

UNIVERSITE de DIJON
Département d'Histoire

LICENCE 2^{ème} année

**ANNALES des EXAMENS
de MAI 2018**

Année universitaire 2017/2018

UE FONDAMENTALE

- Histoire moderne
- Histoire contemporaine

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

| | |
|---|---|
| <u>Intitulé de l'épreuve écrite :</u> | <u>UE6 – Fondamentale 1</u> Histoire moderne |
| <u>Date, horaire et lieu de l'épreuve :</u> | Vendredi 11 mai 2018 8h à 12h Amphithéâtre BACHELARD |
| <u>Responsable du sujet :</u> | M. SALVADORI Philippe |
| <u>Durée de l'épreuve :</u> | 4 heures |
| <u>Indications :</u> | Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2. Assurez-vous que cet exemplaire est complet. |

Consigne :

Le candidat traitera, au choix, l'un des deux sujets suivants sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET 1 (dissertation)

L'État et l'Église dans la France au XVIIIe siècle

OU

SUJET 2 (dissertation)

L'innovation en France au XVIIIe siècle

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite : UE7 – Fondamentale 2
Histoire contemporaine

Date, horaire et lieu de l'épreuve : Mercredi 16 mai 2018
14h à 18h
Amphithéâtre MATHIEZ

Responsable du sujet : M. VIGNA Xavier

Durée de l'épreuve : **4 heures**

Indications : Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.
Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera, au choix, l'un des deux sujets suivants sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET 1 (dissertation)

Les ouvriers en Europe occidentale : 1914-1968

OU

SUJET 2 (dissertation)

La société allemande à l'épreuve : 1914-1949

UE METHODOLOGIE 1

- Epistémologie
- Sciences sociales

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite : UE8 – Méthodologie 1
Epistémologie

Date, horaire et lieu de l'épreuve : Jeudi 17 mai 2018
10h à 12h
Amphithéâtre GUITTON

Responsable du sujet : M. BOUCHET Thomas

Durée de l'épreuve : **2 heures**

Indications : Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.
Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera le sujet suivant sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET

Dans la conclusion de son livre *Un révolutionnaire ordinaire. Benoît Lacombe, négociant (1759-1819)*, paru en 1986, l'historien Joël Cornette écrit :

« Comment chacun voit-il ce qu'il vit ? La coupure existentielle est-elle la même que la coupure événementielle ? Un chaînon manque souvent dans la construction historique, à l'intersection du temps biographique et du temps historique, et les quelques gestes, les quelques pensées, les quelques actions retrouvés ne seront jamais qu'une parcelle d'une existence impossible à retranscrire dans sa 'totalité'. Pourtant, il existe bien une chronologie 'privée' qui n'obéit pas aux mêmes mécanismes que la chronologie 'collective' et déchiffre chaque 'information' suivant son propre langage. »

Quelles pistes de réflexion ces phrases ouvrent-elles dans les domaines de l'histoire de l'individu et de l'histoire de l'événement ?

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE8 – Méthodologie 1
Sciences sociales

Date, horaire et lieu de l'épreuve :

Lundi 07 mai 2018
15h à 17h
Amphithéâtre MATHIEZ

Responsable du sujet :

M. MAZUREL Hervé

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera, au choix, l'un des deux sujets suivants sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

Indications :

Vous proposerez un plan comportant l'introduction et la conclusion totalement rédigées. Les titres des parties et des sous-parties doivent être les plus clairs et pertinents possibles. Soignez les transitions, signalez les idées principales, mentionnez vos idées d'exemples entre parenthèses.

SUJET 1

Normes sociales et attitudes corporelles

OU

SUJET 2

Techniques du corps et mémoire des gestes

UE METHODOLOGIE 2

- Langue vivante 1 : Anglais
- Secondes langues vivantes / anciennes (Allemand – Anglais – Espagnol – Italien – Latin)

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Langue vivante 1 - Anglais

Date, horaire et lieu de l'épreuve :

Lundi 07 mai 2018
10h à 12h
Amphithéâtre GUITTON

Responsables du sujet :

Mme GACON Valérie &
M. JACQUIN François

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 5 pages recto verso et numérotées de 1/5 à 5/5.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera le sujet suivant sur la copie d'examen.

N.B. : La qualité de l'orthographe et la lisibilité seront prises en compte lors de la correction. Toute réponse illisible serait comptée comme fausse. TOTAL : 80 points.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

Fear, grief, sorrow: these are the overriding emotions of war. 160,000 wives received the dreaded telegram informing them that their husbands had been killed. The "awful clutching fear" that sapped morale presented the British government with the formidable task of rallying not only the troops but the entire nation to the war effort.

5 From the declaration of war, the authorities realised that they had to act decisively. They passed the Defence of the Realm Act (DORA), which, after many amendments, gave the government unprecedented powers to intervene in people's lives. They were empowered to take over any factory or workshop. Curfews and censorship were imposed. Severe restrictions on movement were introduced. Discussing military matters in public became a serious
10 offence. Almost anyone could be arrested for "causing alarm". In the interests of the work ethic, British summer time commenced, opening hours for pubs were cut, and beer was watered down. Women who were suspected of having venereal disease could be stopped by the police and subjected to a gynaecological examination.

Suspicion of outsiders was high. DORA and the Aliens Restriction Act severely curtailed the
15 civil liberties of non-British-born subjects (even naturalised citizens who had resided in the UK for decades). They were required to register, obtain permits if they intended to travel more than five miles, and were prohibited from entering certain areas. More than 32,000 were held in internment camps or repatriated. Most notably after the sinking of the Lusitania by a German submarine in May 1915, anti-German sentiment erupted into riots in Liverpool,
20 Manchester, London and elsewhere.

Jobs in the civil service, factories, docklands and arsenals, tramways, Post Office and farms were feminised. In July 1914, 3.2 million women were employed in industry; this had jumped to 4.8 million by April 1918. Many encountered hostility from male workers who were worried about competition and the deskilling of their jobs. "Dilution", or the breaking down of
25 complex jobs into simpler tasks, was introduced to solve the problem of the shortage of skilled male workers without threatening male wages.

Givers of life were being trained to take it. In the words of a woman writing for the magazine of a projectile factory: "the fact that I am using my life's energy to destroy human souls gets on my nerves".

30 Propagandists attempted to reconcile women's dual roles as life-givers and manufacturers of death-dealing weapons. Thus, in *Our Girls: Their Work for the War* (1916), Hall Caine adopted the language of trashy romances, pointing out that munitions workers had learned to show a "proper respect" for their machine's "impetuous organisms".

The effect of widening employment opportunities for women was ambiguous. On the one
35 hand, women were admitted into industry under strict conditions, including the fact that they did not actually replace the men but were allowed to perform only certain tasks. Feminist lobbying for equal wages never succeeded: women were paid about half of what men earned. In munitions factories, they risked dying in explosions or suffering TNT poisoning. After the war was over, they were expected to return to traditional roles.

40 On the other hand, many women revelled in a new sense of purpose and emancipation. Factories offered better conditions, higher wages, more interesting work and greater freedoms

than domestic service had done. Female factory workers challenged the gender order: they were earning much more than previously (three times more in some cases) and were able to demonstrate their ability to carry out skilled work in areas previously barred to them.

45 As trade union leader Mary Macarthur concluded in 1918: "No longer are we told that 'the hand that rocks the cradle rules the world'. Today it is the hand that drills the shell that determines the destiny of the world; and those who did not hesitate to refuse the rights of citizenship to the mothers of men are ready and anxious to concede these rights to the makers of machine guns."

50 By June 1917, Parliament passed the Representation of the People's Bill by 385 votes to 55. This gave the vote to an additional 5 million men and nearly 9 million women. Crucially, however, the vote was granted only to women over 30 years old who were householders, wives of householders, occupiers of property of an annual value of not less than £5, or university graduates.

55 The effect of the war on working-class standards of living was more encouraging. Civilians had a relatively low chance of being killed in enemy raids. Only 1,300 civilians were killed when Zeppelins rained bombs on London in 1915 and Gotha Giant bombers followed in 1917 (a single raid during the second world war would have resulted in a similar number of deaths). Full employment, rationing (which was introduced in the last year of the war), rent control, rising bacon imports and increased consumption of milk and eggs, and improved social provision meant that working-class families were better off. Indeed, on average working-class incomes doubled between 1914 and 1920 and, in the aftermath of war when price levels dropped, this war-enhanced wage level was successfully defended.

60 In contrast to the improved life expectancy of working-class men who had been old enough to evade war service, servicemen and servicewomen returning from the front-lines were physically devastated. Writing in 1917 about Brighton, pacifist Caroline Playne admitted to being full of "sickness and horror" at the "sights of hundreds of men on crutches going about in groups."

The home front eventually welcomed back men and women whose war service abroad had left
70 scars, both visible and invisible.

I. VOCABULARY STUDIED IN CLASS : Match these English words with their French equivalents: (/5)

1. appealing 2. resume 3. well 4. fodder 5. waist
6. thigh 7. handkerchief 8. ambush 9. rout 10. dugout

- A. reprendre; continuer B. puits C. résumer D. coude E. cuisse F. taille G. buisson
H. mouchoir I. sous-officier J. dérouté K. chair à canon L. guet-apens M. serré
N. trêve O. abri (tranchée) P. attirant Q. effroyable

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

II. VOCABULARY FROM THE TEXT: (/8)

Find in the text (from lines 1 TO 34 ONLY) the English equivalents of the following French words:

1. Émeute
2. Pénurie
3. Chagrin ; peine (deux mots anglais)
4. Couler
5. Qualifié
6. Réduire ; entraver (un mot anglais)
7. Couvre-feu

III. QUESTIONS ABOUT THE TEXT: Right or wrong; quote the text (line(s)) to justify your answers: (16)

1. All women were eager to manufacture weapons or munitions in order to contribute to the war effort.
2. The war also left deep psychological wounds.
3. Making weapons and munitions gave more weight to women's claims for equal rights.
4. The salaries of workers decreased during the war years.
5. In June 1917, women in their twenties who had contributed to the war effort were not granted the right to vote.
6. Women working in factories had higher wages than in their previous occupations.
7. Manufacturing munitions was not risk-free.
8. During WWI, women in factories were given the same tasks as men.

IV. VERSION: translate the following passages into French (underlined in the text): (/10)

'The effect of the war on working-class standards of living was more encouraging. Civilians had a relatively low chance of being killed in enemy raids. Only 1,300 civilians were killed when Zeppelins rained bombs on London in 1915 and Gotha Giant bombers followed in 1917 (a single raid during the second world war would have resulted in a similar number of deaths). Full employment, rationing (which was introduced in the last year of the war), rent control, rising bacon imports and increased consumption of milk and eggs, and improved social provision meant that working-class families were better off.' (l 55-61)

V. GRAMMAR: Link words. Fill in the blanks with the appropriate words from the list below: (/9)

for / so that / in order to / although / whereas / unlike / till / thus / despite / whether / yet / provided / unless / even though / as though

1. It was a fantastic party..... the terrible food.
2. He wondershe must keep it or sell it.
3. Wait.....he comes.
4. I put a note on his laptop he would be sure to see it.
5. He spends most of his time reading in his room..... his sister who is always on tennis courts.

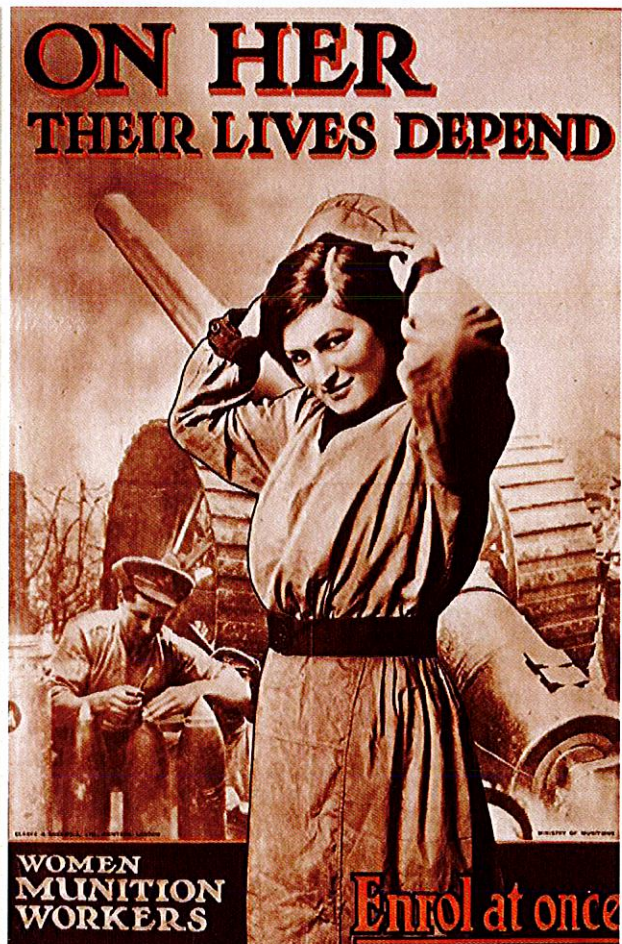
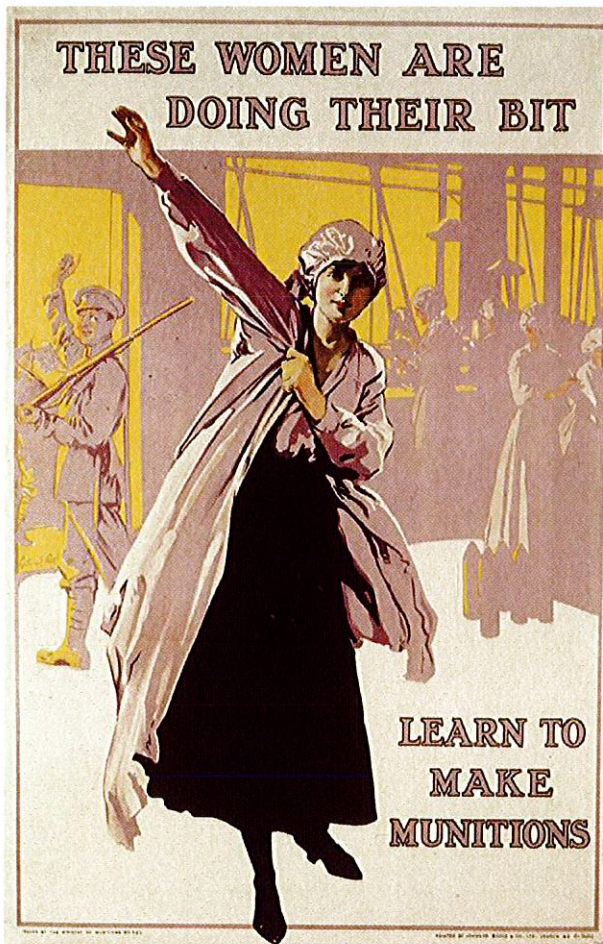
6. he is really fond of her, he is not going to rush into marriage.
7. I'll leave earlyarrive on time.
8. You must come to see him play you don't like it.
9. I'll go for a walk..... the doctor tells me to stay indoors.

VI. THEME GRAMMATICAL: Traduire en anglais (/6)

- 1 Je te l'avais bien dit. (utiliser une phrase emphatique ; importance de l'auxiliaire)
- 2 J'aurais dû regarder où j'allais.
3. J'ai étudié l'allemand au lycée mais j'ai presque tout oublié.

VI. ESSAY (/26)

Describe the following pictures and comment upon them (200 words or more)



LICENCES 2^{ème} et 3^{ème} années

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. - Allemand

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

M. FORGEOT Vincent

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 8 pages recto uniquement agrafées et numérotées de 1/8 à 8/8.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.

Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

1/8

Ecrivez lisiblement svp !

LEXIQUE :

/ 20

Consignes : Donnez les équivalents français des mots et expressions suivants :

- Angreifen :
- der Angriff auf :
- die Absicht haben, ...zu... :
- der Lebensraum :
- Entsprechen + D :
- die westlichen Gegner niederwerfen :
.....
- den Widerstand brechen :
- die Machtstellung :
- die Behauptungen der deutschen Propaganda :
.....
- die sowjetische Grenze überschreiten :
.....
- an Ausrüstung nicht gleichwertig sein :
.....
- der Blitzkrieg :

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

2/8

- Motorisierte Verbände :
- Weit vorstoßen :
- die Rote Armee einkesseln :
- der Gefangene :
- das deutsche Volk beruhigen :
-
- Wachsende Verluste erleiden :
-
- die Soldaten mit Siegeszuversicht erfüllen :
-
- die Neutralität Japans :

TRADUCTION :

/ 20

VERSION (/15)

Consignes : traduisez le passage suivant en français.

Hitler hatte seine Absicht, den Lebensraum im Osten zu gewinnen, niemals aufzugeben. Sein Pakt mit Stalin entsprach seiner Taktik, Zeit zu gewinnen, um zunächst die westlichen Gegner niederzuwerfen. Als der Widerstand Großbritanniens aber nicht gebrochen werden konnte, musste Hitler nun auch die sowjetische Machtstellung in seinem Rücken beachten (---). Doch liegen, entgegen den Behauptungen der deutschen Propaganda, keine Anzeichen dafür vor, dass Stalin damals das Reich angreifen wollte. Am 22.6.1941 überschritt das deutsche Heer mit 3 Millionen Soldaten und 3.500 Panzern die sowjetische Grenze.

© *Zeit und Menschen*, Neue Ausgabe B, Band 4, Schöningh-Schroedel.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

THEME (/5)

Consignes : traduisez les phrases suivantes en allemand.

1) Les unités motorisées allemandes progressèrent loin et encerclèrent de grandes parties de l'Armée Rouge.

.....
.....

2) L'Armée Rouge avait subi de lourdes pertes.

.....

3) Les contre-offensives de l'Armée Rouge forcèrent les troupes allemandes à battre en retraite.

.....
.....

GRAMMAIRE :

/ 10

Exercice 1 (/5)

Consigne : complétez par la forme du subjonctif 2 présent.

1) Ohne Bücher ich hier nicht leben. (können).

2) Du eigentlich darüber Bescheid wissen. (müssen)

3) Wenn doch bald Ferien ! (sein)

4) Wenn ich nur, was ich machen soll ! (wissen)

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

5) Fanny gern einen großen Bruder. (haben)

Exercice 2 (/5)

Consigne : mettez le verbe de la conditionnelle, selon le sens, au présent ou au passé.

- 1) Wenn Klaus Geld, würde er sich einen Computer kaufen.
(haben).
- 2) Wenn Elke mir von ihrem Unglück, hätte ich ihr
geholfen. (erzählen)
- 3) Wenn du noch ein paar Tage hier, könnte ich mit dir in
die Oper gehen. (bleiben)
- 4) Wenn du mich daran, hätte ich ihr zu ihrem Geburtstag
gratuliert. (erinnern)
- 5) Wenn du nicht dauernd zu spät, hätte sich der Chef
nicht geärgert. (kommen)

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

EXPRESSION SEMI-GUIDEE :

/ 30

Consigne : rédigez les phrases en allemand correct à partir des notes en abrégé ci-dessous.

① Am 22. Juni 1941 > das deutsche Heer
↓
die sowjetische Grenze überschreiten

② Hitler → 3 Millionen Soldaten und 3.500 Panzer
└──┘
ein/setzen

③ Hitler > das Ziel verfolgen, ...zu...
den Lebensraum im Osten erobern

⤴ Weil

↳ (rédaction)

.....
.....
.....
.....
.....
.....
.....
.....

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

LICENCES 2^{ème} et 3^{ème} années

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite : UE4 – Méthodologie 2
Seconde langue vivante/ancienne
Anglais

Date et horaire de l'épreuve : Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet : Mme MORISSON Valérie

Durée de l'épreuve : **2 heures**

Indications : Le sujet comporte 9 pages recto uniquement, agrafées et numérotées de 1/9 à 9/9.
Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.
Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.
Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

1. Fill in the blanks with one word from the list : 2.5

settlement / half-sister / most / execution / trade / well / compromise / offices / throne / illegitimate

Elizabeth's early life was full of uncertainties, and her chances of succeeding to the seemed very slight once her half-brother Edward was born in 1537. She was then third in line behind her Roman Catholic, Princess Mary. Roman Catholics, indeed, always considered her and she only narrowly escaped in the wake of a failed rebellion against Queen Mary in 1554. Elizabeth was very educated (fluent in five languages), and had inherited intelligence, determination and shrewdness from both parents. Her 45-year reign is generally considered one of the glorious in English history. During it a secure Church of England was established. Most of her subjects accepted the religious as the basis of their faith, and her church probably saved England from religious wars like those which France suffered in the second half of the 16th century. Overall, Elizabeth's administration consisted of some 600 officials administering the great of state, and a similar number dealing with the Crown lands (which funded the administrative costs). Elizabeth's reign also saw many brave voyages of discovery, including those of Francis Drake, Walter Raleigh and Humphrey Gilbert, particularly to the Americas. These expeditions prepared England for an age of colonisation and expansion, which Elizabeth herself recognised by establishing the East India Company in at the very end of 1599.

2. MCQ (only one correct answer) (5)

1 Elizabeth I is one of ... figures in history.

- the more iconic iconicer the most iconic

2 She was England's 'Gloriana' – a virgin queen saw herself as wedded to her country.

- who whom whose

3... and always lavishly dressed, Elizabeth possessed the natural charisma of her father, Henry VIII, and was the darling of her people.

- flame-haired hair-reds with reddish hairs

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

4 Her finest hour came in 1588 when she ... the Spanish Armada, catapulting her to legendary status.

- surrendered vanquished defeated

5 Although Elizabeth is now hailed as one of our greatest monarchs, she ... never have got anywhere near the throne. She was not only a girl at a time when the laws of succession favoured boys, but she had an elder sister, Mary.

- would should had

6 Her mother, Anne Boleyn, was known as the Great Whore ... when posing for a portrait during her teenage years, Elizabeth wore her mother's famous 'A' pendant around her neck.

- however although meanwhile

7 Elizabeth used her femininity to bring a ... court to its knees, and gave playful nicknames to her favourites.

- male-dominated all-mens manly

8 Elizabeth appeared at court bedecked in lavish gowns of rich materials and vivid colours ... her ladies were obliged to wear only black or white.

- contrary to whereas opposed to

9 Elizabeth was always fastidious about her appearance, ever more layers of makeup were applied to complete the so-called 'mask of youth': Her face, neck and hands ... with ceruse (a mixture of white lead and vinegar).

- have been painting were painted had painting

10 She cultivated this image the country in regional visits known as 'progresses', often riding on horseback rather than by carriage.

- by touring thanks to visiting rode

3. Written comprehension

The reign of Elizabeth I is often thought of as a Golden Age. It was a time of extravagance and luxury in which a flourishing popular culture was expressed through writers such as Shakespeare, and explorers like Drake and Raleigh sought to expand England's territory overseas. This sense of well-being was embodied by Queen Elizabeth who liked to wear sumptuous costumes and jewellery, and be entertained in style at her court. But life in Tudor England did not always reflect such splendour. The sixteenth century was also a time when the poor became poorer, books and opinions were censored, and plots to overthrow the Queen were frequent. Elizabeth's ministers had to employ spies and even use torture to gain information about threats to her life.

In 1558 the Protestant preacher John Knox wrote, 'It is more than a monster in nature that a woman should reign and bear empire over man.' So was he right? Were women fit to rule the country? The people had lived through the unpopular reign of Mary I, known as 'Bloody Mary' for her merciless persecution of Protestants. Lady Jane Grey was Queen for only a matter of days before being toppled and eventually executed. And Mary Queen of Scots made a series of ill-judged decisions which led her to the executioner's block in 1587.

N° étudiant :

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Elizabeth could be as ruthless and calculating as any King before her. Elizabeth was a different kind of Queen: quick-witted, clever and able to use feminine wiles to get her own way. Elizabeth could be as ruthless and calculating as any king before her but at the same time she was vain, sentimental and easily influenced by flattery. She liked to surround herself with attractive people and her portraits were carefully painted to make sure that no physical flaws were ever revealed. She relied upon the ministers close to her but would infuriate them with her indecision. Only when the patience of her ministers was running short would she be forced to make up her mind. She had a formidable intellect, and her sharp tongue would quickly settle any argument - in her favour.

Her mother was the ill-fated Anne Boleyn who had caught the eye of Henry VIII at court. He was soon bewitched by her, arranging to divorce Catherine of Aragon and quickly making Anne his second wife. But her fate was sealed when she failed to provide Henry with what he desperately wanted - a son. Everyone, from court astrologers to Henry himself, was convinced Anne would give birth to a boy. It was a girl, Elizabeth. Henry, beside himself with disappointment, did not attend the christening. When Elizabeth was just two years old her mother was beheaded at the Tower of London. Elizabeth was brought up in the care of governesses and tutors at Hatfield House and spent her days studying Greek and Latin. Elizabeth was taught the art of public speaking, unheard of for women at the time. But the ability to address a large number of people, from ministers in Parliament to troops on the battlefield, stood Elizabeth in good stead for the future.

In 1558, Elizabeth, aged twenty-five, became Queen of England. Mary I had died unpopular with her people and tormented by her own inability to produce an heir. The country now looked to the young Queen for salvation. The celebrations for the Coronation were spectacular. Elizabeth was an instant hit.

As soon as her Council had been appointed, Elizabeth made religion her priority. She introduced the acts which made up the Church Settlement. This returned England to the Protestant faith stating that public worship, religious books such as the Bible and prayers were to be conducted in English rather than Latin. But Elizabeth was careful not to erase all traces of Catholic worship and retained, for example, the traditions of candlesticks, crucifixes and clerical robes. By pursuing a policy of moderation she was attempting to maintain the status quo and, although Puritans were particularly upset by the continuance of some Catholic traditions, an uneasy compromise was reached and maintained throughout her reign.

The welfare of her people was of paramount importance to Elizabeth and she once remarked, 'I am already bound unto a husband which is the Kingdom of England.' Marriage was a political necessity and a way of forming a useful alliance with a European power. Children would secure the line of succession. This was Elizabeth's duty and she should get on with it.

Her ministers knew and Elizabeth certainly knew. But there was no announcement, no wedding bells. The years passed until in 1566 Parliament refused to grant Elizabeth any further funds until the matter was settled. This was a big mistake. No one told the Queen what to do and, using the skills of rhetoric she had been taught, Elizabeth addressed members of Parliament. The welfare of the country was her priority, not marriage. She would marry when it was convenient and would thank Parliament to keep out of what was a personal matter. This was clever talk from the Queen. She knew the political implications of remaining unmarried but effectively banned further discussion. Yet Elizabeth was capable of falling in love, and the one who came closest to winning her heart was Robert Dudley, Earl of Leicester. But just how close was she to Leicester? The Queen asserted her virginity throughout her life, but was also an attractive woman who thrived on

N° étudiant :

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

male attention. Whether or not the relationship was ever consummated remains open to speculation.

The defeat of the Spanish Armada is one of the most famous events in English history. It was arguably Queen Elizabeth's finest hour. For years she had been hailed as the saviour of the English people, and now it seemed that this is what she had really become. Spain was the most powerful country in the world. Philip II ruled vast territories of land, and had unparalleled wealth from the New World. England was a small country, with little wealth, few friends, and many enemies. If Queen Elizabeth ever felt nervous about challenging the greatest power in the known world, she never showed it, and appeared to believe completely in the devotion and loyalty of her people. By believing in them, they believed in her. Although relations between Spain and England had begun rather well, relations had deteriorated. There were many reasons for this. Elizabeth herself had encouraged the activities of the English pirates, who plundered Philip's ships as they made their way from the New World, seizing their treasures. This had angered Philip immensely, especially as the stolen treasure was used to help fund those people rebelling against his rule in the Netherlands.

The 1590s proved a difficult decade for Elizabeth. The question of how to govern Ireland had created terrible problems for the Queen over the years but 1594 saw the start of the Nine Years War in which hundreds of English troops were killed. Elizabeth sent out the impetuous Earl of Essex who only managed to create further difficulties. Her most trusted ministers, including Burghley and Walsingham, passed away. Leicester, to whom she had remained close, died in 1588 and Elizabeth kept his last letter beside her bed until her own death.

The Queen herself was not as sharp as she once had been. Ministers often dealt with matters without consulting her, and she became paranoid about the threat of assassination. But by now Elizabeth was nearly seventy. Her health deteriorated and death came on 24 March 1603.

Elizabeth's greatest achievement lay in the relationship she had forged with her people. She was ahead of her time in her grasp of public relations, and her popularity had remained unaltered.

VOCABULARY

Retrouvez les termes anglais correspondant aux mots français ci-dessous. La liste suit l'ordre du texte. Les formes conjuguées sont données à l'infinif. 7.5

| | |
|---------------------------|--|
| Essayer de, s'efforcer de | |
| A l'étranger | |
| Incarner | |
| Complots | |
| Renverser | |
| Espions | |
| Menaces | |
| Sans pitié | |
| Déchue | |
| Vive d'esprit | |

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

| | |
|---------------------------|--|
| Rusé(e) | |
| Sans pitié, cruel(le) | |
| S'entourer de | |
| Défaut | |
| Au destin tragique | |
| Ensorceler | |
| Baptême | |
| Décapité(e) | |
| Un héritié | |
| Nommé | |
| La foi | |
| Le culte | |
| Irrité, agacé | |
| Réticent(e) | |
| Interdire | |
| Affirmer, mettre en avant | |
| Etre célébré(e) comme | |
| Piller | |
| Mourir | |
| Accomplissement | |

Using the text and what you know about the reign of Elizabeth, answer the following questions : 5

a) Why did Elizabeth decide not to marry ?

.....

.....

.....

.....

.....

.....

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

b) Why was Spain England's great rival ?

.....

.....

.....

.....

.....

.....

c) What was Elizabeth's position as to religion ?

.....

.....

.....

.....

.....

.....

4. ANALYSIS : What do these documents reveal and suggest ? 10



The Arrival of Queen Elizabeth I at Tilbury; and the Defeat of the Spanish Armada, Anonymous painter, English School.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

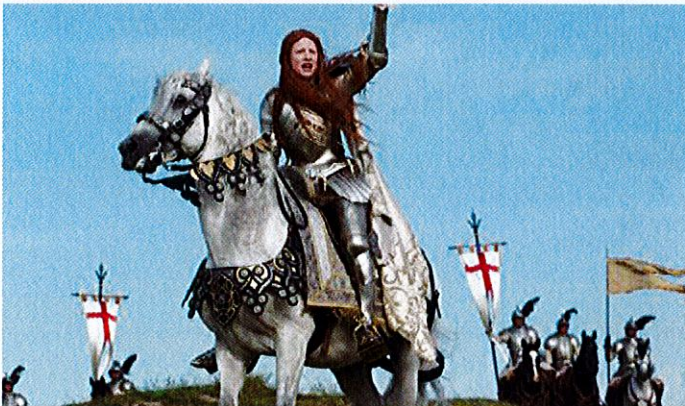
Speech to the Troops at Tilbury

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust (me montrer infidèle à) my faithful and loving people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength (ma plus grande force) and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst (parmi) you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst (au milieu de) and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust (poussière). I know I have the body but of a weak (fragile) and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn (mépris le plus profound) that Parma or Spain, or any prince of Europe, should dare (oser) to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder (rétributeur/rice) of every one of your virtues in the field. I know already, for your forwardness (réactivité) you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general² shall be in my stead (à mes côtés), than whom never prince commanded a more noble or worthy (digne, valeureux) subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Notes:

1. Delivered by Elizabeth to the land forces assembled at Tilbury (Essex) to repel the anticipated invasion of the [Spanish Armada](#), 1588.



Cate Blanchett as Elizabeth 1st, Elizabeth, 1998, dir. S. Kapur.

.....

.....

.....

N° étudiant :

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Espagnol

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme SANCHEZ Joana

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 5 pages recto verso, agrafés et numérotées de 1/5 à 5/5.

Assurez-vous que cet exemplaire est complet.

Consignes :

Le candidat traitera le sujet suivant sur la copie d'examen.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

EXERCICE 1 : Narcos y el « poder blando » – una extraña visión de la historia chilena

A partir de lo que vimos en clase y de la transcripción de un fragmento del primer capítulo de la serie Narcos que tienes a continuación, **contesta** a las preguntas siguientes.

1. ¿Cuál era la situación de Chile en 1973 según el video ?
2. ¿Cómo el narrador califica a Nixon, y luego a Pinochet ? ¿Con qué categorías ? Contesta citando el texto. ¿Te parece pertinente esta manera de analizar personajes históricos ? ¿Por qué ?
3. Explica por qué los Estados Unidos apoyaron el golpe de Estado de Pinochet, según este capítulo de Narcos.
4. En 1973, cuando Pinochet « se hace con el poder » con la ayuda de la CIA, ¿quién gobernaba Chile ? ¿Desde cuando y con qué tipo de política ?
5. ¿Cuál era la situación internacional, a nivel mundial y latino-americano, en 1973 ?
6. ¿Qué otras razones que las evocadas en la serie pudieron motivar, a tu parecer, la intervención norte-americana en Chile en 1973 ?
7. ¿Qué opinas de la manera con la que la serie Narcos presenta la historia chilena ? ¿Por qué ? ¿Cómo lo puedes relacionar con la noción de « poder blando » ?

→ TRANSCRIPCIÓN

VOZ EN OFF : Tomad a Richard Nixon por ejemplo. La gente se olvida, pero 47 millones de estados-unidenses votaron a Nixon. Pensamos que era uno de los buenos. Y Nixon también pensó que el general chileno Pinochet también lo era, porque detestaba a los comunistas. Así que ayudamos a que Pinochet se hiciese con el poder. Entonces, Pinochet dio un giro de 180 grados y mató a miles de personas. ¿Quizás no era tan bueno después de todo ? Pero a veces, los malos hacen cosas buenas. Nadie lo sabe, pero en el 73, Chile estaba en camino de convertirse en el centro de procesamiento y exportación de cocaína más grande del mundo.

CUCARACHA : ¿Cómo chucho les tengo que decirles que ahorren ácido, los huevones.

VOZ EN OFF : Tenían selvas para ocultar los laboratorios y kilómetros de costa sin vigilancia para enviar el producto hacia el norte.

CUCARACHA : ...¡Hay que hacer plata, huevones ! Ahorren, por la chucha !...

MILITARES : ¡Están rodeados ! ¡Levanten las manos ! ¡De rodillas !

VOZ EN OFF : Pero Pinochet les aguló la fiesta.

MILITAR : ¡Al piso !

VOZ EN OFF : Cerró 33 laboratorios y detuvo a 346 narcotraficantes. Y después, como era Pinochet, ordenó su muerte.

EXERCICE 2 : Sin tetas no hay paraíso – Verdadero o falso

A partir de lo que vimos en clase y de la transcripción del trailer que tienes a continuación, determina si son **verdaderas o falsas** las afirmaciones siguientes.

1. *Sin tetas no hay paraíso* es una serie norte-americana que habla del narcotráfico.
2. Catalina es una chica que viene de un barrio pobre.
3. Catalina está enamorada de un narcotraficante.
4. Catalina quiere salir con narcotraficantes para salir de la pobreza.
5. Albeiro es el novio oficial de Catalina.
6. Catalina le reprocha a Albeiro el hecho de que no tenga dinero.
7. Los narcos le reprochan a Catalina el hecho de ser morena.
8. La madre de Catalina está contenta que su hija salga con narcos.
9. A Catalina no le gusta la idea de someterse a una cirugía estética.
10. Catalina se deja influenciar por sus amigas Paola y Jessica.

→ TRANSCRIPCION

VOZ EN OFF : Catalina es una niña que vive en un barrio popular de una urbe en la que abundan los narcotraficantes. Su vida adolescente transcurre normalmente al lado de su madre, su hermano y su novio Albeiro. [...] Sin embargo, siempre hay la necesidad de mejorar su situación económica y la de su familia. Y le pide a Jessica que la presente con los personajes de la mafia que sus amigas de barrio frecuentan.

PAOLA : Más que todo, se tiene que subir la barriga, no. [...]

CATALINA : ¡Dígame cómo ! ¡Dígame cómo !

PAOLA : Pues míreme, pille, pille, míreme !

JESSICA : Me esperan un segundo. Yo voy a hablar con el Tit.

VOZ EN OFF : Pero Catalina tiene un problema.

EL NARCO (TIT) : La de blusita verde está bien, cae bien, pero es que tiene tetitas. Dile que está muy lindita, pero está muy plana.

VOZ EN OFF : Ella sabe que unos senos enormes son el pasaporte al paraíso.

CATALINA : Oye, pero que le dijo este man, que por qué yo no le gusté ?

JESSICA : Por las tetas. Paola las tiene más grandes.

VOZ EN OFF : Catalina no se detiene y se lanza a conquistar su sueño. [...] Un sueño que pondrá en riesgo su relación sentimental con Albeiro y con su familia, y que la llevará a enfrentarse a

personas dispuestas a aprovecharse de nuestras decepciones, sin importarles pisar nuestra dignidad. [...]

CATALINA : ¡Hola mi amor ! Pero, pues, a usted, ¿qué le pasa ?

ALBEIRO : ¿Cómo que a mí, qué me pasa ? ¿Y usted, dónde estaba ?

CATALINA : No me hable así porque usted no es mi papá.

ALBEIRO : Catalina, espere. Es que una niña así como usted no puede estar así boleteándose, con una niña como Jessica, una niña mala.

CATALINA : Pero usted sabe una cosa : si yo me estoy boleteando, no es por estar con Jessica. Es por estar con un tipo tan vaciado como usted.

VOZ EN OFF : Sin importarles cambiar nuestro destino.

JESSICA : Su virginidad por este par de tetas.

CATALINA : Que todo sea, con tal de cumplir este sueño que tengo de agrandarme este par de limoncitos.

VOZ EN OFF : Sin importarles destrozar nuestros sueños. [...]

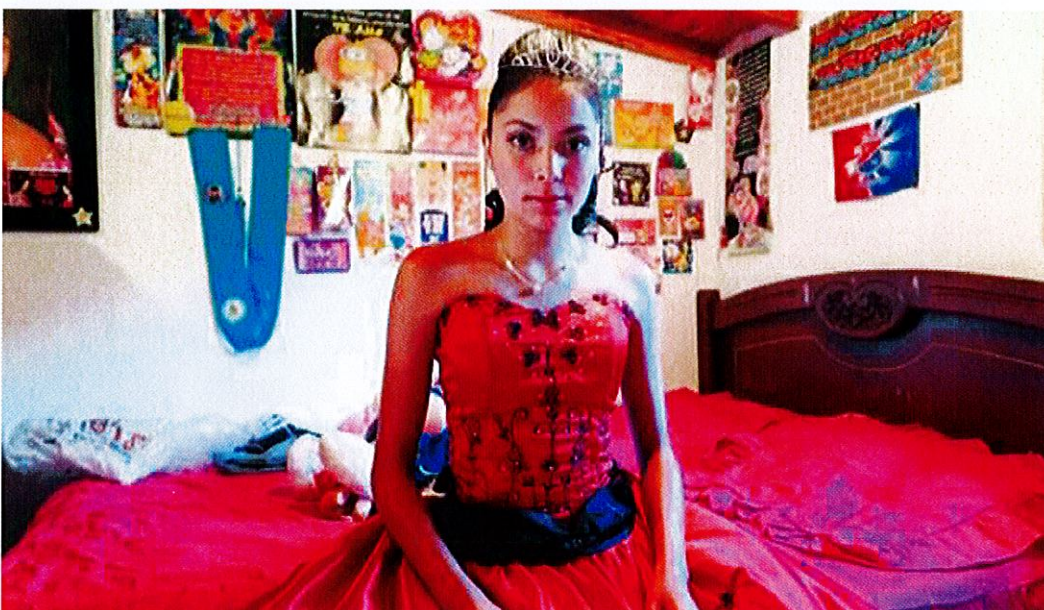
CATALINA : Las amiguitas mías de por acá a la cuadra, todas esas, ya desde que se fueron del colegio tienen motos, tienen una ropa toda bacana...

MADRE : Sí, pero porque andan por el mal camino, m'hijita, no se confunda.

VOZ EN OFF : Sin tetas no hay paraíso. Es la lucha de Catalina por cumplir un sueño, aunque ignore que no siempre los sueños salen como uno quiere. [...]

EXERCICE 3 : Proyecto Beauties - Comentario iconográfico

Describe detalladamente esta foto de Cristina Henao, luego **analízala** y por fin **explica** cuál es el mensaje de la fotografía (10 líneas mínimo).



EXERCICE 3 : **Expresión personal**

Escoge **uno** de los dos temas siguientes y redacta un texto **en español** usando **conectores lógicos**:

1. **Síntesis** : Explica y presenta en unas 20 líneas como mínimo el tema de tu presentación oral durante el semestre.
2. **Invención** : Inventa y escribe un corrido prohibido de unos 30 versos. Puede ser sobre el tema que quieras.

LICENCES

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Italien
Niveau INITIATION 2

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme ZORAT Ambra

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 6 pages recto uniquement, numérotées et agrafées de 1/6 à 6/6.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.

Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

1/6

1. GRAMMATICA – PASSATO PROSSIMO: Complétez avec le passé composé. _____ /20

Ex: Anna ha studiato (studiare) storia all'università.

1. _____ (io – leggere) un giallo proprio bello!
2. _____ (tu – fare) sport ieri?
3. _____ (lei – andare) al cinema.
4. Paolo non _____ (lui – venire) alla festa.
5. _____ (noi – avere) molti problemi.
6. _____ (loro – chiudere) il negozio.
7. _____ (io – essere) in vacanza in Spagna.
8. Cosa _____ (tu – chiedere) all'insegnante?
9. Ragazzi, quando _____ (voi – arrivare)?
10. Le olive, le (voi - comprare) _____?

2. GRAMMATICA – IMPERFETTO : Complétez avec l'imparfait. _____ /20

Ex: Mario studiava (studiare) molto.

1. Non _____ (lui – andare) mai al mare.
2. (io – mettersi) _____ sempre i jeans.
3. Cosa (tu – mangiare) _____ sempre da bambino?
4. Ragazze, _____ (voi – dormire)?
5. Marco, non lo _____ (voi – conoscere) ancora.
6. A che ora (noi – finire) _____ la scuola?
7. (loro – dire) _____ sempre la verità.
8. Signora, cosa (Lei – fare) _____ di lavoro?
9. Non (io - bere) _____ alcolici.
10. Da bambini, (voi – leggere) _____ molto.

3. GRAMMATICA – CONDIZIONALE PRESENTE: Complétez avec le conditionnel présent. _____ /22

Ex: Adesso prenderei (io - prendere) volentieri un caffè.

1. Quest'estate (io – partire) _____ volentieri per l'Italia!

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

2. In caso di bisogno, non mi (tu – chiamare) _____?
3. _____ (Lei - potere) darmi una mano?
4. Non _____ (lui - chiedere) mai aiuto.
5. Con questo caldo (noi – bere) _____ una limonata.
6. (loro – avere) _____ bisogno di una vacanza.
7. (noi – dovere) _____ lavorare di più!
8. (voi – cantare) _____ con noi?
9. Come (tu - vestirsi) _____ in questa occasione?
10. Gli (io – parlare) _____ volentieri.
11. (lui – sapere) _____ cosa fare?

4. GRAMMATICA – PRESENTE PROGRESSIVO: Complétez avec le verbe “stare” suivi du gérondif. _____ / 20

Ex. Martina (lei - studiare) sta studiando per un esame.

1. Alessia (lei – giocare) _____ a carte.
2. Mario e Carlo (loro – suonare) _____ la chitarra.
3. (voi – fare) _____ colazione?
4. (noi – bere) _____ una cioccolata calda.
5. L’insegnante (lei – interrogare) _____ gli studenti.
6. Marco (lui – partire) _____ per le vacanze.
7. Cosa (tu – dire) _____ ?
8. (io – pagare) _____ la macchina nuova.
9. Antonio e Piero (loro – preparare) _____ la cena.
10. (io – mettere) _____ in ordine gli appunti.

5. COMUNICARE – LESSICO: Traduisez les mots suivants en italien. _____ / 40

- | | |
|-----------------|--------------------|
| 1. beurre _____ | 9. musique _____ |
| 2. savon _____ | 10. théâtre _____ |
| 3. riz _____ | 11. volley _____ |
| 4. oeufs _____ | 12. football _____ |

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

5. fromage _____

13. rendez-vous _____

6. salade _____

14. concert _____

7. bouteille _____

15. danser _____

8. sucre _____

16. rencontrer _____

6. COMUNICARE – COMPRESIONE: Lisez le texte et répondez aux questions.
_____ / 30

COME CAMBIA FARE LA SPESA NEL SECONDO NOVECENTO

All'inizio degli anni '50, non esistono i supermercati ma solo le « drogherie » e la spesa tipica è composta da latte, pane, pasta fresca, legumi, verdure, formaggio e carne. Un importante cambiamento nel modo di fare la spesa coincide con una innovazione epocale: nel 1957 apre il primo supermercato a Milano e nasce il « Carosello », la prima forma di pubblicità televisiva. Gli anni '60 e i '70 sono un periodo di grandi novità. Aumentano i luoghi dove fare la spesa, con la diffusione dei supermercati e dei Grandi Magazzini. Si diffonde il codice a barre che rende gli acquisti più veloci. Ci sono nuovi prodotti da acquistare, come le merendine snack che fanno la loro comparsa nel 1970. Un anno dopo, nel 1971, arriva la svolta anche nelle modalità di conservazione del cibo, con l'arrivo dei primi congelatori. Gli anni '80 rappresentano un momento importante nel modo in cui gli italiani fanno la spesa: si sviluppa la Grande Distribuzione. Gli anni Novanta e primi Duemila impongono una ulteriore accelerazione: arrivano i motori di ricerca e i primi social network. Iniziamo così ad usare internet per scoprire nuovi prodotti, per confrontare quelli che conosciamo e per trovare le offerte migliori.

- | | V | F |
|---|--------------------------|--------------------------|
| 1. Il Carosello è una pubblicità radiofonica. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Prima del supermercato, c'erano i Grandi Magazzini. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Le merendine si diffondono in Italia negli anni '60. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Il codice a barre rallenta gli acquisti. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I congelatori si diffondono a partire dal 1971. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Con Internet, i supermercati hanno meno clienti. | <input type="checkbox"/> | <input type="checkbox"/> |

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

7. COMUNICARE – ESPRESSIONE : Répondez aux quatre questions suivantes.

_____ / 48

1. Perché hai scelto di studiare storia?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Qual è l'ultimo film che hai visto? Di che cosa parlava?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

3. Dove sei stato lo scorso fine settimana?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Dove vorresti andare in vacanza questa estate? Perché?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

LICENCES

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Italien
niveau Approfondissement 1

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme ZORAT Ambra

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 9 pages recto uniquement agrafées et numérotées de 1/9 à 9/9.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.

Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

1/9

I] ESERCIZIO DI COMPrensIONE. LEGGERE IL TESTO SEGUENTE. [4/20]

Aprire a Venezia un museo "esperienziale" dedicato a Giacomo Casanova

Essere Casanova per un giorno, anzi per 45 minuti. Questo l'obiettivo che dal 2 aprile (giorno del suo compleanno) si prefigge il museo "esperienziale", il primo al mondo, dedicato da Venezia al suo cittadino [*citoyen/habitant*] più noto al mondo. Quel Giacomo Casanova famoso per la sua passione di seduttore di belle dame, ma dalla vita in gran parte sconosciuta che lo ha visto abate [*abbé*], avvocato, soldato, violinista, avventuriero, filosofo, scrittore, matematico, alchimista, esoterico, massone, spia [*espion*], diplomatico, astronomo, cosmopolita ... insomma un vero anticipatore del cittadino europeo.

L'ambizioso progetto voluto da Carlo Parodi, imprenditore del vino con base a Londra, e produttore di un prosecco che porta appunto il nome di Casanova, sua grande passione, consiste in un viaggio multisensoriale in gran parte virtuale durante il quale il visitatore con un visore [*viseur*] hitech si proietta nel Settecento, cammina per le vie veneziane del tempo, diventa Casanova.

Dopo questo approccio con la realtà virtuale, il visitatore, grazie a un'audioguida in ben 10 lingue, ha accesso alle varie stanze del palazzo tra oggetti d'epoca, lettere autografe e abiti, seguendo il racconto frenetico di questa vita intensa tra incontri amorosi, politici e culturali. Casanova (1725-1798) infatti incontrò [*passé simple: rencontra*] re, imperatori e papi, tra soggiorni in prigione e molti viaggi.

Casanova ha viaggiato con i mezzi del tempo (cavallo e carrozza) per tutte le capitali europee per un totale di 40mila chilometri. E anche per celebrare questo continuo errare del veneziano la Fondazione Casanova ha intenzione di affiancare [*adjoindre*] al museo veneziano anche dei musei temporanei, nelle città dove Casanova ha lasciato tracce del suo passaggio, da San Pietroburgo a Praga, da Dresda a Parigi, da Vienna a Londra, da Amsterdam a Berlino, da Varsavia a Roma, a Napoli...

Testo adattato da
Silvestro Serra, 5 Aprile 2018, www.touringclub.it

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

RISPONDI ALLE SEGUENTI DOMANDE :

1. Perché è famoso Giacomo Casanova? Quali lati della sua vita sono meno conosciuti?

↩

.....

.....

.....

.....

.....

2. Chi ha promosso questo museo “multisensoriale”?

↩

.....

.....

.....

.....

.....

3. C'è un'audioguida nel museo? Cosa racconta?

↩

.....

.....

.....

.....

.....

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

4. La Fondazione Casanova come vuole celebrare i numerosi viaggi di questo personaggio veneziano?

↪

.....

.....

.....

.....

.....

II] GRAMMATICA. Completare con il congiuntivo presente (1-9 verbi regolari, 10-15 verbi irregolari). [3/20 punti]

Esempio: Penso che Alessio non manqi (mangiare) carne.

- 1 Credo che Rosa (partire) _____ presto.
2. Bisogna che voi (prendere) _____ una decisione.
3. È necessario che qualcuno (restare) _____ per aprire all'idraulico.
4. Credo che loro (capire) _____ bene l'italiano.
5. Volete che gli (noi - parlare) _____ ?
6. Aspetto che tu (finire) _____.
7. Spero che Paolo e Andrea (mettere) _____ tutto a posto!
8. Mi sembra che Marco (dormire) _____ poco.
9. È importante che (io - telefonare) _____ a mia zia per le feste.
10. Penso che Matteo (dare) _____ una mano a Carla.
11. Credo che (loro - andare) _____ in Italia questa estate.
12. Spero che voi (stare) _____ bene.
13. Ritengo che Paolo (fare) _____ bene il suo lavoro.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

14. Spero che tu (venire) _____ alla festa.

15. Mi aspetto che tu (dire) _____ la verità.

III] GRAMMATICA. Completare con i verbi all'indicativo imperfetto. [2/20 punti]

Esempio: Marco parlava (parlare) molte lingue straniere.

1. Martina non (bere) _____ alcolici.

2. Carlo (avere) _____ molti libri di storia.

3. Antonio (dire) _____ sempre

4. Marino (partire) _____ sempre in paesi lontani per le vacanze.

5. Paola (stare) _____ da sola in quel periodo.

6. Cosa (tu – fare) _____ da piccolo d'estate?

7. I suoi genitori non (andare) _____ mai in vacanza.

8. (loro – mettere) _____ le chiavi sotto lo zerbino [*paillasson*].

9. (noi – essere) _____ sempre felici di vederlo.

10. Marco non (capire) _____ perché era in punizione.

IV] GRAMMATICA - SI PASSIVANTE [in francese "ON"] - Completare con il verbo alla terza persona singolare o plurale del presente indicativo. [2/20 punti]

1. Qui si (mangiare) _____ buonissimi gelati.

2. In questa stagione si (piantare) _____ i pomodori.

3. In questa scuola si (studiare) _____ molte lingue straniere.

4. I biglietti si (comprare) _____ in stazione o su internet.

N° étudiant :

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

5. Qui si (coltivare) _____ frutta biologica.
6. Qui si (leggere) _____ pochi libri.
7. Oggi si (spendere) _____ molti soldi per cose inutili.
8. In Italia si (mangiare) _____ molta pasta.
9. La carbonara si (preparare) _____ senza la panna.
10. Gli spaghetti si (cucinare) _____ al dente.

V] ESPRESSIONE SCRITTA. Descrivere le seguenti immagini. [4/ 20 punti]



Raffaello Gambogi (1874-1943) - *Emigranti* (1894)

✍

.....

.....

.....

.....

.....

.....

.....

N° étudiant :

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

.....

.....

.....

.....

.....

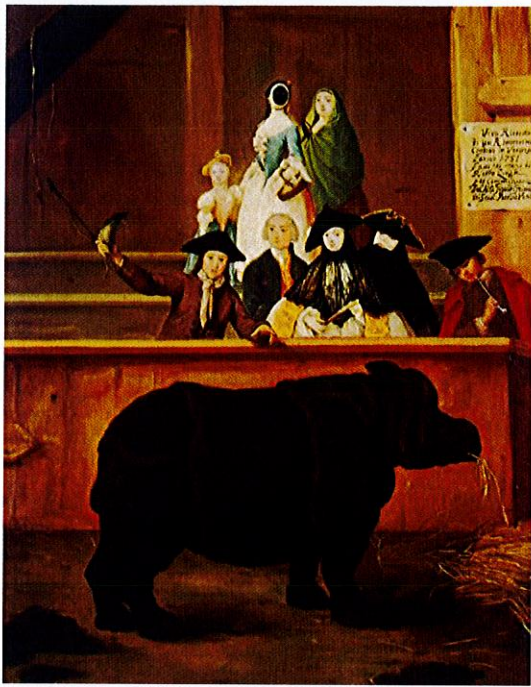
.....

.....

.....

.....

.....



Pietro Longhi (1701-1785) - Il rinoceronte (1751)

☞

.....

.....

.....

N° étudiant :

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

LICENCES 2^{ème} et 3^{ème} années
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite : UE4 – Méthodologie 2
Seconde langue vivante/ancienne
Latin

Date et horaire de l'épreuve : Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet : Mme LABONNELIE Muriel

Durée de l'épreuve : **2 heures**

Indications : Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.
Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera le sujet suivant sur la copie d'examen.

Rappel : Tout autre document et tout matériel électronique est strictement interdit.

RAPPEL : Tout autre document et tout matériel électronique est strictement interdit.

I- Traduction d'expressions et de formes verbales (5 points)

1. « de nombreux habitants » à l'ablatif pluriel ;
2. « un ami très joyeux » au génitif pluriel ;
3. « nous pouvions » ;
4. « il avait donné » ;
5. « nous aurons ».

Notes : 1. *multi, -ae, -a* : « nombreux » ; *incola, -ae, m.* : « habitant » ; 2. *laetus, -a, -um* : « agréable » ; *amicus, -i, m.* : « ami » ; 3. *possum, -tes, posse, potui* : « pouvoir » ; 4. *do, das, dare, dedi, datum* : « donner » ; 5. *habeo, -es, -ere, -ui, -itum* : « avoir ».

II- Lecture de la *Correspondance* de Pline le Jeune (5 points).

1. Comment Régulus acquiert-il sa fortune ?
2. Quel est le lien de parenté qui unit Pline le Jeune à Pline l'Ancien ?
3. Dans quelles circonstances Pline l'Ancien est-il mort ?
4. Comment Athénodore réussit-il à débarrasser sa maison des Mânes ?
5. Comment Pline le Jeune surnomme-t-il les deux villas qu'il possède au bord du lac de Côme ?

III- Version (10 points)

« A chacun son métier ! »

1. Apelles pictor, ubi tabulam pixerat, saepe illam in uia ponebat et post illam se condebat. 2. Sic de opere suo sententias eorum qui transibant audire poterat. 3. Deinde ex horum sententia tabulam suam domi studiose emendabat. 4. Sutor difficilior aliquando crepidae pictae figuram non laudauit. 5. Apelles tunc crepidam emendauit. 6. Sed postero die, iste sutor crus reprehendit. 7. « Satis est, sutor ! inquit pictor iratissimus. » 8. [Iudicare numquam debemus de illis rebus quae iudicii nostri non sunt.]

Notes :

1. *Apelles, -is* : « Apelle » (peintre grec actif au IV^e siècle avant notre ère).
2. La phrase 8 est à traduire uniquement par les étudiants inscrits en latin III.

UE OUVERTURE

LICENCE 2^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE10 – Ouverture
**Approche du monde contemporain –
Histoire contemporaine**

**Date, horaire et lieu de
l'épreuve :**

Mardi 15 mai 2018
8h à 12h
Salle 229

Responsable du sujet :

Mme RAMEAU Pauline

Durée de l'épreuve :

4 heures

Indications :

Le sujet comporte 2 pages recto verso et
numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera le sujet suivant sur la copie d'examen.

***RAPPEL : L'usage de tout document et tout matériel électronique
est strictement interdit.***

SUJET (dissertation)

Quelle émancipation féminine au XXe siècle ?

**LICENCE 2^{ème} année & LICENCE 1^{ère} année -
Langues et Communications + Lettres & Philosophie**

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE5 – Ouverture
Approche de l'histoire

Date et horaire de l'épreuve :

Mardi 15 mai 2018
10h à 12h

Amphithéâtre LADEY

Responsables du sujet :

Mme REYNAUD-PALIGOT Carole
& M. VIGNAUD Laurent-Henri

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera les deux sujets suivants sur deux copies séparées.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJETS

I- Histoire moderne

- Question 1 : Comment évolue la situation de la minorité protestante en France de l'Édit de Nantes à sa révocation ?
- Question 2 : Décrivez une journée type du roi à Versailles.
- Question 3 : Quelles sont les caractéristiques de la production imprimée au temps des Lumières ?

II- Histoire contemporaine

- Question 1 : Présentez les arguments des opposants et des défenseurs de la politique coloniale dans les années 1880.
- Question 2 : Présentez l'anthropologie culturelle aux XIX^e et XX^e siècles.
- Question 3 : Dans quelle mesure peut-on dire qu'on assiste aujourd'hui à une ethnicisation de la société française ?