

مباراة لملء المراكز الشاغرة في وظيفة كاتب في ملاك الصندوق الوطني للضمان الاجتماعي

المدة : ساعتان

(Compréhension – Grammaire – Production) مسابقة في اللغة الأجنبية الفرنسية

La lecture est la vie des livres

- 1 Il est indispensable à la qualité de mon sommeil que le livre que je donne soit une bonne et loyale
marchandise. Mon acheteur ne doit en aucun cas avoir à regretter l'argent qu'il a sacrifié à son achat. Un jour
pourtant, j'ai reçu dans un paquet un exemplaire déchiré en morceaux de mon roman *Les Météores*. Une lettre
jointe m'expliquait en substance : « J'ai acheté votre livre sur la foi d'une publicité. Dès les premières pages,
5 j'ai été écœuré. Cinquante francs de fichus ! » Il est regrettable que ce genre de lettre soit presque toujours
anonyme. Que craignent-ils donc, ces clients mécontents ? J'aurais bien volontiers remboursé à ce monsieur
ses cinquante francs fichus...
- Oui, la vocation naturelle, irrépissible, du livre est centrifuge. Il est fait pour être publié, diffusé, lancé,
acheté, lu. La fameuse tour d'ivoire de l'écrivain est en vérité une tour de lancement. On en revient toujours au
10 lecteur, comme à l'indispensable collaborateur de l'écrivain. Un livre n'a pas un auteur, mais un nombre
indéfini d'auteurs. Car à celui qui l'a écrit s'ajoutent de plein droit dans l'acte créateur l'ensemble de ceux qui
l'ont lu, le lisent ou le liront. Un livre écrit, mais non lu, n'existe pas pleinement. Il ne possède qu'une demi-
existence. C'est une virtualité, un être exsangue, vide, malheureux qui s'épuise dans un appel à l'aide pour
exister. L'écrivain le sait, et lorsqu'il publie un livre, il lâche dans la foule anonyme des hommes et des
15 femmes une nuée d'oiseaux de papier, des vampires secs, assoiffés de sang, qui se répandent au hasard en
quête de lecteurs. À peine un livre s'est-il abattu sur un lecteur qu'il se gonfle de sa chaleur et de ses rêves. Il
fleurit, s'épanouit, devient enfin ce qu'il est : un monde imaginaire foisonnant, où se mêlent indistinctement –
comme sur le visage d'un enfant les traits de son père et de sa mère – les intentions de l'écrivain et les
fantasmes du lecteur. Ensuite, la lecture terminée, le livre épuisé, abandonné par le lecteur, attendra un autre
20 vivant afin de féconder à son tour son imagination, et s'il a la chance de réaliser sa vocation, il passera ainsi de
main en main...

Michel Tournier, *Le Vol du vampire : Notes de lecture*, Gallimard, 1994

Questions :

I – Compréhension :

- 1 – A qui renvoient les deux pronoms personnels « Je » à la ligne 1 et à la ligne 4 ? Comment expliquez-vous leur
disparition dans la suite du texte ?
- 2 – A la lumière de l'anecdote rapportée dans le premier paragraphe, expliquez ce que l'auteur entend par « loyale
marchandise ». (lignes 1 – 2)
- 3 – Expliquez, à partir du contexte, l'opposition « tour d'ivoire » / « tour de lancement » (ligne 9).

4 – Repérez dans le second paragraphe, deux phrases qui illustrent le rapport auteur-lecteur.
Expliquez la nature de ce rapport .

5 – Deux champs lexicaux opposés se partagent la fin du texte (un livre écrit mais non lu, ... réaliser sa vocation)
(lignes 12 – 20) . Identifiez-les et interprétez leur opposition.

II - Grammaire :

- 1 – Dans la phrase « J'aurais bien volontiers remboursé à ce monsieur ses cinquante francs fichus...», relevez le verbe, précisez son mode et dites – en la valeur, en justifiant son emploi.
- 2 – Dans la première phrase du texte, le pronom « il » est un sujet apparent. Trouvez le sujet réel du groupe verbal « est indispensable ».
- 3 – Transformez ces deux phrases de style direct (lignes 3 – 4 – 5) « Une lettre ... éccœuré » en style indirect.
- 4 – Mettez au passé la phrase suivante: « s'il a la chance de réaliser sa vocation, il passera ainsi de main en main »

III – Production écrite :

De nos jours, la jeunesse néglige de plus en plus la lecture des livres.

Par quels arguments, pouvez-vous convaincre les jeunes de retrouver le plaisir de la lecture ?

بيروت ، في ٢٩/٩/٢٠١٢

اللجنة الفاحصة

مباراة لملء المراكز الشاغرة في وظيفة كاتب في ملاك الصندوق الوطني للضمان الاجتماعي

مسابقة في اللغة الأجنبية الإنكليزية (Reading Comprehension and Vocabulary – Language – Writing) المدة : ساعتان

Criminal Rehabilitation

1 One night, I turned on the TV and found myself in the middle of an emotional and highly charged debate. On one side was a father whose teenage son had been murdered. He was outraged that the convicted murderer, also a teenager, had applied for a special grant to pay for college courses. "It was," he said, "a travesty of justice." His son lost out on college and on life, yet his taxes were going to make possible a college education for his son's killer. It was impossible not to empathize with him. Where was the fairness, the justice?

2 On the other side was the convict, a person who had murdered a teenage boy for no reason. The prisoner did not claim his incarceration was unjust: he actually seemed remorseful. If he could do it all over again, he would give up his life instead. The fact was that he could not exchange places, and that at some point he will complete his prison term. "If I do not use my time in prison to educate myself," he said, "how will I ever be able to be a contributing member of society?"

3 His points made sense. Indeed, no one was handing him a degree. He had to study and prove his academic fitness. He had no money: without the grant he was applying for, there would be no courses. And the actual amount was hardly dramatic. It could be called a modest investment for the future. Now enters a new voice, a politician who is furious. "Do you know how many boys and girls will be unable to attend college because their families haven't got the money to send them, but who don't qualify as poor enough to get such a grant? They will lose out, and prisoners will take their place," he warned.

4 This argument was more than a bit exaggerated. The number of prisoners who receive the grants represents a very small percentage, less than one-half of one percent of the total. Those who complete their college education and those who go on to graduate programs – also the government grant – have a zero crime rate, I am told. If true, and I have no information to prove otherwise, that is significant.

5 Prisons are hot topics these days. People are understandably resentful when confronted with what is claimed to be a luxury holiday camp for felons. On the other hand, correctional institutions should not be medieval dungeons. There can be a middle ground. The dilemma in finding it is that we cannot get past the desire for revenge. We want convicts to be punished, then reformed. Mostly, though, we want them to suffer for making others suffer.

6 Something has to change. Since it is not possible to imprison every miscreant for life, the logical alternative is to stop warehousing prisoners and teach them to do something of value – a trade, a profession, and appreciation of art and music, a new way of life.

7 Nothing will ever ease the pain left by a murdered child or a slain parent. Some future success for a felon made possible through a tax-supported scholarship in prison will be difficult to swallow, but it is necessary for society's survival. We talk about the need for people to repay their debt to society, and then we object to giving them the means to do so.

QUESTIONS

A. Answer the following questions.

1. How did the convict show that he was regretful?
2. What does each of the following underlined pronouns refer to?
 - a. him (Paragraph 1)
 - b. it (Paragraph 5)
3. What does the writer suggest to reach a middle ground?
4. Explain the irony in Paragraph 1.

B. Copy the following chart into your answer booklet, and then fill it in with points of argument for and against the convict's request to continue his studies.

For	Against
1. _____	1. _____
2. _____	2. _____

C. The following extract is taken from the end of a paragraph in the text. Which paragraph number is it? Justify your answer.

“People do not believe that convicted felons should receive three meals a day, the opportunity to exercise or the right to watch TV. For a while, the stories about people who, immediately after they were released from jail, lost no time committing another crime – mugging, break-ins, car theft – were oddly amusing. Now they are simply scary.”

D. Find the word in the given paragraphs that has the same meaning of each of the following definitions.

1. felt very angry and shocked (Paragraph 1 or 2)
2. trivial treatment of a situation (Paragraph 1 or 2)
3. putting or keeping someone in prison (Paragraph 2 or 3)
4. an amount of money given to someone, especially by the government, for a particular purpose (Paragraph 3 or 4)
5. a dark underground prison (Paragraph 4 or 5)
6. someone who is guilty of a serious crime (Paragraph 5 or 6)
7. a situation in which it is very difficult to decide what to do because all the choices seem equally good or equally bad (Paragraph 5 or 6)
8. a bad person who causes trouble or hurts people (Paragraph 6 or 7)

E. Rewrite each of the following sentences, starting with the words given. Make sure not to change the original meaning.

1. If he could do it all over again, he would give up his life instead.
Had he been able _____
2. No one was handing him a degree.
He was _____
3. “If I do not use my time well,” he said, “how will I ever be able to educate myself?”
He wanted to know _____

Writing

“Prisons are hot topics these days.” Many believe that drastic reforms are urgently needed. In a well-organized and coherent essay, suggest two practical ways to improve the current conditions in prisons. Explain in details how these reforms may help rehabilitate prisoners to become effective members of society.

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