

Épreuve 2015
Anglais
(concours ENAC IESSA)

Préambule

Ce document propose l'énoncé de l'épreuve d'Anglais du concours IESSA 2015.

Consignes

La durée de l'épreuve est de 2h. Le jour de l'épreuve, les réponses sont reportées sur un formulaire où le candidat noirci les cases «A», «B», «C», «D» ou «E». Il est demandé d'utiliser un stylo bille ou une pointe feutre de couleur noire.

Dans cette épreuve, chaque question ne comporte qu'une seule option correcte. En 2015, il n'y avait pas de pénalité en cas de mauvaise réponse.

Questions 1 à 45 :

CHOISISSEZ PARMIS LES CINQ REPONSES PROPOSEES CELLE QUI COMPLETE AU MIEUX LA PHRASE.

0 = aucune des réponses proposées ne convient.

1) He doesn't like horror films and _____.

- A) so do I B) so I don't C) neither do I D) nor don't! E) neither I do

2) Next July I _____ working here for 30 years.

- A) have been B) will be C) will have been D) am E) 0

3) Would you like _____ your case for you?

- A) me to carry B) I'd carry C) I carry D) me to carrying E) 0

4) Winter is coming and the days _____.

- A) are shortened B) are shortening C) have shorted D) have shorter E) 0

5) The mail _____ delivered to the house in some remote areas.

- A) is no more B) is not more C) is not longer D) is any more E) is no longer

6) I'm afraid you've taken the wrong road. You _____ right, not left at the crossroads.

- A) must to turn B) have need to turn C) should have turned D) had to turn E) 0

7) I _____ to visit your company early next year.

- A) look forward to come B) looks forward at coming C) am looking forward to coming
D) am looking forward to come E) 0

8) I bought my new car _____ the dealer just round the corner.

- A) at B) by C) from D) to E) in

9) _____ the alarm for 7 a.m. My flight's at 8.15.

- A) Get B) Make C) Set D) Let E) Cut

10) I'll never get used _____ in the centre of the city.

- A) lived B) to live C) live D) to living E) 0

11) I don't know how you manage to _____ such noisy neighbours!

- A) put up for B) put in for C) put off D) put up with E) put out

12) I've not the faintest idea _____.

- A) what this thing is made of B) of what is made this thing C) what of is made this thing
D) of what this thing is made E) 0

13) I value friend _____ most of all.

- A) -ness B) -ship C) -dom D) -hood E) -ly

14) He'd like _____ him back as soon as you get home.

- A) you call B) that you call C) for you to call D) you to call E) you calling

15) He's not used _____ alone.

- A) 0 B) to live C) live D) to living E) lived

16) He's a brilliant scientist, but he's very difficult _____.

- A) to let up for B) to get on with C) to put on for D) getting on E) putting off

17) They insisted _____ the night.

- A) us to stay B) that we staying C) on our staying D) we to stay E) our to stay

18) The multinational _____ all its competitors one by one.

- A) was taking over B) has taken off C) took out D) was taking after E) was taken from

19) It's most _____ likely that he'll accept your invitation!

- A) ir- B) un- C) dis- D) in- E) a-

20) _____ hard as he tried, he just couldn't open the bottle.

- A) Nevertheless B) However C) Though D) As E) Even

21) I'd had _____ busy day that all I wanted to do was get some rest.

- A) so B) a very C) too D) such a E) a such

22) Their offer was _____ acceptable!

- A) ir- B) un- C) re- D) in- E) dis-

23) He eventually turned _____ for the meeting twenty minutes late.

- A) down B) through C) up D) on E) off

24) He was caught trying to _____ drags into the country.

- A) snuggle B) struggle C) tickle D) smuggle E) trample

25) He _____ to us for showing him round the campus!

- A) exceedingly was grateful B) was exceedingly grateful C) grateful was exceedingly
D) gratefully was exceedingly E) was grateful exceedingly

26) We arrived in Toulouse _____.

- A) since three weeks B) three weeks ago C) there are three weeks
D) ago three weeks E) during three weeks

27) He wouldn't have been hurt _____ a crash helmet.

- A) if he had been wearing B) unless he wears C) if he has worn
D) if he wearing E) when he wore

28) You remembered to turn off the gas, _____ you?

- A) don't B) hadn't C) won't D) didn't E) 0

29) If you don't know the meaning of a word, look it _____ in a dictionary.

- A) out B) for C) to D) up E) after

30) Did he tell you where _____?

- A) from he got his new coat B) he has got from Iris new coat C) he got his new coat from
D) he his new coat got from E) has he got his new coat

31) In contrast with the chaotic outward journey, the return flight was _____ remarkable.

- A) ill- B) un- C) dis- D) in- E) ir-

32) How long _____ waiting for the bus?

- A) you B) are you C) have you D) have you been E) did you

33) I don't know _____!

- A) where he got that idea from B) where from he got that idea C) where he got from that idea
D) where did he get that idea from E) from where did he get that idea

34) I hitchhiked round Europe _____ three weeks last summer.

- A) whiled B) during C) for D) ago E) since

35) If he had used a GPS, he _____ his way.

- A) shouldn't lose B) didn't lose C) hasn't lost D) wasn't losing E) wouldn't have lost

36) He said he'd call us as soon as he _____ home.

- A) arrive B) would arrive C) arriving D) did arrive E) 0

37) The train was due in at 12 but it _____.

- A) always isn't arrived B) already didn't arrive C) not arrives already
D) yet not arrives E) still hasn't arrived

38) We were all struck by the friend _____ of the local population.

- A) -ness B) -liness C) -dom D) -hood E) -ly

39) We use this device _____ the navigation instruments.

- A) for periodical calibrating B) for periodically calibrate C) to calibrating periodical
D) to periodically calibrate E) 0

40) He'd like _____ later this afternoon.

- A) that we call him B) us to call him C) our calling him D) us call him E) 0

41) Now living conditions are _____ they have ever been.

- A) worse than B) more bad than C) worst as D) as bad than E) 0

42) You would play the piano better if you _____ more often.

- A) practise B) practised C) have practiced D) will practise E) are practicing

43) The opposite of "broad" is "_____".

- A) short B) narrow C) shallow D) thin E) low

44) _____ I didn't know if there would be another bus, I decided to take a taxi.

- A) Still B) Thus C) However D) As E) For

45) Would you _____ so loud?

- A) not mind to talk B) mind not talking C) mind to not talking
D) mind to not talk E) mind not to talking

Questions 46 à 50 :

DANS CHACUNE DES PHRASES SUIVANTES VOUS DEVREZ DÉCIDER S'IL Y A UNE ERREUR GRAMMATICALE. POUR INDIQUER SUR QUELS MOTS PORTE L'ERREUR ÉVENTUELLE VOUS CHOISIREZ LA LETTRE QUI CORRESPOND. SI VOUS ESTIMEZ QU'IL N'Y A PAS D'ERREUR, VOUS CHOISIREZ LA LETTRE 'E'. N'OUBLIEZ PAS DE REPORTER VOS RÉPONSES SUR LA FEUILLE-RÉPONSES QCM.

46) A B C D

Chamonix is one of / the best known / skiing resort / in the French Alps.

47) A B C D

You can't imagine / just how such / I appreciate / what you did for my brother.

48) A B C D

Living in a foreign country / helps you to develop / a better understand of / what you value most in life.

49) A B C D

He took his hat / on the hatstand / and put it / on his head.

50) A B C D

He was renowned / as much for / his wit / than for his erudition.

Questions 51 à 55 :

INDIQUEZ LA SYLLABE QUI PORTE L'ACCENTUATION PRINCIPALE. COMME D'HABITUDE, REPORTEZ VOS RÉPONSES SUR VOTRE FEUILLE-RÉPONSES QCM.

51) A B C D

conversation

52) A B C D

revolution

53) A B C D

manageable

54) A B C

determine

55) A B C D

controversial

Questions 56 à 60 :

REPÉREZ LE MOT DONT LA VOYELLE SE PRONONCE DIFFÉREMMENT DES AUTRES, SI VOUS PENSEZ QUE LA VOYELLE SE PRONONCE TOUJOURS DE LA MEME FAÇON COCHEZ 'E' SUR VOTRE FEUILLE-REPONSES QCM.

	A	B	C	D
56)	say	weigh	grey	gate
57)	nought	taught	fought	caught
58)	height	weight	hate	freight
59)	glue	crew	sew	through
60)	bough	cow	mow	how

Questions 61 à 80 : Compréhension intensive

Le texte qui suit a été divisé en 20 morceaux (numéros 61 à 80). Dans chaque morceau, il manque un (seul) mot. Lisez tout le texte d'abord pour comprendre le sens général. Puis étudiez chaque morceau en détail. Vous devez retrouver le mot manquant dans le tableau ci-dessous et marquez sur votre feuille-réponse QCM la lettre de la colonne où se trouve le mot manquant. Chaque mot est utilisé une fois. Exemple : Dans le morceau numéro 78 'But perhaps a more important explanation the results is motivation.' il manque le mot 'for' qui se trouve dans la colonne (E). Donc vous marquerez (E) sur votre feuille réponse.

A	B	C	D	E
class	top	those	main	for
scorers	this	reveals	better	before
kids	dominant	survey	good	as
countries	has	persuading	demands	on

Learning foreign languages in Europe

- 61)** In surveys of language learning across Europe, France is regularly singled out as the dunce of the if you except Britain!!
- 62)** In a recent survey commissioned by the European Commission the top were Sweden and Malta.
- 63)** Does this mean that there is a problem in French schools when it comes to foreign language teaching and that foreign languages are better taught in the that score high in the international surveys?
- 64)** This is the conclusion that many journalists readily jump to, but, as usual, a closer look at the statistics a more complex relationship between the different education systems and language teaching and learning.
- 65)** If we consider the case of Sweden we find that it is of the class for the first foreign language taught in its schools, which happens to be English, but is bottom of the class for the second foreign language taught, which is Spanish.
- 66)** Does this mean that English teachers in Sweden are very while Spanish teachers are bad?
- 67)** As regards Malta the first foreign language taken into account is English, based the fact that Maltese is the official national language of the island.
- 68)** However English been an official language of instruction in Maltese schools since 1936, when it replaced Italian, and many people are equally at ease in English in the Maltese capital of Valletta and in Maltese.
- 69)** Again the statistics reveal that the Flemish and German speaking Belgians tend to score in their second foreign language than in their first.
- 70)** In Belgium there are three official languages - French, Flemish and German - and Belgian school are encouraged to take one of the two languages which is not their mother tongue as their first foreign language.
- 71)** The treats Belgium as three different education systems: French speaking Belgium where English is the first foreign language; Flemish speaking Belgium where French is taught, and German speaking Belgium where the first foreign language is French.
- 72)** For the Flemish and German speaking communities the second foreign language taught is English and in language they scored relatively high. So what is going on?
- 73)** The European Union is basically dominated by three major Indo-European language groups: the Germanic group, the Italic group and the Balto-Slavic group - the Celtic group, once is now marginal.
- 74)** Plus a few isolated languages: Finnish, Estonian and Hungarian, which belong to the Uralic

language family, and Basque which is related to no other European language and is believed to be a remnant of a language family that was dominant in Europe the 'Indo-Europeans' arrived.

75) The countries that score high in European surveys are usually that speak a Germanic language and their first foreign language is English, which is also Germanic, even though it's vocabulary has been greatly influenced by the Italic group, mainly via French.

76) People within the same language group find it easier to learn each others' language: witness the relationship between the French regards Spanish and Italian on the one hand and English and German on the other hand.

77) So it is no surprise that the countries at the top of the survey, given that English is the foreign language taught in Europe, are those countries that speak a Germanic language.

78) But perhaps a more important explanation the results is motivation.

79) Learning a language is a lengthy process: to continue making progress a permanent emotional investment on the part of the learner.

80) The task facing language teachers and national educational system planners alike is to find ways of their pupils that learning a given foreign language is really worth the considerable effort involved.