1. Questions de cours (10 points)
a) Donnez le nom des grandes villes britanniques qui correspondent aux points indiqués sur la carte : (2.5)

A    B    C    D    E
Donnez le nom du fleuve qui traverse Londres (0,5).

b) Vrai ou Faux. La République d'Irlande est constituée de deux entités distinctes : l'Eire et l'Ulster. (1)

c) Citez trois provinces canadiennes. (1,5)

d) Pourquoi la langue anglaise a-t-elle été choisie comme « associate official language » en Inde ? (2)

e) Quelle est la capitale du Pakistan ? (0,5)

f) Qui était le premier président post-Apartheid de l’Afrique du Sud ? (1) Quel est le nom de son prédécesseur ? (1)

2. Commentaire (30 points) :
Faites un commentaire d’environ 100 mots, en français, exprimant votre accord ou votre désaccord avec chacune des phrases suivantes. Justifiez votre réponse.
   a) Le Commonwealth est une organisation culturelle qui ne joue aucun rôle politique dans le monde d’aujourd’hui. 
   b) Le commerce a joué un rôle primordial dans la naissance et l’expansion de l’Empire britannique.

3. Analyse (60 points dont langue / 20 et contenu / 40)
Répondez à la question suivante par un essai, en anglais, d’environ 300 mots :

Consider the following statement:
“That the legacies of empire are far reaching can be seen only too clearly in places like Ireland, Africa, India and much of the Middle East at this present time. It is when racism and prejudice are broached, that the Empire seems to come into its own; Ireland was the first serious attempt by the British Crown and Parliament, to begin a process of English colonisation, whose colonists would then take over the ‘wilderness’ of Ireland and use the land more profitably.”

(From ‘The Rise of the British Empire’ [http://www.britishempire.co.uk/article/liverpool.htm]).

Do you agree with the author’s claim that the British Empire was inherently racist and prejudiced? Justify your response using the examples of specific countries studied over the course of the semester.

Partie 2 : Etude de Textes

In his story ‘The Butler’, Roald Dahl makes theft look like justice. How does the author contrive to make this surprising message seem natural? Your answer, in the form of a structured essay of around 450 words, should take into account structural and stylistic features such as characterisation, plot structure and narrative voice.

[The text of the story is printed overleaf.]

As soon as George Cleaver had made his first million, he and Mrs Cleaver moved out of their small suburban villa into an elegant London house. They acquired a French chef called Monsieur Estragon and an English butler called Tibbs, both wildly expensive. With the help of these two experts, the Cleavers set out to climb the social ladder and began to give dinner parties several times a week on a lavish scale.

But these dinners never seemed quite to come off. There was no animation, no spark to set the conversation alight, no style at all. Yet the food was superb and the service faultless.

“What the heck’s wrong with our parties, Tibbs?” Mr Cleaver said to the butler. “Why don’t nobody never loosen up and let themselves go?”

Tibbs inclined his head to one side and looked at the ceiling. “I hope, sir, you will not be offended if I offer a small suggestion.”

“What is it?”

“It’s the wine, sir.”

“What about the wine?”

“Very well, Monsieur Estragon serves superb food. Superb food should be accompanied by superb wine. But you serve them a cheap and very odious Spanish red.”

“Then why in heaven’s name didn’t you say so, before, you twit?” cried Mr Cleaver. “I’m not short of money. I’ll give them the best flipping wine in the world if that’s what they want! What is the best wine in the world?”

“Claret, sir,” the butler replied, “from the greatest chateaux in Bordeaux - Lafite, Latour, Haut-Brion, Margaux, Mouton-Rothschild and Cheval Blanc. And from only the very great vintage years, which are, in my opinion, 1906, 1914, 1929 and 1945. Cheval Blanc was also magnificent in 1895 and 1921, and Haut-Brion 1906.”

“Buy them all!” said Mr Cleaver. “Fill the flipping cellar from top to bottom!”

“I can try, sir,” the butler said, “but wines like these are extremely rare and cost a fortune.”

“I don’t give a hoot what they cost!” said Mr Cleaver. “Just go out and get them!”

That was easier said than done. Nowhere in England or in France could Tibbs find any wine from 1895, 1906, 1914, or 1921. But he did manage to get hold of some twenty-fives and forty-fives. The bills for these wines were astronomical. They were in fact so huge that even Mr Cleaver began to sit up and take notice. And his interest quickly turned into outright enthusiasm when the butler suggested to him that a knowledge of wine was very considerable social asset. Mr Cleaver bought books on the subject and read them from cover to cover. He also learned a great deal from Tibbs himself, who taught him, among other things, just how wine should properly be tasted. “First, sir, you sniff it long and deep, with your nose right inside the top of the glass, like this. Then you take a mouthful and you open your lips a tiny bit and suck in air, letting the air bubble through the wine. Watch me do it. Then you roll it vigorously around your mouth. And finally you swallow it.”

In due course, Mr Cleaver came to regard himself as an expert on wine, and inevitably he turned into a colossal bore. “Ladies and gentlemen,” he would announce at dinner, holding up his glass, “this is a Margaux ‘29! The greatest year of the century! Fantastic bouquet! Smells of cowslips!” And notice especially the after taste and how the tiny trace of tannin gives it that glorious astringent quality! Terrific, ain’t it?”

The guests would nod and sip and mumble a few praises, but that was all.

“What’s the matter with the silly twerps?” Mr Cleaver said after this had gone on for some time.

“Don’t none of them appreciate a great wine?”

The butler laid his head to one side and gazed upward. “They would appreciate it, sir,” he said, “if they were able to taste it. But they can’t”