

Proposition de Corrigé

I - COMPREHENSION - EXPRESSION

1. What sort of narrative is this? (One sentence)

The text is a first person narrative (and the scene is seen through the eyes of an omniscient narrator).

2. What do we know about the narrator's occupation and centre of interest? (One sentence)

The narrator is a student who seems to be interested in Greek and Roman epic poetry.

3. Where exactly does the main scene take place? Find two elements to justify your answer.

The scene takes place in a university.

"I had my "Greek and Roman Epic" lecture with professor of the Humanities, Emeritus, Zolo Kydd." (l. 1-2)

"the three hundred drowsy students in the lecture hall" (l. 38)

4. a) What is Zolo Kydd's occupation?

Zolo Kydd is a university professor of Greek and Roman literature.

b) What does the narrator think of his physical appearance and dress style? Use your own words. (20 to 30 words)

The narrator mocks Zolo Kydd's appearance and dress style. The way he looks (white hair, freckles, tanned skin) and the clothes he wears are very awkward, not to say ridiculous.

5. What is the narrator's father's job? (One sentence)

The narrator's father is also a (university) teacher.

6. That day, Zolo Kydd makes references to the Greek and Roman world.

a) Pick out the names of the two authors he mentions and a book one of them wrote.

- Homer (l. 12) wrote *The Odyssey* (l. 18)

- Plutarch (l. 27)

b) Pick out the name of the hero he mentions.

- Achilles (l. 41)

7. "Zolo had an anesthetizing delivery style" (ll. 7-8)

Explain this quote using your own words and quote two elements from the text. (20 to 30 words)

The way Zolo speaks, the tone of his voice and the content of his lectures must have been so boring/dull that it acted like a lullaby on the students.

- "most students had nodded off" (l. 7)

- "three hundred drowsy students" (l. 38)

8. In your opinion, why does the narrator often refer to her father? Use your own words and give at least two reasons. (20 to 30 words)

She often refers to her father because she clearly admires him and she wants to stress how good he is as a teacher compared to Zolo.

9. Why does the narrator use the adverb "yet" on line l. 11? (20 to 30 words)

The narrator is not different from the other students. She also usually nods off when Zolo starts his lecture. But this time, it's different, she's mesmerized by the professor.

10. a) Use your own words to give details about the experiment: who? (who initiated it? for whom?) what? (10 to 20 words)

Teachers, maybe working on a thesis, made dangerous inmates read Homer's *Odyssey* to evaluate the impact the book had on them.

b) In your opinion, was the experiment successful? (20 to 30 words)

The experiment was quite a success since 20 dangerous criminals out of 100 read *The Odyssey*, which even compelled three of them to write their own book of poetry.

c) Explain in one sentence what the following quotes show about Zolo's reaction to this experiment.

l. 19 "would you know it"

l. 23 "funnily enough"

Zolo didn't expect such a positive and encouraging result for an experiment conducted on dangerous people who probably never read much or at all in their life.

11. "If only we'd have the nerve to look for it in-in ourselves, it just-it just might-" (ll. 27-28)

a) Imagine how this sentence could end. (Start with "it just might...")

It just might... be the rebirth of real heroism.
mean there's still some *hope*.

b) How do you understand this quote? (20 to 30 words)

According to Zolo, Man has buried his will to conquer and defeat, to transcend himself deep inside, but could unearth it if he wanted to.

12. a) What do the following quotes tell us about the narrator's reaction? (10 to 20 words)

l. 29 "I don't know what came over me."

l. 37 "Without thinking, I stood up"

What she does is so unlike her that she feels as though she was a puppet manoeuvred by somebody else.

b) How did this event change her life? (One sentence)

This event changed her life to the extent that she started writing a book, something she probably would never have considered doing before.

13. Choose **one** of these questions (250 words).

a) "There's an absence in this day and age of real heroism." (ll. 24-25) Discuss.

b) "Everyone who knows how to read has it in their power to magnify themselves, to multiply the ways in which they exist, to make their life full, significant, and interesting." (Aldous Huxley) Discuss.

c) Creative writing as therapy. Who could it work for? Could it work for you?

II - TRADUCTION

Translate into French from line 18 ("They arranged... ") to line 25 ("... real heroism").

Ils se sont débrouillé pour donner des copies de l'*Odyssée* à-à-à une centaine de criminels parmi les plus endurcis d'une prison de haute sécurité, Riverbend, je crois que c'était là, et croyez-le ou pas, vingt prisonniers lurent le truc de la première à la dernière page, et trois d'entre eux s'assirent et écrivirent leur propre épopée.

La Oxford University Press va en publier une l'année prochaine.

L'article débattait de l'épopée poétique en tant que moyen parfaitement viable de réinsérer les-les-les criminels les plus sanguinaires du monde.

Il-il semble, assez curieusement, qu'il y a quelque chose là-dedans qui diminue la colère, le-le stress, la douleur, ramène, même pour ceux partis tellement, tellement loin, un sentiment d'*espoir*, parce que le vrai héroïsme est absent de notre époque.