

## ANGLAIS

### WHAT KIDS SHOULD KNOW

*I must study Politics and War that my sons may have liberty to study Mathematics and Philosophy. My sons ought to study Mathematics and Philosophy, Geography and...Agriculture, in order to give their children a right to study Painting, Poetry, Music...Tapestry and Porcelain.*

– JOHN ADAMS, AMERICAN PRESIDENT, 1797-1801

Mr. Adams had rosy hopes for the progress of knowledge in his young nation, what with his sons tackling Plato and planting, and his grandchildren graduating to verse and vases. Ten generations on, he'd doubtless be surprised at the cultural landscape. The dazzling diversity of the nation he helped to found has broken up old notions of what it means to be an educated person. The shrinking world and waves of migrants continually re-educate America, reinventing its culture and its sense of what it means to be a refined person.

The white Anglo-Saxon Protestant's cultural bedrock of Shakespeare and the Bible has eroded: grad students today are as likely to be writing on 12th-century Sufi Saints or Mario Vargas Llosa novels as they are on the Western canon. Postmodernity – that trixy, trendy pseudo-philosophy that questioned hidden prejudices and preconceptions sustaining knowledge – managed, for a time, to shrink the space between high and low culture. During its vogue in the 1980s, Yale literature students were taught to “read” Ralph Lauren perfume ads with the same solemnity they applied to the Iliad.

Though the po-mo rage has faded scholars are still waging fierce debates over whether students are vessels to be filled with facts or souls to be stretched with perceptions. For the IT generation, many of whom can Web-surf as soon as they can read, the quicksilver possibilities of cyberspace dazzle more than the slow-burning pleasures of a sonnet. Many teachers now emphasize attitudes like risk-taking and compassion over knowledge. They also put the stress on learning how to learn, which is actually rather honest in an age when the notion of mastering a field of knowledge is frankly impossible. “A person who claims they've read all the basic scientific papers?” says Arie Rip, secretary of the Royal Holland Society of Sciences and Humanities. “Nonsense”.

Given our fast-changing, globalized and info-saturated world, what will the cultured person of the future look like? In the past, being educated meant knowing lots about the past. In the 21st century, it will increasingly mean looking to the future. We live in an age when professionals are increasingly specialized. The truly educated person – whether a Milton scholar, a Web-solutions designer or a brain surgeon – will be someone who can communicate with those outside his or her profession. A shrunken world latticed with interconnections will need translators – across borders, disciplines and cultures. “All the parts of the world are interacting in such complex ways that the cultured person will be someone open to other cultures,” notes Ronald Barnett, of the University of London's Institute of Education. “He or she will have to be able to transcend his or her own culture, language and outlook.”

It would be pretentious to assume our generation invented this notion. In the 18th century, Samuel Johnson aimed to “survey the world from China to Peru.” Curiosity, counseled Enlightenment philosopher Montaigne, was key. One should “seek the contagion of

an unknown air.” Particularly in the United States that quest has been forsaken for the familiar. In the 1920s an American high school senior could study Virgil. A recent poll found that only one in seven Americans between 18 and 24 could find Iraq on a map. “A lot of American education focuses on making kids feel comfortable,” observes sociologist Richard Sennett [...]. “It interprets the everyday. That’s not a good recipe for broadening your horizons.”

Perhaps not, but it may be the danger of a democratic age. In a sense John Adams’s successful studies of “Politics and War” have worked only too well, producing a nation of delicate, overrefined minds. We’ve graduated from “Tapestry and Porcelaine” to egocentricity. More than a century ago, Alexis de Tocqueville noted that democracies bred self-obsessions: “In democratic communities” he wrote in *Democracy in America*, “each citizen is habitually engaged in the contemplation of a very small object: namely, himself.” The era of the Blogger, the personal Web-site and the call-in cable show provides a marketplace of opportunities to listen to oneself or the like-minded. The trick, for coming generations, will be to stop contemplating the self, and to spend more time breathing Montaigne’s unknown air.

**Adapted from Carla Power  
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## I. COMPREHENSION

*En vous référant au texte, choisissez la réponse qui vous paraît la plus adéquate.*

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| <p><b>1.</b> John Adams's introductory quotation means:</p> <p>(A) During the war, people were not free to study mathematics and philosophy.</p> <p>(B) It is impossible to practice art if you do not have any notion of mathematics, philosophy, geography and agriculture.</p> <p>(C) Indulging in the study of art is only possible in societies with a background heritage in fundamental sciences.</p> <p>(D) People are not entitled to study art if they have not first studied mathematics, philosophy, geography and agriculture.</p> <p><b>2.</b> From the first paragraph of the text (lines 1 to 6) it can be inferred that:</p> <p>(A) What it means to be an educated person is now more precisely defined than it was in the 18<sup>th</sup> century.</p> <p>(B) The old notions of what it means to be an educated person are now deeply rooted in the American traditions.</p> <p>(C) The old notion of what it means to be an educated person is still valid nowadays.</p> <p>(D) The definition of an "educated person" is constantly evolving.</p> <p><b>3.</b> In the first paragraph the expression "shrinking world" means:</p> <p>(A) The universe is expanding.</p> <p>(B) The earth is becoming smaller and smaller.</p> <p>(C) The boundaries of the unknown are constantly receding.</p> <p>(D) The world is decreasing in size.</p> <p><b>4.</b> Students today:</p> <p>(A) are unlikely to be attracted by traditional literature and culture.</p> <p>(B) have eclectic programs.</p> <p>(C) consider Shakespeare and the Bible as the bedrock of Anglo-Saxon culture.</p> <p>(D) are asked to consider advertising as literature.</p> | <p><b>5.</b> According to many teachers, students:</p> <p>(A) should not take risks when choosing a field of knowledge.</p> <p>(B) should not let their feelings interfere when choosing a field of knowledge.</p> <p>(C) should, above all, learn to be honest.</p> <p>(D) should concentrate on acquiring sound working techniques.</p> <p><b>6.</b> "Curiosity, counseled Enlightenment philosopher Montaigne, was key" means:</p> <p>(A) curiosity is the key to open-mindedness.</p> <p>(B) curiosity led Montaigne to be a philosopher.</p> <p>(C) Montaigne counseled the Enlightenment philosophers.</p> <p>(D) Montaigne was the key to the Enlightenment philosophy.</p> <p><b>7.</b> According to Richard Sennett, American education nowadays:</p> <p>(A) emphasizes the importance of geography.</p> <p>(B) aims at broadening children's horizons.</p> <p>(C) emphasizes the quest of the unknown.</p> <p>(D) aims at producing self-confident persons.</p> <p><b>8.</b> Alexis de Tocqueville thought that democracy:</p> <p>(A) favoured altruistic feelings.</p> <p>(B) tended to make people egocentric.</p> <p>(C) tended to give people a feeling of inferiority.</p> <p>(D) tended to broaden people's horizons.</p> |
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**Tournez la page S.V.P.**

## II. LEXIQUE

*Choisissez la réponse qui, en fonction du contexte, vous paraît la plus appropriée.*

9. “tackling” (*line 2*) means:

- (A) teaching
- (B) dealing with
- (C) connecting
- (D) undertaking

10. “trendy” (*line 9*) means:

- (A) sophisticated
- (B) undeviating
- (C) traditional
- (D) fashionable

11. “sustaining” (*line 10*) means:

- (A) supporting
- (B) displaying
- (C) depreciating
- (D) highlighting

12. “dazzle” (*line 17*) means:

- (A) astonish
- (B) puzzle
- (C) attract
- (D) worry

13. “outlook” (*line 33*) means:

- (A) physical appearance
- (B) social behaviour
- (C) general attitude to life and the world
- (D) personal beliefs

14. “assume” (*line 34*) means:

- (A) suppose
- (B) cope with
- (C) suspect
- (D) doubt

15. “survey” (*line 35*) means:

- (A) supervise
- (B) measure
- (C) study
- (D) rule

16. “forsaken” (*line 37*) means:

- (A) banned
- (B) abandoned
- (C) confused
- (D) forgotten

17. “poll” (*line 38*) means:

- (A) survey
- (B) competition
- (C) assessment
- (D) examination

18. “trick” (*line 50*) means:

- (A) habit
- (B) trap
- (C) deception
- (D) solution

### III. GRAMMAIRE

*Parmi les quatre solutions proposées, choisissez, pour chacun des énoncés lacunaires suivants, celle qui vous paraît le compléter correctement.*

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| <p><b>19.</b> He will certainly be able to use the computer as soon as ....<br/>         (A) he can write.<br/>         (B) he will be able to write.<br/>         (C) he will write.<br/>         (D) he will can write.</p> <p><b>20.</b> My son ought .... philosophy.<br/>         (A) learn<br/>         (B) have to learn<br/>         (C) to have learn<br/>         (D) to have learned</p> <p><b>21.</b> He .... surprised when they announce the results.<br/>         (A) won't be<br/>         (B) have been<br/>         (C) will have be<br/>         (D) wouldn't have been</p> <p><b>22.</b> She was in such a state when they arrived .... she could not speak.<br/>         (A) than<br/>         (B) as<br/>         (C) that<br/>         (D) so that</p> <p><b>23.</b> The students, .... had left, were not informed.<br/>         (A) of whom many<br/>         (B) many of whom<br/>         (C) many of them<br/>         (D) who many</p> <p><b>24.</b> They must go to school .... to become educated persons.<br/>         (A) for<br/>         (B) so that<br/>         (C) in order<br/>         (D) as so</p> | <p><b>25.</b> Incredible .... this might sound, it is true.<br/>         (A) as<br/>         (B) so much as<br/>         (C) so much that<br/>         (D) as much as</p> <p><b>26.</b> A student who works hard is a .... student.<br/>         (A) working-hard<br/>         (B) work-hard<br/>         (C) hard-work<br/>         (D) hard-working</p> <p><b>27.</b> A person who has an open mind is .... person.<br/>         (A) a mind-open<br/>         (B) an open-mind<br/>         (C) an open-minded<br/>         (D) an open-minding</p> <p><b>28.</b> In the past they .... study politics.<br/>         (A) should have to<br/>         (B) did not<br/>         (C) were not<br/>         (D) have to</p> <p><b>29.</b> We did not hope he would make ...<br/>         (A) much progress.<br/>         (B) many progress.<br/>         (C) a lot of progresses.<br/>         (D) many progresses.</p> <p><b>30.</b> They were surprised .... her knowledge in philosophy.<br/>         (A) of<br/>         (B) with<br/>         (C) at<br/>         (D) by</p> |
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31. In his Monday conference he .... about democracy.  
(A) has been speaking  
(B) has spoken  
(C) spoke  
(D) had spoken
32. He .... stopped .... English two years ago.  
(A) Ø / study  
(B) had / studying  
(C) has / to study  
(D) Ø / studying
33. Students are no longer used .... by heart.  
(A) to learning  
(B) to learn  
(C) at learning  
(D) learn
34. Students are .... considered as vessels to be filled with facts.  
(A) not longer  
(B) no any longer  
(C) no longer  
(D) not so long
35. As he was not good enough at physics, he .... take extra courses.  
(A) had to  
(B) should have to  
(C) must  
(D) would have to
36. .... people .... before are interested in literature.  
(A) Less / than  
(B) Fewer / as  
(C) Fewer / than  
(D) Less / that
37. In the States, this kind of research .... for years.  
(A) is carried out  
(B) was being carried out  
(C) is being carried out  
(D) was carried out
38. She .... in mathematics last year.  
(A) has graduated  
(B) had graduated  
(C) will have graduated  
(D) graduated
39. Teachers now would like student training .... less specialized.  
(A) is  
(B) would be  
(C) to be  
(D) should be

**Fin de l'énoncé**