

Cours d'entrée en 1^{ère} année du second cycle

Session du 05 septembre 2000

Série : Lettres Bilingues

Epreuve dominante : Langue Française

Spécialité : Littératures

Francophones

DUREE : 3 heures

Coef. : 4

1/ SEMANTIQUE

Sur le modèle « animal : genre » et « chien, chat = espèces » peut-on classer, ce genre et espèces, les signifiés des termes suivants :

- Assassin, criminel, pyromane
- Tribu, société, race
- Poire, conflit, fruit

2/ ENONCIATION

Relevez dans les deux textes ci-après, les passages de chaque type de discours (direct, indirect, indirect libre). Vous noterez particulièrement les indices (marques) du discours indirect libre.

La pauvre femme : des enfants de la terrasse supportent en général ses exigences. Si par hasard ils s'y refusent, Pomme a recours au drame – on l'a poussée, fait tomber exprès, elle souffre – avec des accents si déchirants, qu'il faut bien la connaître pour ne pas être touché de cet espoir de comédie. Chevalier.

Avez-vous un nouveau certificat de votre médecin ? Demande le docteur ESSOMBA. Elle en a un, relatant qu'elle n'a jamais été souffrante depuis son retour à EKYE.

3/ GRAMMAIRE

Cela dure deux heures et plus, car il s'agit de ramener un filet de cent brasses de long et qui se trouve rattaché très loin du rivage. Trois ou quatre hommes, à chacun des deux halles séparés par deux cents mètres de plage, commencent à tirer, en remontant la pente de sable où leurs pieds eux s'enfoncent puissamment. De la digue où de la dune qui la prolonge, descendent peu à peu des hommes, des femmes, jeunes et vieilles, des adolescents, des vieillards barbus les uns comme les autres placidement, sans se presser... A mesure qu'ils arrivent, ils s'attachent à la ligne. Après avoir essuyé de la main l'eau qui ruisselle sur le cordage, ils le posent sur l'épaule à même un chape plié (et) courbés en avant, le bras droit pendant, le gauche ramené en arrière (et) tirant sur le halli, ils gravissent l'arène, d'un pas lent et régulier, dans un mouvement d'ensemble d'une telle beauté qu'on en vient à s'attacher avec eux pour participer au rythme. Quand ils parviennent au haut de la file, où un garçonnet tient le câble, ils quittent leur travail et redescendent paisiblement.

a) Analysez grammaticalement les mots soulignés (nature et fonction)

b) Faites l'analyse logique des phrases. « A mesure que ... et redescendent paisiblement »

Concours d'entrée en 1^{re} année du second cycle

Session du 15 septembre 2000

Série : Lettres Bilingues

Spécialité : Bilingues

Epreuve dominante : English Language

DUREE : 3 heures

Coef. : 4

Do Section A and B, and any other two sections. In all, do four sections.

Section A: Reading comprehension

Control units

The controversial 'control unit' at Wakefield Prison is in use again. Three prisoners have been in the special punishment block since May 22, even though the Home Office hinted strongly three months ago that these deprivation cells were to be closed for good.

Sources within the Home Office suggested yesterday that the decision to reopen the cells had only been taken after long and often bitter official discussion. The reopening is seen as a victory for the hard-line position of the prison officers, and a corresponding defeat for those Home Office officials who felt that the control units caused more embarrassment to the prisons than effective discipline for their inmates.

The Home Secretary, Mr Jenkins, has shown his distaste for the control units but he is bound to consider the views of prison officers, who have been suggesting that without such special disciplinary procedures, authority within the prisons would be much harder to maintain. They have pointed to the recent controversy about the leniency of Mr Frank Leisching, governor of Winchester Prison, and the hundred warders (out of 180) who signed a motion of no confidence in his 'soft' approach.

Mr Jenkins told the Commons in February - for the situation had been exclusively revealed in *The Guardian* - that no prisoners were being considered for transfer to the then-empty control units. The second such unit at Wormwood Scrubs has now been dismantled.

Although Mr Jenkins suggested to Parliament that it was possible the units could be reopened should the disciplinary need arise, his statement was widely interpreted as a retreat from an unfortunate experiment by the Home Office.

The control units were introduced last year for inmates considered by prison staff to be 'intractable troublemakers'. Confinement in such a unit is divided into two stages. For the first 90 days the prisoner suffers solitary confinement for 23 hours of the day, relieved only by an hour of exercise in which he is forbidden to speak to other prisoners. Warders are trained to observe the prisoner without speaking to him except when absolutely necessary.

In the second stage, after the prisoner has gone through his first 90-day period without infringing the least rule, he is permitted to mix for a strictly-controlled part of the day with other inmates of the control cells. But if a single rule is breached - if a prisoner speaks to another inmate when he should not, or if he shows the slightest recalcitrance to a warder - he goes back to day one of the original regime.

These conditions, which have been criticised as brutal and medieval by prison reform groups and by several M.P.s and prisoners' relatives, were imposed on these latest three inmates after the recent disturbances in Hull.

Although the names of the three men serving these special terms are not known it is believed that at least two of them came originally from Hull prison.

Much of the new surge of prison discontent can be traced to the increasing tendency of courts to sentence criminals to long, and often to life, sentences. This, according to reform groups, has directly caused a new militancy among long-sentence prisoners, who feel they have little to lose.

Miss Gail Coles, of the Radical Alternatives to Prison group, said yesterday: 'The restoration of this vicious kind of punishment, in spite of every indication that this appalling experiment with human beings was to be abandoned, is a disgusting blot on the'

Questions

1. What is a control unit, according to the text?
2. What do you think is meant by "deprived cells"?
3. What was Mr. Leishington called? (a) b. (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

SECTION B: Writing

Write an essay of 250-300 words on any one of the following topics.

1. The consequences of the liberalization of the media in Cameroon.
2. "It is impossible to stop corruption in Cameroon" Discuss.

SECTION C: Syntax

1. What is meant by "aspect"? Make sentences to illustrate this grammatical notion.
 2. Label the underline portion of each sentence as SC (subject complement), OC (object complement), S (subject), DO (direct object), IndO (indirect object), App (appositive), etc. (use the full name for the first time).
- a) John told the waiter to wait.
- b) The fire that he kindled spread like wild fire.
- c) She looked so tired at the end of the examination.
- d) She knew what you want.

SECTION D: Lexicology and usage

1. Define the following terms and provide clear illustrations for each of them: polyphony, homophony, homography, antonymy, metonymy.
2. Each of the following sentences contains a mistake. Give the corrected version of each sentence. Underline the corrected portion.

- A) I am here since seven o'clock in the morning.
- B) John and Mary did not greet themselves when they parted.
- C) Fanaticism in politics is not good.
- D) Susan was shopping at eye of her friend.
- E) We are all advocating for change in society.

Show two different meanings of the following words: wind, answer, wind (a friend), leg, the wind, wind down, the end of the war, wind, mind, wound.

Do all the sections

SECTION A: READING COMPREHENSION

Read the passage and answer the questions that follow.

Summerhill education and standard education

I hold that the aim of life is to find happiness, which means to find interest. Education should be a preparation for life. Our culture has not been very successful. Our education, politics, and economics lead to war. Our medicines have not done away with disease. Our religion has not abolished usury and robbery. Our boasted humanitarianism still allows public opinion to approve of the barbaric sport of hunting. The advances of the age are advances in mechanism - radio and television, in electronics, in jet planes. New world wars threaten, for the world's social conscience is still primitive.

If we feel like questioning today, we can pose a few awkward questions. Why does man seem to have many more diseases than animals have? Why does man hate and kill in war when animals do not? Why does cancer increase? Why are there so many suicides? So many insane sex crimes? Why the hate that is anti-Semitism? Why Negro hating and lynching? Why back-biting and spite? Why sex obscene and leering joke? Why is being a bastard a social disgrace? Why the continuance of religions that have long ago lost their love and hope and charity? Why, a thousand why about our vaunted state of civilized eminence!

I ask these questions because I am by profession a teacher, one who deals with the young. I ask these questions because those so often asked by teachers are unimportant ones, the ones about school subjects. I ask what earthly good can come out of discussions about French or ancient history or what not when these subjects don't matter a jot compared to the larger question of life's natural fulfillment - of man's inner happiness.

How much of our education is real doing, real self-expression? Handwork is too often the making of a pin tray under the eye of an expert. Even the Montessori system, well-known as a system of directed play, is an artificial way of making the child learn by doing. It has nothing creative about it.

In the home, the child is always being taught. In almost every home, there is always at least one ungrown-up grownup who rushes to show Tommy how his new engine works.

(From Summerhill by A.S. Neill)

Questions

1. What does Neill regard as the basis of happiness?
2. What does he feel about our culture?
3. Sum up what he says about the behaviour of civilized people.
4. Say in one sentence who you think Montessori is.
5. Imagine what Neill considers to be a more effective form of education.

SECTION B: USAGE AND SYNTAX

1. Turn the sentences into reported speech. Begin the sentence as indicated.
 - a) "I'm very lucky this year".
My cousin said in 1992

- b) "I worked too much yesterday.
Tom told me last Monday ..."
- c) "I have nothing to eat today"
John said....
- d) "I will come next year"
John said ten years ago
- e) "I will come tomorrow"
Susan told me....

2. Make a sentence to illustrate (a) the notion of Preposition Phrase, (b) the notion of Adjective Complement; (c) the notion of Appositive, (d) the notion of Subject Complement and (e) the notion of Object Complement.

SECTION C: PRONUNCIATION

- a) Show the various pronunciations for the various meanings of the following words: Do not make sentences.
List of words: saw, lead, sow, fow, bow
- b) Mark the main stress on each of the following words based on RP:
Catherine, diagnosis, assassin, bulletin, contribute, astute, kitchenette, mattress, Cameroon, capitalism

SECTION D: WRITING

Write 250-300 words on any of the following topics:

- a) Write a letter to your Head of Department to request a re-marking of your script.
- b) Witchcraft
- c) Sport in Cameroon