

Test 4

Listening 30 minutes

Section 1

Questions 1–4

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

Which documents could Sam use as proof of her name?

Example passport

1

2

Which could she use as proof of her address?

council tax bill

3

phone bill (fixed line)

4

Questions 5–7

Complete the notes below.

Write **NO MORE THAN TWO WORDS OR NUMBERS** for each answer.

Name of bank? Savings Bank

Open which days? Monday–Friday

Opening hours? 5

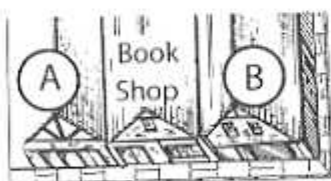
Where? 6

Free gift? 7

Questions 8–10

Match the places in Questions 8–10 to the appropriate letters A–H on the map.

- 8 Royal Bank
- 9 Northern Bank
- 10 National Bank

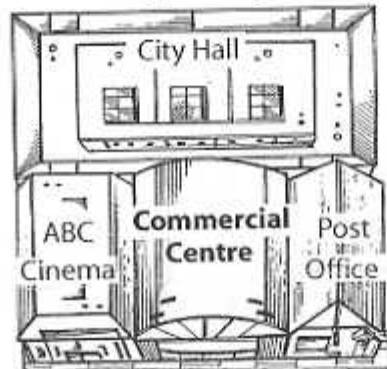


High Street

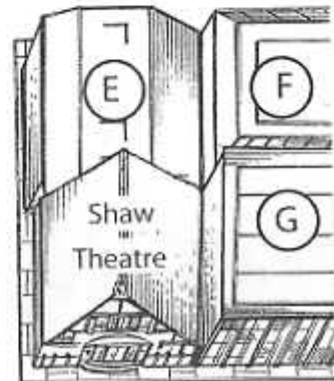
High Street



West Street



Bridge Street



Market Street

Market Street



Section 2

Questions 11–14

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

Preparing for the interview	
What to do	How to do it
Step 1: Prepare things to take.	Gather all documents, e.g. copies of résumé. Choose 11 , e.g. designs, drawings, written work.
Step 2: Get more information.	Check you have pen and paper. Ask firm for a 12 See profiles at Chamber of Commerce, library.
Step 3: Focus on you and the job.	Contact 13 of this or related firms. Compare yourself with what is required. Imagine likely questions and your answers. Decide how to make up for any 14 you lack.

Questions 15–20

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

At the interview

Arrive no more than 15 before the time of the interview.

After you hear the question, you can 16 before you reply.

You can 17 if you don't understand what they're asking you.

Wait for them to offer you the job before you say what 18 you want.

Learning from the experience will make you more 19 in future interviews.

Pay attention to your 20 – it shows you have a positive attitude.

Section 3

Questions 21–24

Complete the summary below by writing **NO MORE THAN THREE WORDS** in the spaces provided.

To many employers, academic success and personal development as a result of being at 21 can be as important as course content, so choose 22 modules that you may do well in. You should, however, think more carefully about your choice if your course is 23 In this case the course normally includes all the modules necessary for professional training, but if you are in any doubt check with your academic department or the 24 at the university.

Questions 25–29

Write the appropriate letters A–C against questions 25–29.

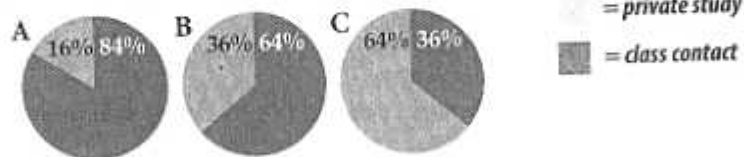
Which modules have the following features?

- A Applied Chemical Engineering
- B Fluid Mechanics
- C Chemical Engineering: Science 1

- 25 developing computer skills
- 26 exemption from part of a module
- 27 assessment by formal examination
- 28 developing speaking and writing skills
- 29 learning through problem solving

Question 30

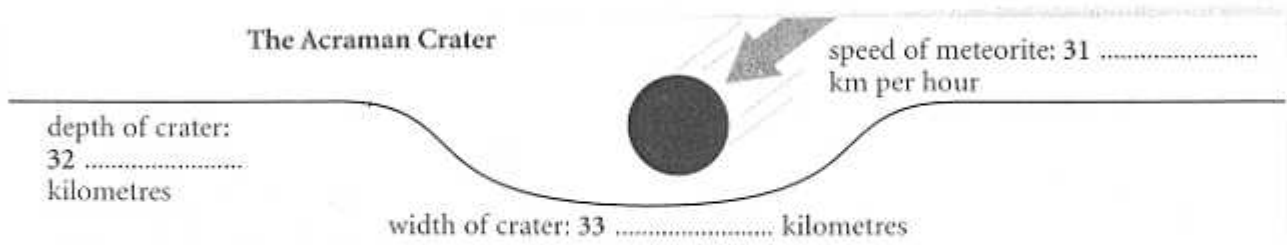
- 30 Which chart shows the percentage of private study time on the Spanish 1A module?



Section 4

Questions 31–33

Label the diagram. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.



Questions 34–36

Choose from letters A–C and write them on your answer sheet.

- 34 The crater at Acraman is
- A nowadays entirely covered by sea water.
 - B one of the most beautiful on Earth.
 - C less spectacular than others in Australia.
- 35 Williams realized what had happened at Acraman when he
- A saw pictures of the area taken from above.
 - B visited Acraman for the first time in 1980.
 - C noticed a picture of the crater in a textbook.
- 36 Where was rock from Acraman found?
- A Only in the Flinders mountains.
 - B At several places over 300 km from Acraman.
 - C At a place 500 km from Acraman, but nowhere else.

Questions 37–40

Write **NO MORE THAN THREE WORDS** for each answer.

- 37 What made the sea water shake?
- 38 What threw the pebbles into the air?
- 39 What was mixed with silt to form a layer of rock?
- 40 What shaped the ripples on top of the rock?

Answers Test 4

- 1 driving licence
- 2 benefit book
- 3 insurance certificate
- 4 electricity bill
- 5 9.30 - 3.30
- 6 ground floor
- 7 no/nothing
- 8 F
- 9 A
- 10 C
- 11 work samples
- 12 job description
- 13 employees
- 14 experience or skills
- 15 ten minutes
- 16 take your time
- 17 ask for clarification
- 18 salary
- 19 confident
- 20 appearance
- 21 university
- 22 interesting
- 23 vocational
- 24 careers service
- 25 A
- 26 C
- 27 B
- 28 A
- 29 C
- 30 C
- 31 90,000/ninety thousand
- 32 4 km
- 33 40 km
- 34 C
- 35 A
- 36 B
- 37 earthquake/shock wave
- 38 explosion
- 39 sand
- 40 waves

UNIVERSITÉ DE TOULON ET DU VAR
FACULTÉ DES LETTRES ET SCIENCES HUMAINES

SESSION / SEMESTRE	: 1 Sem 3
DÉPARTEMENT	: LLCE ANGLAIS
CODE U.E. / ANNÉE	: 31
MATIÈRE	: THEME
DURÉE de l'ÉPREUVE	: 2 heures
SALLE	: Y 002
DATE	: 15/01/09
HEURE	: 8.30
ENSEIGNANT	: M. Heinrich
DOCUMENTS AUTORISÉS	: aucun

Ma mère m'a dit un jour qu'elle avait reçu une lettre en français, et le patron du restaurant où elle travaillait l'a lue pour elle. Dans la lettre, on disait que mon père était mort à Marseille. Ensuite, mes oncles et mes tantes Zayane sont venus de la montagne, pour ramener ma mère, parce qu'ils voulaient lui trouver un autre mari, et me garder avec eux. Ma mère a dit oui, et une nuit elle s'est échappée, elle s'est cachée dans un fondouc jusqu'à ce que ses frères et ses soeurs se lassent de la chercher et retournent dans la montagne. Alors, elle a décidé de partir, elle aussi. Elle m'a mise dans une boîte de carton, et elle a voyagé en camion et en autocar. Dans les marchés, elle s'asseyait par terre, avec la boîte à côté d'elle, et elle attendait qu'on lui donne à manger. Et un jour, elle est arrivée à Nightingale, et elle a déposé le carton sur le sol de la cuisine, elle a pris les billets de banque du Colonel, et elle est partie.

Tout ça, c'est mon histoire, mais je peux y penser maintenant comme si c'était vraiment arrivé à quelqu'un d'autre. Je peux penser à mon père inconnu, qui est mort à Marseille au moment où je commençais à vivre à Khénifra. Je peux imaginer ma mère, elle n'avait que seize ans, elle était si fragile, avec ses yeux de biche, ses cheveux coiffés en nattes, et pourtant elle était si audacieuse, si forte. Un jour le Colonel m'a parlé d'elle, quand il l'a rencontrée pour la première fois, elle portait ce tout petit enfant sur la hanche. Il y avait quelque chose qui troublait son regard, comme des larmes. Il la revoyait toujours, cette jeune femme au visage d'enfant, l'allure sauvage et décidée et le bébé qu'elle tenait contre elle et qui suçait son lait.

J.M.G. Le Clézio, *Printemps*, in, *Printemps et autres saisons*, Gallimard, 1989

¹ Fondouc : Dans les pays arabes, emplacement où se tient le marché, entrepôt où l'on entasse toutes sortes de marchandises ; auberge (Petit Robert)

Durée : 2 heures.

Consignes : L'usage de tout dictionnaire est formellement interdit.

Tom Clancy was bored. He decided he was as bored as the cheese with all the holes in it. He walked slowly through the village, his hands clasped behind his back, the time worn picture of the policeman on duty. He shouldn't have been bored. He was only twenty-five years old. It was evening. It had been a fine day. There were low plump blushing clouds around the horizon. The village was very pretty, consisting of ten houses, a small village hall, three shops, the tidy police barracks _if you could call a four-roomed house a barracks_ and Bartley Finnegan's Pub. All right. Nothing much if you like, but all the neatly painted houses had for a background a towering benevolent mountain, which would break the heart of the highest wind, and they looked out at a placid bay of the sea enclosed by low hills on each arm. There was a new concrete pier, admittedly not as beautiful as a stone-built pier, but the fishermen thought a lot of it, and the three masts of the fishing boats rising over the pier, the black rope-ribboned tips of them catching the light of the dying sun, looked good, but Tom Clancy would have sold you the lot of them, with the village thrown in and the mountain and the sea and all the minerals it might contain for sixpence-halfpenny. So he strolled through the village, almost unseeing, a tall lad with wide shoulders and a slim waist, and he turned down towards the pier and his mind's eye was occupied with a far different horizon. Thousands of ragged chimney pots silhouetted against a light-green sky.

Walter Macken, "The Red Rager" in *God Made Sunday and other Stories*, 1962.

UNIVERSITÉ DE TOULON ET DU VAR
FACULTÉ DES LETTRES ET SCIENCES HUMAINES

SESSION / SEMESTRE	: 1 sem 3
DÉPARTEMENT	: LLCE ANGLAIS
CODE U.E. / ANNÉE	: 32
MATIÈRE	: LITTÉRATURE
DURÉE de l'ÉPREUVE	: 3 heures
SALLE	: Y 002
DATE	: 8/01/09
HEURE	: 9 HEURES
ENSEIGNANT	: M. Heinrich
DOCUMENTS AUTORISÉS	: aucun

Write a sensible essay on one of the following subjects :

- Is "Giving up" an answer to the issues raised in *Disgrace* by John Maxwell Coetzee?
- Town and country in *Disgrace* by John Maxwell Coetzee

UNIVERSITE du SUD / TOULON – VAR

FACULTE DES LETTRES ET SCIENCES HUMAINES

L.C.E. Anglais – Licence 2 - Session 1 de JANVIER 2008
CIVILISATION de la GRANDE-BRETAGNE (U.E. 33)

Durée de l'épreuve : 3 heures

Document(s) autorisé(s) : **Aucun**

COMMENTARY

Comment on the document overleaf.

Daniel DEFOE, *The Complete English Tradesman*, London, 1726

The word "tradesmen", in England, does not sound so harsh as it does in other countries; and to say a gentleman-tradesman, is not so much nonsense as some people would persuade us (...); the English tradesman may be allowed to rank with the best gentlemen in Europe.

5 And hence it is natural to ask, **whence** (1) comes all this to be so? How is it produced? War has not done it; no, (...) we have made no conquests abroad, added no new kingdoms to the British empire, reduced no neighbouring nations (...); we have gained nothing by war (...); instead of being enriched by war and victory, on the contrary, we have been torn in pieces by civil wars and rebellions, and that several times, to the ruin of our richest families, and the slaughter of our nobility and gentry.

10 These things prove abundantly that the greatness of the British nation is not owing to war and conquests, (...); but it is allowing to trade, to the increase of our commerce at home, and the extending it abroad.

15 It is owing to trade that new discoveries have been made in lands unknown, and new settlements and **plantations** (2) made, new colonies planted, and new governments formed, in the uninhabited islands, and the uncultivated continent of America; and those plantings and settlements have again enlarged and increased the trade, and thereby the wealth and power of the nation by whom they were discovered and planted; we have not increased our power, or the number of our subjects, by subduing the nations which possess those countries, and incorporating them into our own; but have entirely planted our colonies, and peopled the countries with our own subjects, natives of this island; and, excepting the negroes, which we transport from Africa to America as slaves to work in the sugar and tobacco plantations, all our colonies, as well in the islands as on the continent of America, are
20 entirely peopled from Great Britain and Ireland, and chiefly the former; the natives having either removed further up into the country, or, by their own folly and treachery raising war against us, been destroyed and cut off.

25 As trade has thus extended our colonies abroad, so it has (...) kept our people at home, where they are multiplied (...), and do still continue to multiply in such a manner, that, if it goes on so, time may come that all the lands in England will do little more than serve for gardens for them and to feed their cows, and their corn and cattle be supplied from Scotland and Ireland.

30 What is the reason that we see numbers of French, and of Scots, and Germans, in all the foreign nations in Europe, and especially filling up their armies and courts, and that you see few or no English there?

35 What is the reason that, when we want to raise armies, or to man navies, in England, we are obliged to **press** (3) the seamen, and to make laws, and empower the justices of peace and magistrates of towns, to force men to **go for** (4) soldiers, and enter into the **service** (5), or allure them by giving **bounty-money** (6) (...) to **list themselves** (7); whereas the people of other nations, and even the Scots and Irish, travel abroad (...) to seek service and to be admitted into their pay?

What is it but trade, the increase of business at home, and the employment of the poor in the business and manufactures of this kingdom, by which the poor get so good wages, and live so well, that they will not **list for** (8) soldiers; and have so good pay in the merchants' service, that they will not serve on board the ships of war, unless they are forced to do it?

40 What is the reason that, in order to supply our colonies and plantations with people, (...) we are obliged to send away **thither** (9) all our **petty offenders** (10), and all the criminals that we think fit to spare from the **gallows** (11), besides that we formerly called the kidnapping trade, that is to say, the arts made use of to **whedle** (12) and draw away young, vagrant, and indigent people, and people of desperate fortunes, to sell themselves, that is, **bind themselves for servants** (13), the number of
45 which are very great?

50 It is poverty [that] fills armies, mans navies, and peoples colonies; in vain the drums beat for soldiers to serve (...) for fivepence a day, and the king's captains invite seamen to serve in the royal navy for twenty-three **shillings** (14) per month, in a country where the ordinary labourer can have nine shillings a week for his labour, and the manufacturers earn from twelve to sixteen shillings a week for their work, (...); and this is the reason why it has been so much more difficult to (...) recruit armies in England than it has been in Scotland and Ireland, France and Germany.

55 The same trade that keeps our people at home, is the cause of the well-living of the people here; for as frugality is not the national virtue of England, so the people that get much, spend much; and as they work hard, so they live well, eat and drink well, clothe warm, and lodge soft; in a word, the working manufacturing people of England, eat the fat, drink the sweet, live better, and **fare** (15) better, than the working poor of any other nation in Europe; they make better wages of their work; and spend more of the money (...) than in any other country. This expense of the poor, as it causes a prodigious consumption both of the provisions and of the manufactures of our country at home, so two things are undeniably the consequence of that part.

60 The whole glory and greatness of England then (are) thus raised by trade (...).

Daniel DEFOE, *The Complete English Tradesman* (1726)

Notes:

- (1) from where
- (2) colonies or new settlements (see elsewhere: "planted", "plantings"...))
- (3) to impress, i.e. to force into service especially in the army or navy; cf. a **press-gang**, i.e. (in former times, esp. in the 18th century) a detachment of sailors under command of an officer empowered to take men away by force and make them join the navy.
- (4) go as
- (5) the armed forces
- (6) reward, inducement, or payment, especially one given by a government for acts deemed beneficial to the state, such as [...] enlisting for military service.
- (7) to enlist Ø, to join up, i.e. to join the armed forces.
- (8) enlist as
- (9) to that place, in that direction
- (10) having committed a type of crime which is not considered serious
- (11) wooden frame on which condemned persons are executed by hanging; execution by hanging
- (12) to persuade (a person) by smooth, flattering, or beguiling words or acts
- (13) a reference to "indentured servants", i.e. people whose transatlantic passage was paid for by a property holder, but who were bound by indenture (i.e. contract) to work in the colonies for several years
- (14) at that time a pound (£1) was divided into shillings (*abbreviation*: s.) and pence; 20 s. in £1, 12 pence in 1 s.
- (15) to get along

Université du Sud (Toulon-Var)

Faculté des Lettres - Département d'Anglais

LCE 2

1° SESSION 2008-2009

1° Semestre

Civilisation anglo-saxonne

C. Saint-Jean-Paulin

Treat the following questions :

- 1) The relationships between slavery and expansionism (1800-late 1850s).
- 2) The Louisiana Purchase.

NB : Aucun document n'est autorisé

135
10 SEPT

SIR, IF A DISSOLUTION OR THE UNION must take place, let it be so! If civil war, which gentlemen so much threaten, must come, I can only say, let it come! My hold on life is probably as frail as that of any man who now hears me; but, while that hold lasts, it shall be devoted to the service of my country; to the freedom of man. If blood is necessary to extinguish any fire which I have assisted to kindle, I can assure gentlemen, while I regret the necessity, I shall not forbear to contribute my might. Sir, the violence to which gentlemen have resorted to on this subject will not move my purpose, nor drive me from my place. I have the fortune and the honor to stand here as the representative of freemen, who possess intelligence to know their rights, who have the spirit to maintain them. Whatever might be my own private sentiments on this subject, standing here as the representative of others, no choice is left me. I know the will of my constituents, and, regardless of consequences, I will avow it, as their representative, I will proclaim their hatred to slavery in every shape; as their representative, here will I hold my stand, until this floor, with the Constitution of my country which supports it, shall sink beneath me. If I am doomed to fall, I shall at least have the painful consolation to believe that I fall, as a fragment, in the ruins of my country...

Sir, has it already come to this; that in the Congress of the United States—that, in the legislative councils of republican America, the subject of slavery has become a subject of so much feelings, of such delicacy, of such danger, that it cannot safely be discussed?... Are we to be told of the dissolution of the Union; of civil war, and of seas of blood? And yet, with such awful threatenings before us, do gentlemen, in the same breath, insist upon the encouragement of this evil; upon the extension of this monstrous scourge of the human race? An evil so fraught with such dire calamities to us as individuals, and to our nation, and threatening, in its progress, to overwhelm the civil and religious institutions of the country, with the liberties of the nation, ought at once to be met and to be controlled. If its power, its influence, and its impending dangers have already arrived at such a point that it is not safe to discuss it on this floor, and it cannot now pass under consideration as a proper subject for general legislation, what will be the result when it is spread through your widely extended domain? Its present threatening aspect, and the violence of its supporters, so far from inducing me to yield to its progress, prompts me to resist its march. Now is the time, it must now be met, and the extension of the evil must now be prevented, or the occasion is irrecoverably lost, and the evil can never be contracted.

136

Histoire de l'Amérique du Nord
C. COLLOP... (Béal, 2001)

rouis de C. Saint-Jean. Paulin

Sir, extend your view across the Mississippi, over your newly acquired territory; a territory so far surpassing in extent the limits of your present country, that that country which gave birth to your nation, which achieved your Revolution, consolidated your Union, formed your Constitution, and has subsequently acquired so much glory, hangs but as an appendage to the extended empire over which your Republican government is now called to bear sway. Look down the long vista of fertility. See your empire, in extent unequalled; in advantageous situation without a parallel; and occupying all the valuable part of our continent. Behold this extended empire, inhabited by the hardy sons of American freemen—knowing their rights, and inheriting the will to protect themselves of the soil on which they live, and interested in the institutions which they labor to defend, with two oceans having your shores, and tributary to your purposes bearing on their bosoms the commerce of your people. Compared to yours, the governments of Europe dwindle into insignificance, and the whole world is without a parallel. But, sir, reverse this scene; people this fair dominion with the slaves of your planters; extend slavery, this bane of man, this abomination of heaven, over your extended empire, and you prepare its dissolution; you turn its accumulated strength into positive weakness; you cherish a canker in your breast; you put poison in your bosom; you place a vulture on your heart; nay, you whet the dagger and place it in the hands of a portion of your population, stimulated to use it, by every tie, human and divine. The envious contrast between your happiness and their misery, between your liberty and their slavery, must constantly prompt them to accomplish your destruction. Your enemies will learn the source and the cause of your weakness. As often as internal dangers shall threaten, or internal commotions await you, you will then realize, that, by your own procurement, you have placed amidst your families, and in the bosom of your country, a population producing at once the greatest cause of individual danger and of national weakness. With this defect, your government must crumble to pieces, and your people become the scoff of the world...

Sir, on this subject the eyes of Europe are turned upon you. You boast of the freedom of your Constitution and your laws; you have proclaimed, in the Declaration of Independence, "That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that amongst these are life, liberty, and the pursuit of happiness;" and yet you have slaves in your country. The enemies of your government, and the legitimates of Europe, point to your inconsistencies, and blazon your supposed defects. If you allow slavery to pass into territories where you have the lawful power to exclude it, you will justify take upon yourself all the charges of inconsistency; but, confine it to the original slaveholding states, where you found it at the formation of your government, and you stand acquitted of all imputation.

Université du Sud, Toulon-Var
Faculté des Lettres et Sciences Humaines

LCE Anglais Semestre 4

Littérature : Dissertation

Cours de Mme Sibley

Examen de la première session, mai 2009

Durée : 3 heures

Documents autorisés : aucun

Please write a well-structured essay with the following title :

Forces of Good and Evil in William Shakespeare's *The Tragedy of Macbeth*.

Remember to pay attention to the quality of your written English.

