

Banque d'épreuves FESIC – Samedi 14 mai 2016



ÉPREUVE D'ANGLAIS

Durée : 45 mn

INSTRUCTIONS AUX CANDIDATS

L'usage de la calculatrice ou de tout appareil électronique est **interdit**.

L'épreuve comporte 60 questions indépendantes.

Pour obtenir la note maximale, vous devez traiter les 60 questions.

Chaque question comporte 4 affirmations repérées par les lettres A, B, C et D. Une seule de ces affirmations est correcte.

Toute réponse exacte rapporte deux points.

Toute réponse inexacte entraîne le retrait d'un point.

L'annulation d'une réponse ou l'abstention n'est pas prise en compte, c'est-à-dire ne rapporte ni ne retire aucun point.

Part 1

Choose the correct answer (A, B, C or D) to each question and put the corresponding letter on the answer sheet.
There is only one answer to each question.

1. **Could you tell me Paris?**
A a way B way to C the way D the way to
2. **About two people are employed in the car industry.**
A millions B million C millions of D million of
3. **I've got his address, but I don't think I've got**
A yours B your C of your D yourself
4. **Watch fast they run!**
A how B how much C so D so much
5. **She hates travelling car.**
A on B by C with D at
6. **Your neighbour in class is the person who sits you.**
A next B close C besides D next to
7. **Tomorrow**
A she will have her twenty years B she will be twenty C she will be twenty years D she is twenty years of age
8. **The news announced yesterday.**
A is B was C are D were
9. **He will come home when hungry.**
A he gets B he has got C he will get D he will have get
10. **What tonight?**
A are you doing B do you C do you do D you are doing
11. **She said she to him next Sunday.**
A speaks B will speak C spoke D would speak
12. **I remember them last year .**
A meeting B to meet C of meeting D met
13. **Everybody in the department promotion.**
A want B are wanting C wants D wanting
14. **..... is one of my favourite sports.**
A The ski B Ski C To ski D Skiing
15. **"Were all the employees interested in the project?" "No, but of them were."**
A the more B much C the most D most
16. **I've never met friendly people!**
A such B so C so much D how

17. His story is practically the same
A as his brother B as his brothers' is C as his brother's D than his brother's
18. "Is it a good book?" "I don't know, I haven't bought it".
A still B yet C already D ever
19. She bought a new washing machine
A since the end of May B for three weeks C three weeks ago D three weeks already
20. This computer was the smallest he had seen.
A never B still C ever D already
21. You are not allowed luggage when you travel by plane.
A many B few C plenty D much
22. Which of these three dogs is one?
A stronger B the strongest C strongest D the stronger
23. Please excuse me late.
A to be B of being C for being D be
24. I refuse to take no
A in answer B for answer C for an answer D for answering
25. Do not allow your children
A run B to run C running D to have run
26. "What did you do when you missed the bus?" "We wait for another one."
A had to B should C must D may
27. Isn't that the man works at the Post Office?
A whose wife B who wife C which wife D whom wife
28. We haven't heard from her last month.
A since B during C as D for
29. I for three hours last night.
A have worked B worked C had worked D have been working
30. I was about when the phone rang.
A leaving B to leave C my leaving D time to leave
31. They from her recently.
A didn't hear B haven't heard C are not hearing D don't hear
32. Everybody will take off hats.
A the B theirs C their D them
33. I must my hair cut.
A do B make C let D have
34. If I were a doctor, I to help you.
A was able B can C would be able D could

35. Jane and I to music when you arrived.
A have been listening B was listening C had listened D were listening
36. The children are being French by very modern methods.
A taught B learnt C teaching D to learn
37. I am looking forward meeting you there.
A for B to C at D towards
38. I find it hard what he says.
A understanding B in understanding C understand D to understand
39. I want you for dinner.
A staying B stay C to stay D stayed
40. On his doctor's advice he stopped altogether.
A from smoking B to smoke C smoking D the smoking

Part 2

Choose the correct answer (A, B, C or D) to each question and put the corresponding letter on the answer sheet.

There is only one answer to each question.

The exercise begins with one example (0)

SIGNS OF OUR TIMES: WHY EMOJI CAN BE EVEN MORE POWERFUL THAN WORDS

Each year, Oxford Dictionaries selects a word that has risen to prominence (0). **C.** the past 12 months as its "Word of the Year". The word is carefully chosen, based on a close analysis of how often it is used and what it reveals about the times we live (41)

But the 2015 word of the year is not a word at (42) It's an emoji – the "face with tears of joy" emoji, to be precise. Formerly regarded with disdain (43) the textual equivalent of an adolescent grunt, it appears that emoji has now gone very popular. Even if it's not a real language, then it is – at the very (44) – something that most of us use, most of the time. In fact, more than 80% of all adult smartphone users in the UK regularly use emoji.

Emoji – from the Japanese meaning "picture character" – is in many respects language-like. Spoken or signed language (45) us to convey a message, influence the mental states and behaviours of others. We use language to propose marriage and confirm it, to quarrel, make up and get divorced. Yet emoji (46) similar functions – it can even get you arrested!

Like our treasured English words, emojis are powerful instruments of thought and, potentially, persuasion. Just like language, they (47) and will be used as evidence (48) you in a court of law. In short, those who dismiss the language-like nature of emoji fundamentally misunderstand (49) human communication works in our brave new digital world.

One could even argue that, in some ways, emojis are more powerful than words. Occasionally, emojis can (50) replace words.

We are increasingly living in an age of emoji: they are, quite literally, a sign of our times. There's no doubt that language is here to stay – the great English word is not (51) peril, and won't be (52) time soon. But emoji fills a gap in digital communication – and makes us better at it in the process.

The Conversation - November 18, 2015

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|-----------|-----------|---------|-----------|-----------|
| 0 | A since | B for | C over | D at |
| 41 | A on | B in | C into | D at |
| 42 | A least | B most | C much | D all |
| 43 | A such | B like | C as | D of |
| 44 | A least | B last | C most | D best |
| 45 | A allow | B makes | C enables | D permits |
| 46 | A gains | B makes | C has | D got |
| 47 | A must | B can | C have to | D need |
| 48 | A against | B about | C for | D to |
| 49 | A which | B if | C what | D how |
| 50 | A just | B so | C not | D even |
| 51 | A to | B at | C in | D of |
| 52 | A no | B any | C in | D some |

Part 3

Read the extract and choose the best answer according to the text.

Put the corresponding letter on the answer sheet.

Read each passage right through before choosing your answers.

THE MEANING OF HALLOWEEN

ON OCTOBER 31st, American children will dress up as witches and ghosts, and knock on their neighbours' doors to demand sweets. 'Trick or treat' they will say. Often, their parents will too. In the days before, many will have transformed their gardens into cemeteries, scattered with polystyrene bones and headstones, and crawling with enormous furry spiders. Visiting Europeans often find this bizarre; but Halloween is catching on in their countries, too. In Britain, it has long been out-competed by Guy Fawkes Day, held on November 5th, when Brits light bonfires and fireworks to remember an early-17th-century plot by Catholic terrorists to blow up the House of Lords. Yet Halloween is on the rise. So what is it?

Its shiny, inflammable witch costumes probably have their origins in the ancient Celtic festival of Samhain, during which people marked the beginning of winter by dressing up as evil spirits. Around the eighth century, the Christian church took over the festival. It became Hallows (or "Holy") Day, on which Christians remembered dead relations and saints. Hallows Day began with a vigil held the evening before – hence Hallow E'en, a contraction of evening, which became Halloween. At this time, the poor would sing and pray for alms. Some think this was the precursor to modern trick-or-treating. After Hallows Day became unacceptable, as a Catholic festival, during the Reformation, the holiday was considered as a period of pre-winter fun. It became known as Mischief Night, taking on an association with naughtiness that has stuck. In the America of 1950, members of the Senate Judiciary Committee tried in vain to rescue the festival for the virtuous. They recommended that Halloween should be called "National Youth Honour Day". *This* didn't catch on.

For Halloween was by then in the process of being transformed into the hugely popular and commercialised event it is today. Having fallen dormant elsewhere, it enjoyed an early 20th-century revival in America, perhaps because of its similarity to non-European festivals celebrated there, including the Latin American Day of the Dead, and Teng Chieh, at which the Chinese commune with their ancestors. As Halloween grew in popularity, other European traditions were mixed with it, especially those of harvest festivals. But it was not until after the war that it really became popular. An expanding consumer culture, moves to suburbia – which lends itself to pop-up cemeteries and trick-or-treating – and the advent of horror movies all gave rise to a prolonged boom in trickery, treats and haunted houses.

Today, the sight of grown men dressed as zombies, half-burying themselves in their front-gardens in order to rise up and terrify passers-by can still be surprising, to foreign eyes at least. Hardworking Americans really do go for Halloween; this year they will spend about \$7 billion on the festival. But then, if you have only a couple of weeks' holiday a year, why wouldn't you let your hair down, dye it green, and cover yourself in false blood?

Adapted from The Economist - Oct 29th 2015

- 53.** The origins of Halloween come from:
- A the USA
 - B the Christian Church
 - C the Celts
 - D Catholic terrorists in the 17th century
- 54.** What does 'This' in line 15 refer to?
- A remembering dead relations
 - B Halloween
 - C Mischief Night
 - D renaming Halloween
- 55.** It is possible that Halloween became more popular in America in the early 20th century because
- A it is similar to harvest festivals
 - B the Chinese remember their ancestors
 - C it resembles festivals from other cultures celebrated there
 - D of a developing consumer culture
- 56.** The writer suggests that Halloween is so popular with Americans nowadays because
- A they spend so much time working that they don't have much opportunity to have fun
 - B they like dressing up
 - C they enjoy frightening foreign visitors
 - D they are used to spending a lot of money on entertainment

Part 4

Read the extract and choose the best answer according to the text.
Put the corresponding letter on the answer sheet.
Read each passage right through before choosing your answers.

Engineers don't just build things, they can help save the world

Engineers like to claim their primacy as problem solvers. But while this ability will always be critical for engineers, there is more to engineering than just solving problems.

Engineering careers have become highly diverse over the past 50 years. They are now dealing with complex social issues such as poverty, inequality, disaster recovery or climate change. Their work is in mega cities and small towns, remote communities and in both high and low-income countries.

But universities still need to catch up with *this new reality*. A mission to improve the living conditions of the least privileged citizens of the world – in Australia and overseas – seems to be almost entirely absent from engineering education in Australia.

Why women avoid engineering

Serious engagement with the bigger social challenges, locally and globally, might be just what some highly motivated students are missing in this field. It could be one of the reasons why some potential students, especially women, choose to avoid engineering as a career option.

Some disciplines, such as biomedical engineering, have clearly stated their interest in improving human lives and do attract many female students.

Engineering educators should make sure that students understand that engineering is not just designing and building things but also involves dealing with issues of public interest.

We need to attract students interested in problems such as those faced by people living in slums in Manila, refugee camps in Jordan and remote communities in Australia. For this to happen, engineering teaching should include more content addressing such issues.

It should give students who are interested in social problems the opportunity to directly learn from people living in these areas by interacting with them through project-based work which is directly connected to theoretical content provided in the classroom.

Don't patronise

We need to avoid two types of risks when developing new formats of engineering education with global social issues at their heart.

First, the curriculum should not be framed as "engineering for poor people who cannot help themselves".

A survey commissioned by the University of Sydney showed that words such as "humanitarian engineering" resonate well with Australian students. But they are less attractive to international students.

Many of these have had first-hand experience of the conditions in developing countries and would not consider work there as 'humanitarian'.

It is important that a curriculum tackling global challenges that are of concern to many nationalities should not simply reflect the point of view of developed countries.

Second, the curriculum should go beyond courses on how to design water pipes for slums, low-cost housing or sanitation.

From a technical viewpoint, the laws governing water flow in pipes are the same everywhere and are routinely learnt by engineering students.

When dealing with water supply in slums, to continue with this example, what engineering students need to understand are ways in which slum dwellers in a particular city quarter access and use water in their everyday lives.

What are the power relations inside their communities and households that may give preferential water access to some individuals at the expense of others? What roles do local and central governments play in helping or obstructing universal water access?

An engineer who is driven not only by technical know-how but also by considerations of social impact and political feasibility will be more effective in helping to develop smart, long-lasting solutions.

We need potential students to understand that engineering is about making lives better.

Adapted from The Conversation - November 10, 2015


- 57.** The expression '*this new reality*' in line 6 refers to the fact that
- A nowadays engineers work in both large and small towns.
 - B engineers are no longer problem solvers as they were fifty years ago.
 - C engineering careers always involve finding solutions to complex social issues.
 - D engineering work has become more varied in the last fifty years.
- 58.** Universities need to understand that women are not attracted to engineering because:
- A they are not interested in scientific studies.
 - B engineering study does not generally include dealing with social challenges.
 - C they do not usually enjoy building things.
 - D engineering study only involves solving problems.
- 59.** The curriculum of engineering education should be carefully chosen because:
- A poor people cannot help themselves
 - B international students are not attracted by social issues
 - C engineering studies dealing with human problems should take into account different points of view
 - D Australian students are only interested in humanitarian engineering.
- 60.** It is important for engineers dealing with global challenges to understand local living conditions and ways of life because:
- A technical know-how is different from one community to another.
 - B improvements in access to water can depend on power relations within the community.
 - C they must be able to design water pipes and sanitation for slum dwellers.
 - D conditions in slum areas are very similar all over the world.

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