan in rows. Once more Sethe touched a wet forefinger to the stove. She opened the oven door and slid the pan of biscuits in. As she raised up from the heat she felt Paul D behind her and his hands under her breasts. She straightened up and knew, but could not feel, that his cheek was pressing into the branches of her chokecherry tree.

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : AVRIL 2012

L4IAU6 - CIVILISATION BRITANNIQUE

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

**Durée de l'épreuve : 3 heures**

**Documents non autorisés**

Our capitalist system produces a far higher standard of prosperity and happiness because it believes in incentive and opportunity, and because it is founded on human dignity and freedom. Even the Russians have to go to a capitalist country - America - to buy enough wheat to feed their people - and that after more than 50 years of a State-controlled economy. Yet they boast incessantly, while we, who have so much more to boast about, forever criticise and decry. Is it not time we spoke up for our way of life? After all, no Western nation has to build a wall round itself to keep its people in.

So let us have no truck with those who say the free enterprise system has failed. What we face today is not a crisis of capitalism but of socialism. No country can flourish if its economic and social life is dominated by nationalisation and State control.

The cause of our shortcomings does not, therefore, lie in private enterprise. Our problem is not that we have too little socialism. It is that we have too much. (...)

Of course, a halt to further State control will not on its own restore our belief in ourselves, because something else is happening to this country. We are witnessing a deliberate attack on our values, a deliberate attack on those who wish to promote merit and excellence, a deliberate attack on our heritage and our great past, and there are those who gnaw away at our national self-respect, rewriting British history as centuries of unrelieved gloom, oppression and failure - as days of hopelessness, not days of hope. And others, under the shelter of our education system, are ruthlessly attacking the minds of the young. Everyone who believes in freedom must be appalled at the tactics employed by the far Left in the systematic destruction of the North London Polytechnic - blatant tactics of intimidation designed to undermine the fundamental beliefs and values of every student, tactics pursued by people who are the first to insist on their own civil rights while seeking to deny them to the rest of us.

We must not be bullied or brainwashed out of our beliefs. No wonder so many of our people, some of the best and the brightest, are depressed and talking of emigrating. Even so, I think they are wrong. They are giving up too soon. Many of the things we hold dear are threatened as never before, but none has yet been lost, so stay here, stay and help us defeat socialism so that the Britain you have known may be the Britain your children will know.

These are the two great challenges of our time - the moral and political challenge, and the economic challenge. They have to be faced together and we have to master them both.

Margaret Thatcher. Conservative Party Conference, Blackpool, 1975.

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : JUIN 2012**

**L4IAU6 – CIVILISATION BRITANNIQUE**

**Nature de l'épreuve : Dissertation**

**Durée de l'épreuve : 3 heures**

***Documents non autorisés***

What was "consensus politics" and how did "Thatcherism" end it?

**UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3**

**CENTRE : BORDEAUX**

**SESSION DE : AVRIL 2012**

**L4IAU7 - CIVILISATION BRITANNIQUE**

**Nature de l'épreuve : Civilisation britannique – Dissertation**

**Durée de l'épreuve : 3 heures**

**Documents *non autorisés***

How conservative, how radical, was Britain between 1760 and 1832 ?

# UNIVERSITE MICHEL DE MONTAIGNE - BORDEAUX 3

CENTRE : BORDEAUX

SESSION DE : JUIN 2012

L4IAU7 – CIVILISATION BRITANNIQUE

Nature de l'épreuve : Civilisation britannique – Commentaire de texte

Durée de l'épreuve : 3 heures

Documents non autorisés

*Comment on the following text :*

There is no Place in the Town which I so much love to frequent as the *Royal-Exchange*. It gives me a secret Satisfaction, and in some measure, gratifies my Vanity, as I am an *Englishman*, to see so rich an Assembly of Countrymen and Foreigners consulting together upon the private Business of Mankind, and making this Metropolis a kind of *Emporium* for the whole Earth. I must confess I look upon High Change to be a great council, in which all considerable nations have their representatives. Factors in the trading world are what ambassadors are in the politic world; they negotiate affairs, conclude treaties, and maintain a good correspondence between those wealthy societies of men that are divided from one another by seas and oceans, or live on the different extremities of a continent. I have often been pleased to hear disputes adjusted between an inhabitant of Japan and an Alderman in London, or to see a subject of the Great Mogul entering into a league with one of the Czar of Muscovy. I am infinitely delighted in mixing with these several ministers of commerce, as they are distinguished by their different walks and different languages. Sometimes I am jostled among a body of Armenians; sometimes I am lost in a crowd of Jews; and sometimes make one in a group of Dutchmen. I am a Dane, Swede, or Frenchman at different times; or rather fancy myself like the old philosopher, who upon being asked what countryman he was, replied, he was a citizen of the world. [...]

I am wonderfully delighted to see such a Body of Men thriving in their own private Fortunes, and at the same time promoting the Publick Stock; or in other Words, raising Estates for their own Families, by bringing into their Country whatever is wanting, and carrying out of it whatever is superfluous. [...]

If we consider our own Country in its natural Prospect, without any of the Benefits and Advantages of Commerce, what a barren uncomfortable Spot of Earth falls to our Share!



Our Ships are laden with the Harvest of every Climate: Our Tables are stored with Spices, and Oils, and Wines: Our Rooms are filled with Pyramids of *China*, and adorned with the Workmanship of *Japan* [...]. My Friend Sir ANDREW calls the Vineyards of *France* our Gardens; the Spice-Islands our Hot-beds; the *Persians* our Silk-Weavers, and the *Chinese* our Potters. Nature indeed furnishes us with the bare Necessaries of Life, but Traffick gives us greater Variety of what is Useful, and at the same time supplies us with every thing that is Convenient and Ornamental. Nor is it the least Part of this our Happiness, that whilst we enjoy the remotest Products of the North and South, we are free from those Extremities of Weather give them Birth; That our Eyes are refreshed with the green Fields of *Britain*, at the same time that our Palates are feasted with Fruits that rise between the Tropicks.

For these Reasons there are no more useful Members in a Commonwealth than Merchants. They knit Mankind together in a mutual Intercourse of good Offices, distribute the Gifts of Nature, find Work for the Poor, add Wealth to the Rich, and Magnificence to the Great. Our *English* Merchant converts the Tin of his own Country into Gold, and exchanges his Wool for Rubies. The *Mahometans* are clothed in our *British* Manufacture, and the Inhabitants of the frozen Zone warmed with the Fleeces of our Sheep.

Joseph Addison, Richard Steele, *The Spectator*, 69 (19 May 1711).