

MARS 1998

I – Choisissez les mots permettant de compléter chacune des phrases suivantes. Soulignez votre réponse (10 points).

1. Aof care often leads to accidents.

- a) want b) shortage c) lack d) deficiency

2. He promised withoutto attend to the letter as soon as he had a moment to spare.

- a) doubt b) miss c) forget d) fail

3. The only sure means by which success may be.....is hard work and persistence.

- a) achieved b) obtained c) got d) bought

4. For your own sake, I you to think again before making such a decision. Think of the dangers involved.

- a) insist b) urge c) demand d) invite

5. I was invited to in the forthcoming competition.

- a) take place b) take over c) take up d) take part

6. The weather had deteriorated and driving was becoming difficult so we decided to at the hotel for the night.

- a) put up b) put in c) put out d) put away

7. The goalkeeper made aat the ball but was unable to keep it out of the net.

- a) catch b) grab c) clutch d) grip

8. The lonely old woman spent most of her day through the curtains watching her neighbours' activities.

- a) peeping b) glancing c) staring d) squiting

9. On his way home after the party, healong the pavement not really knowing where he was going.

- a) tripped b) rolled c) stumbled d) strode

10. The old house presented a problem : how were we going tothe draughts which came under the doors ?

- a) expel b) evict c) prevent d) exclude

II – Remettez en ordre les groupes de mots suivants de façon à reconstituer une phrase correcte. Ecrivez votre réponse dans l'espace prévu (10 points).

11. the/it/mechanic/broke down/the/fixed/but/the/soon/car/in/garage/.

12. water/on/is/stream/can/the/you/shallow/the/foot/because/very/get across/.

13. he/police/but/no/was/had/the/said/he/guilty/lied/proved/he/.

14. I'm/of/the/after/going to/my/sell/tired/looking/garden/I'm/house/.

15. a/knocked down/little/into/child/was/car/the/ran out/the/and/road/by/.

III – Mettez au style indirect les phrases ci-dessous (10 points)

16. He said to the waiter : « Bring us some water, please ».

17. She exclaimed : « The weather was glorious an hour ago ».

18. They said : « We went for a long walk yesterday and would go again today if it were not cloudy ».

19. Jack said : « I will be back here tomorrow ».

20. She asked him : « What are you doing ? Are you doing your homework ? »

IV – Mettez les verbes entre parenthèses à la forme voulue. (20 points). Ecrivez votre réponse dans l'espace prévu.

21. How many times you (BE) here before ?

22. I am used to (GO) home by bus.

23. A lot of people (TAKE) holidays abroad since 1970.

24. He (WRITE) three letters by breakfast time this morning.

25. As I (WALK) down the High Street, I saw my sister (TALK) to the postman.

26. He never (BE) there before and (THRILL) at the experience.

27. If only she (KNOW) she could have avoided her mistake.

28. On (HEAR) her mother call, she (RUSH) downstairs.

29. If you had been able to go, you (ENJOY) the show.

30. When you (SEE) it, you (BE) in a position to judge for yourself. Until then, keep an open mind.

V – Compléter les phrases suivantes avec les prépositions adéquates. (10 points).

31. He showed some amusement our embarrassment.

32. Whether he gets the job or not depends next week's interview.

33. The region is famous its cooking.

34. Robert is sadly lacking natural curiosity.

35. The bus driver was blamed the accident.

According to my mother, tradesmen had the best jobs in the world. They were independent of any one employer, and, more important, of any one town.

Once a lad had served his time he could always try some other job, knowing that failure wouldn't be the end of the world. As far as Mother was concerned, a trade was a finest personal insurance policy in the world. And I can understand why. She hated my Dad working shifts in the glass-works in St Helens. She hated the fact that he was tied down to one employer and one town. Dad was more sceptical about tradesmen, partly because he'd seen some so-called trades eliminated at Pilkington's. He felt that the technicians, who were beginning to emerge in the glass-works, would be the tradesmen of the future. And the super-tradesmen were the applied scientists. But the general attitude was that lads should be working at sixteen. If they were bright they could get their qualifications at night-school. And in the meantime they could pay their way at home and put something into the family budget. Keeping kids was one thing, keeping a young adult in clothes, shoes and spends was another. This was a regular theme with gossips at the Co-op. 'They never do their parents any good,' they'd say, meaning that the college-educated child never made a contribution to the running of the house—never 'tipped up', never paid board. They were away and married, only came back to scandalise their parents with their posh talk and hoity-toity ways. There was only one thing for it : get'em into a good trade and forget all about fancy education.

At fifteen, half my friends left school to get themselves into apprenticeships I struck it out for another couple of years the sixth form, and then I dropped out into a trade and onto a building site. It was a switch from calculus, the theory of valency and the principle of the conservation of energy to the medieval overtones of the deeds of apprenticeship. But I learnt a trick or two.

At school you used words and ideas and numbers : 'things that went on in the front of your mind' is the best way I can express it. It was different serving an apprenticeship. You had to upgrade the way that your senses worked. Walking across a ceiling scaffold, you were constantly sensing the position and the spring of the planks without looking down. Apprenticeship wasn't about this business of being bound to a master ; it was about developing co-ordination, the ability to move materials without effort, and developing a sense of space.

I've talked to training managers in recent years who believe that the apprenticeship system should be scrapped. But I'm not sure whether this is right for jobs that demand muscular strength, agility and staying power. From the age of fifteen to twenty, a person can develop an optimum muscle structure in relation to his job. And in the long run surely this

makes the job easier for him. For me, it shouldn't have been a liberation from school—but it was. It shouldn't have been the most vital part of my education—but it was.

Bob Houlton, 'My Apprenticeship', *The listener*

VI – Lequel parmi chaque série de 4 mots n'appartient pas au même domaine que les 3 autres ? Soulignez-le (10 points).

- | | | | | |
|---|------------|-------------|--------------|--------------|
| 3 | a) bonnet | b) boot | c) wing | d) sail |
| 6 | | | | |
| 3 | a) ballpen | b) eraser | c) sock | d) pad |
| 7 | | | | |
| 3 | a) clubs | b) diamonds | c) spades | d) bowls |
| 8 | | | | |
| 3 | a) boot | b) slipper | c) footwear | d) shirt |
| 9 | | | | |
| 4 | a) slip | b) skid | c) skate | d) strive |
| 0 | | | | |
| 4 | a) pear | b) plough | c) peach | d) pineapple |
| 1 | | | | |
| 4 | a) people | b) pupil | c) student | d) trainee |
| 2 | | | | |
| 4 | a) case | b) crate | c) box | d) scrap |
| 3 | | | | |
| 4 | a) track | b) branch | c) leaf | d) sap |
| 4 | | | | |
| 4 | a) barrel | b) butt | c) cartridge | d) ban |
| 5 | | | | |

VII – Underline the right answer (10 points)

46. The writer's mother believed that tradesmen had the best jobs in the world for all of the following reasons EXCEPT that they

- A** Were not dependent on anyone
- B** Had a secure job behind them for ever
- C** Were assured of rapid promotion
- D** Would find a job even away from home
- E** Were free to explore other work

47. The writer's father did not share his wife's faith about learning a trade mainly because he

- A** Believed newly educated scientists would see that tradesmen were eliminated
- B** Has realised that outside the glassworks tradesmen had little future

- C** Considered new industries required either machine-hands or scientists
- D** Had already seen jobs labelled as ‘trades’ disappear in one company
- E** Thought shift work was bound to destroy a man and his job

48. The writer found that the difference between being at school and being an apprentice lay mainly in the fact that at school it was a matter of

- A** Obeying rules
- B** Understanding theory
- C** Having practical experience
- D** Solving problems
- E** Working with instructors

49. The writer concluded that he was largely in favour of an apprenticeship system because it

- 1** Occurred at a time when muscle-co-ordination was easily learnt
 - 2** Gave the school-leaver a chance to make his own way in the world
 - 3** Provided an escape into freedom from school for boys and girls
 - 4** Allowed the young to acquire skills not acquired at school
- A** 1 and 3 only
 - B** 1 and 4 only
 - C** 2 and 3 only
 - D** 2 and 4 only
 - E** 3 and 4 only

VIII-

50. The author puts that « Apprenticeship wasn't about this business of being bound to a master ; it was about developing co-ordination, the ability to move materials without and developing a sense of space ». Do you agree with him ? Why ? (8 lines minimum – 14 lines maximum) (20 points).

MARS 1998

Text

After the railways were built few people were prepared to spend a day in a coach, or on horseback, when the same journey could be done

in a couple of hours in a train. When the airlines offered their services the public took to them to make in hours journeys which took days by sea. The fastest trains and the fastest aircraft attract their quotas of passengers, and who will want to sit still in an airliner over the Atlantic for 6 hours if he or she can get it over in 3 hours, which brings us back to Concorde.

Concorde will be able to make long journeys in about half the time taken by the present airliners. Paris to New York will be take 3 hours 25 minutes instead of 8 hours, London to Sydney 11 hours 20 minutes instead of 23 hours, for example. The significance of the second example in particular is that a little research has revealed that the volume of business travel falls sharply beyond the 12 hour journey range, but picks up as soon as a place is brought within this range.

Business men are much more willing to make a trip of some 8 or 9 hours each way but jib at the long flights of more than 12 hours.

D'après T. E. BLACKALL.

Concorde: The story, the facts and the figures.

QUESTIONS

I Reading Comprehension:

- 1 – What are the advantages of travelling by an aircraft?
- 2 – Define the word “Concorde”.
- 3 – Why are businessmen interested in Concorde?
- 4 – How did people travel in ancient times?
- 5 – What are the performances of Concorde?

II Grammar:

A) Complete these following sentences by using: to whom – from whom with from or on whom.

- 1 – All the friendsthe late chief was associated met yesterday to pay tribute to his memory.
- 2 – Dr John I received my certificate, is the principal of the College.
- 3 – I am sure he is the manI spoke in the bus.
- 4 – The president is the manall responsibility rests.

B) Supply the correct prepositions in these sentences: in – about
– at – by ...etc.

- 1 – He is very good mathematics.
- 2 – This medicine is good coughs.
- 3 – Save some money each week and provide your future.
- 4 – I have doubts your ability.
- 5 – My father's money was divided equally my sister and me.
- 6 – This picture is that one.
- 7 – Young children nowadays are exposed many temptations.
- 8 – Make sure the wound is free any infection.
- 9 – He was quite ignorant the conditions of hire purchase.
- 10 I am disgusted your behaviour.

C.) Translation:

Translate the text from “ After the railways by sea.”

MARS 1998 III

Text

A Soviet << Sky lab >>

As usual, the Russians said not a word about the mission. But last month, when the Soviet tracking ships Gagarin and Komaror sailed out of the Black Sea, passed through the Mediterranean and headed full stream into the Atlantic, Western observers knew that something was up. The vessels are known to carry elaborate electronic gear and serve as Communication links between Soviet spacecraft and ground controllers. Last week these suspicions were dramatically confirmed when the Soviets orbited Salyut 2, a 17 $\frac{3}{4}$ - ton space lab. At week's end, they were expected to launch a smaller Soyuz spacecraft that would carry Cosmonauts to the orbital lab.

The launch of Salyut, which carries a cargo of scientific equipment, marked a resumption of the Soviet manned space effort after an interruption of nearly two years. During the last manned mission, in June 1971, three cosmonauts lived in Salyut I for almost 24 days – longer than

anyone had previously spent in space. But the three crewmen were killed on their way back to earth, the hatch of their Soyuz spacecraft leaked- resulting in a fatal loss of oxygen. Since then Soviet engineers have redesigned the hatch to prevent a recurrence of the tragedy. As an added precaution, the Cosmonauts will also wear their pressure suits on the return flight, something the earlier crew had not done.

Time's Moscow correspondent John Show reports strong speculation in the Soviet capital that the Cosmonauts will live and work aboard Salyut 2 until May Day, one of the biggest political holidays of the year and a time when the Soviet leadership likes to show off its accomplishments.

Time Magazine, April 16, 1973.

Sky lab: sky laboratory

Gear: équipement

Hatch: opening, door

To leak: fuir, avoir une fuite

QUESTIONS

I Reading Comprehension:

- 1 – What is supposed to carry Cosmonauts to the orbital lab?
- 2 – Which was the longest record of living in Space
- 3 – Indicate the cause of the death of the three Crewmen.
- 4 – What qualities must astronauts possess?

II Grammar:

Put these following sentences into passive:

- 1 – The Government has called out troops.
- 2 – Fog held up the train.
- 3 – He hasn't slept in his bed.
- 4 – Burglars broke into the house.
- 5 – They took down the notice.
- 6 – We will have to adopt a different altitude.
- 7 – People must hand in their weapons.
- 8 – They threw away the rubbish.
- 9 – A Japanese firm makes these television sets.
- 10 – The civil aviation is making effort to progress.

- 11 – During last World War the Soviets had fully controlled their air-space.
- 12 – The developed Countries have invested much money in Telecommunication.

III. Translation:

A) Translate the following sentences into English:

- 1 – On dit que les bananes sont bonnes pour la santé.
- 2 – Peux-tu me dire depuis quand elle habite ici?
- 3 – Je crois qu'elle vit ici depuis 1974.
- 4 – Dans le domaine de l'Aviation Civile beaucoup de réalisations ont été faites.
- 5 – A quelle heure cet avion qui a décollé d'Abdjan atterrira à Paris?

B) Translate the following sentences into French

- 1 – The astronauts will soon discover the space.
- 2 – Because of air pockets some planes are often late.
- 3 – Our plane has been turned away by the hijackers.
- 4 – What would you do if you were given 2M francs and an aircraft.
- 5 – The last rain had caused a damage in the surrounding villages.
