

DEVOIR SUR TABLE – UE 101 – 18 novembre 2011

NOM – Prénom :

Enseignant (entourez le nom de votre enseignant) : C. DELESSE – C. JACQUEMINET –
Élise LOUVIOT – Julie TARIF – David TEN EYCK

GRAMMAIRE et EXPRESSION ECRITE (barème/50)	NOTE :	/20
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1- GRAMMAIRE :

I. Dans le texte ci-dessous,

a) remplissez les blancs avec l'un des articles suivants : \emptyset , a(n), the (10 pts)

b) Entourez le quantifieur (en gras dans le texte) qui convient (4 pts)

c) donnez la nature/catégorie et la fonction des termes soulignés (6 pts)

Call Me Madame

Linguistic conventions in French are evolving to reflect changing social mores¹

..... language of official documents rarely catches the human imagination. But **some/any** French feminists have made it campaigning issue. **Most/much** administrative forms require that applicants tick one of three boxes to indicate whether they are “Monsieur”, “Madame” or “Mademoiselle”. That third category is, say campaigners, anachronism that should be abolished. Distinguishing among women according to their marital status recalls age when they were regarded as secondary to men.

..... campaigners' cause has right on its side. There is **no/none** need for honorific “Mlle” among adults. Even so, demand ought not to rank high among social reforms. Language evolves of its own accord to reflect changed and changing circumstances. persistence of two female honorifics is peculiarity rather than injustice.

..... Wittgenstein wrote that “the limits of language mean the limits of my world”. On strength of this slightly obscure maxim, **many/much** argue that language shapes way that people understand world: thus, everyday words and phrases, unthinkingly may reinforce sexual discrimination.

¹ *mores* = mœurs, coutumes

This is popular notion but it has **little/a little** evidence in its favour. It is more likely that people’s understanding of language shifts in response to changing social mores. Changing linguistic conventions is not route to attaining social justice.

Hence, everyday French increasingly follows German practice, which applies honorific “Fraülein” only to young girls. “Frau” is common form of German address for **all/each** women, regardless of marital status. “Madame” is inevitably taking that role in French. And great virtue of **both/the two** is that, unlike “Ms”, they can be pronounced.

The Times, 29/9/2011

	Nature/catégorie	Fonction
<i>That third category</i>		
<i>marital</i>		
<i>language</i>		
<i>sexual discrimination</i>		
<i>It</i>		
<i>which</i>		

II. Mettez les phrases suivantes au pluriel (6 pts) :

1) The aircraft is not really a means of transportation.

.....

2) The economic crisis is an international phenomenon.

.....

3) A sheep needs a sensorial stimulus to procreate!

.....

4) A leaf has dropped on the roof.

.....

5) For the recipe you need to buy a tomato, butter, flour and spaghetti.

.....

6) The wife of a hero should be able to master the fear of losing her man.

.....

III. Donnez le masculin des mots suivants (3 pts) :

cow elephant :

gander :

doe :

goat :

Nom :

Mme DELESSE

Nom de votre enseignant de grammaire :

Partie II : PHONETIQUE

NOTE :

/20

I. Transcrivez en IPA (5 pts) :

boxes

pitch

care

Spain

mother

debt

hour

time

jam

weather.....

II. Transcrivez orthographiquement (5 pts) :

/raɪt/.....

/dɔː/.....

/flaʊə/.....

/'mʌni/.....

/wɜːdz/.....

/tʃiːz/.....

/θɪŋ/.....

/feɪs/.....

/hɑːf/.....

/kwɪə/.....

III. Dans la phrase suivante accentuez les mots qui doivent l'être (Ex : 'father) et soulignez ceux qui seraient normalement réduits (3 pts) :

And so what we try to do in the preventive health movement is to bring in natural things which have no side effects – they're only food.

IV. Donnez une phrase anglaise illustrant chacune des transcriptions ci-dessous (soulignez le mot concerné dans votre phrase) (3 pts) :

1-a. /æm/.....

b. /m/.....

2-a. /ðæt/.....

b. /ðət/.....

3-a. /frɒm/.....

b. /frəm/.....

V. Transcrivez le texte suivant orthographiquement, en essayant de reproduire la ponctuation (2 pts) :

/ˈlənəˌtræktɪv ˈlɒɪnˌtelɪdʒənt ˌlɒˈtɑɪdi ˈjʌŋ ˈmæn ˌtwentɪˈeɪt ˈfʌnd əv ˈdʌgz
ˈwɔːkɪŋ ˈsɪnəməɪ ən ˈbʊks ˈsiːks ˈɡɜːlfrend wɪð ˈsens əv ˈhjuːmə — ˈpraɪvət
ˈaɪ/

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

VI. Transcrivez, accentuez, réduisez les formes qui doivent l’être sans oublier les liaisons (2 pts) :

“Is this a letter for Alex to open?”

.....

“No, I don’t think so.”

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