

ANGLAIS

Partie 1 – questionnaire de grammaire et de vocabulaire

Répondez sur la feuille de réponses QCM

1.	We would have helped him he was so rude, we decided to leave him					
	A	Deines (landa				
	A. yet / alone	B. since / lonely D. as much / sole				
	C. although / alone	D. as much / sole				
2.		ng for a parking space, we on time.				
	A. didn't waste / would have arrived					
	C. had not wasted / would have arriv	red D. didn't waste / will arrive				
3.	The students to this trip	to Barcelona the end of January.				
	A. have been looking / since	B. have been waiting / for				
	C. are looking forward / at	D. looking forward / for				
4.	We will try and book a	. holiday in Tunisia if the weather here turns				
	A. two-week	B. two weeks				
	C. two week's	D. two weeks'				
5.	"That colour doesn't look very nice.	You to have it				
	A. ought / change	B. ought / changed				
	C. should / changed	D. must / change				
6.	Due to heavy flooding, the village co	ould only be reached				
	A. by foot	B. by feet				
	C. on foot	D. on feet				
7.	It's about time hea glas	ss of water. He doesn't look at all well.				
	A. stopped to have	B. stopped having				
	C. stop to have	D. will stop to have				
8.	Our new teacher decided to talk to us about the and and					
	A. economic / political	B. economic / politics				
	C. economical / political	D. economics / political				
9.	David: "Are we going to receive a C	hristmas bonus this year?" Tom: ""				
	A. I wish for	B. I hope				
	C. I hope to	D. I hope so				

				·
10.	Tomorrow, my sister in moving back to London next week.	France for more than ten years but she is	F	
	A. has been living	B. will have lived	<u> </u>	
	C. lives	D. is living	SUJET	
	0.11/05			
11.	he receives some extra po single exam.	bints, his final results will this		
	A. Providing / depend of	B. Unless / depend of		
	C. Unless / depend on	D. However / depend on		
	e. onless / depend on	D. However / depend on		
12.	"Your car pollutes a lot, it doesn't get rid of it."	look nice and it's expensive to run! You		
	A. had better	B. would better		
	C. should better	D. could better		
13.	If they the police, the robl	per to escape with the money.		
	A. hadn't called / would have been able	B. haven't called / would have		
	C. have called / wouldn't	D. call / won't		
14.		cket of water and sponge?" Sue: ""		
	A. I'll wash my car	B. I'm going to wash my car		
	C. I wash my car	D. I'm washing it my car		
15	I don't like that man. Is there any way	you could tomorrow?		Ÿ
15.		B. prevent him to coming		
	C. prevent him from coming	· ·		
	- F			
16.	His family had asked for his help as the	ey were having difficulty in		
	A. joining the ends	B. making ends meet		
	C. meeting the ends	D. making the both ends meet		
17	If only neonly had come	e to the conference, I think we could have		
17.	said it was a success.	to the conference, I think we could have		
	A. a few	B. few		
	C. little	D. much		
18.	As long as they don't decide to	all their money at once, they should		
	be able to this.			
	A. spend / afford	B. waste / pay	S	
	C. lose / paid	D. spent / afford	ANGLAIS	
10			1	
19.	-		5	
	your electric guitar. A. the / take	B. on / take	\leq	
	C. the / bring	D. \emptyset / bring		
	e	2. , , ormg		



20.	all the he camera work.	had given us we couldn't make the new digital				
	A. Despite / advises	B. In spite / advice				
	C. Despite / advises	D. In spite of / advise				
		D. In spice of / davise				
21.	James: "We have decided to go	to Spain for a couple of weeks." Tom:				
	A. Enjoy the weather there!	B. Have good time there!				
	C. Spend a good time there!					
22.	If he hadn't borrowed h	ne wouldn't have so many problems today.				
	A. so much money to his friends	B. such money to his friends				
	C. so much money from his friends	D. his friends so much money				
23.	-	my brother has decided to his				
	exam on Monday.					
	A. take / economics	B. pass / economical				
	C. pass on / economics	D. take / economy				
24.	Trevor: "I don't know which postc on, hurry up or we'll be	ard to buy. I like Albert: "Come e late for the bus!"				
	A. the both / make up your mind	B. both / decide yourself				
	C. both of them / make up your mine	dD. both of them / you decide				
25.	bitten twice.	d have tried to avoid it. He had already been				
	A. If he has	B. Had he				
	C. If he was	D. On				
26.	Greg: "Are you coming or not?" It be here somewhere."	Alison: " I can't find my coat.				
	A. Wait for / must	B. Hang on / must				
	C. Hold /must	D. Hang on / has				
		0				
27.	The people who owned the stolen appeal television to try	painting decided to launch an and retrieve it.				
	A. has / at	B. have / at				
	C. has /on	D. have / on				
28.	Despite what others may say never forget that you work					
	life becomes.					
	A. harder / easier	B. harder / more easy				
	C. the harder / more easy	D. the harder / the easier				



- 29. After having spent two months in England he now speaks English.

 A. a good
 B. good

 C. well
 D. improving
- 30. This text is really hard to understand.A. What does this word mean?C. How means this word?D. How translates this word?

Partie 2 – questionnaire de compréhension

Répondez sur la feuille de réponses QCM

Educational Video Games Mix Cool With Purpose

One of Casey Phillips's favorite video games is the Xbox Shoot-'em-up Halo, because, he says, his dad taught him how to play it when he was younger. Now 15 and in high school, he views the game with a more discerning eye. Last year, he played Gamestar Mechanic, an educational video game that asks players to solve a set of puzzles in order to win enough power to design and create their own video games. "Now every single time I play video games, I really think about how the designers built it and what mechanics went into it," he said.

Casey is one of a growing number of children who are playing educational video games as part of their school curriculum, in after-school programs or via the Web from home. After years of watching technology transform the way children play, socialize and learn, a range of academics, foundations and now start-ups are working on games that will put the passion children have for the genre to good use. The difference in many of today's educational games is that they are online and social, allowing children to interact and collaborate to achieve common goals. Unlike the stand-alone boxed games of the 1980s and 1990s, the newest educational games are set up like services where children can enter a virtual world, try on a character and solve problems that may relate to the real world.

Newer games work concepts of math, science or language into the actual game mechanics, rather than stopping for something that feels to the player like schoolwork, experts say. Executives in this business are concerned with holding children's attention and avoiding the boring "chocolate-covered broccoli" model that existed in the 1980s and 1990s. Despite popular titles like Math Blaster, the educational games industry eventually collapsed because of price wars and an inability to keep pace with changes introduced by the Web.

Industry executives agree that the opportunity is much greater now. The technology is faster, cheaper and more sophisticated, with devices like the motion-sensitive Wii Fit from Nintendo. The Internet also allows schools, parents and children easy access to a wide variety of games for group collaboration or competition, with relatively little cost.



James Paul Gee, an education professor at the University of Wisconsin who was an early adviser to the software company Tabula Digita, said that in the last two years the company's 3-D multiplayer games for math and science have evolved into exercises for improving children's test scores as the company sought wider adoption.

Last year, Tabula Digita became profitable from selling subscriptions to 700 schools, said Ntiedo Etuk, its co-founder and chief executive. The subscriptions cost \$7 to \$20 per student for each subject. Next year the company plans to introduce a multiplayer product that parents can subscribe to for home use.

Beyond teaching children to memorize facts and figures, some game designers are working to build in elements of problem solving. Quest Atlantis, one of the most widely adopted critical-thinking games in schools, has a science section that deals with water quality. Inside a 3-D national park where the fish are dying, students must interview local interest groups, test water samples and figure out what is happening to the fish. Mr. Barab said the game covers some of the core science curriculum for tests. But it takes several classes for children to finish, which competes with the time teachers have for textbookbased instruction.

Adapted from New York Times

D'après le texte, pour chaque question, une seule proposition est correcte.

- A. When playing video games, Casey always reflects about how they are put together.
 B. Gamestore Mechanic is a puzzling game in which the player has power from the start.
 - C. Although Halo was a game that Casey played as a youngster, it holds the same appeal for him today as it did previously.
- 2. A. From their start, video games have triggered positive ways of learning and interacting among children.
 - B. Schools are still hesitant to use educational video games during the regular school day, but do not disapprove of their use after school and on the Internet at home.
 - C. Not only are educationally-based institutions interested in these games, but businesses are also involved in their development.
- 3. A. The new games give children the opportunity to take on different roles, put on their clothes and find the best solutions to real problems.
 - B. Previously the games required long hours of standing by yourself to accomplish the final goal.
 - C. To reach the same objective, children are able to exchange ideas.

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- 4. A. In the recent games, mechanics have stopped children from doing their schoolwork.
 - B. Children learn math, science, and languages by playing rather than studying.
 - C. Today players must use mechanical abilities in a structured manner in order to learn math, science, and languages.
- 5. A. In the past, educational video games tried to attract children, but were not very successful.
 - B. The "chocolate-covered broccoli" method was an exciting way to make children learn things that were sometimes boring.
 - C. Games like Math Blaster did not survive because of their violence and because they were too advanced for the Internet.
- 6. A. New game technology has become more affordable for families and educational institutions.
 - B. By collaborating with executives from Nintendo, many schools have reduced their costs.
 - C. Parents and schools must get permission from the Web to use competitive games.
- 7. A. Tabula Digita was adopted by the University of Wisconsin where a professor helped children to improve their test scores with 3D games.
 - B. By developing educational games in math and science to help children, Tabula Digita hoped to attract more business.
 - C. To improve their math and science skills, James Paul Gee advised children to use Tabula Digita's recent 3D games.
- 8. A. At least 700 students had the opportunity to use Tabula Digita games, thanks to their schools' subscriptions.
 - B. A new multi-player product is currently available not only to students but also to their parents.
 - C. Tabula Digita earned money by selling subscriptions which cost, on average, about 14 dollars per student.
- 9. A. Problem solving has now become more important than traditional types of leaning at school.
 - B. Besides learning by heart, students must also learn how to figure out problematic situations.
 - C. Quest Atlantis is an example of a problem-solving game which has been widely criticized by school systems.
- 10. A. Quest Atlantis takes time away from standard teaching hours.
 - B. If children want to use Quest Atlantis; they are going to need few classes to finish.
 - C. Although very educational, Atlantis hardly corresponds to the main science program.

Partie 3 – essai

Traitez en 200 à 250 mots l'un des deux sujets suivants. Indiquez le numéro du sujet choisi et le nombre de mots à l'endroit prévu sur la copie. Tout essai hors sujet sera sanctionné par la note zéro. Rédigez sur la copie.

SUJET N° 1

Video games could become an important tool for teachers at school. Do you think that books will be replaced? Do you think the learning process should be fun? Will it be easier to learn with video games and will pupils learn more than with traditional methods?

SUJET N° 2

Write a dialogue between two teachers: one who is traditional and against all forms of video games being used in the classroom and another who considers modern technology and video games to be successful teaching methods.

If they had to debate the use of video games in the classroom, what would you expect them to say?

1	2	3	4	5	6	7	8	9	10
Α	С	С	Α	B	С	А	Α	D	B
11	12	13	14	15	16	17	18	19	20
â									
C	Α	Α	В	C	В	А	Α	D	C
C 21	A 22	A 23	B 24	C 25	B 26	A 27	A 28	D 29	C 30

Corrigé – Partie 2

Corrigé – Partie 1

1	2	3	4	5	6	7	8	9	10
Α	С	С	В	А	Α	В	С	В	Α

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