

# Entrance Examinations into 1<sup>st</sup> Year Second Cycle ENS

## Septembre 2003 Session

Div. Series  
English Language  
Time: 3 hours

(Major)  
Coeff: 4

### Section I: Reading Comp.

2. Read the article again and choose the most suitable heading from the list A-I for each part (1-8) of the article. There is one extra heading which you do not need to use.

- A First time inside a real plane
- B Up in the air for the first time
- C Seeing how normal it all is
- D Learning to control fear
- E Do it again!
- F Almost 100% success
- G First day of the course
- H Preparing for the course
- I Air anxiety can be controlled

Read this newspaper article quickly and choose the best title for it.

- A Safety in the air
- B For those in terror of the air
- C Training to be an air psychologist
- D A weekend in Paris

1. I

Most of us who have flown in an aeroplane have experienced the odd moment or two of disquiet. But for some people the prospect of flying is so terrifying that they cannot set foot in a plane, let alone pop on a shuttle to Glasgow or wing their way down to the M24 for a holiday. Yet, according to Mr Yaffé, senior clinical psychologist at Guy's Hospital, it is possible to control a fear of flying so that air travel becomes not merely possible but, in some cases, positively enjoyable.

2. I

Mr Yaffé runs special 'air anxiety' seminars. When people sign on for the course, they are sent a book about flying and two cassette tapes about relaxation and flight stress control, and they are expected to do some homework using these.

3. I

The first morning of the course is spent on group discussion and a lecture about the principles of flight, then Mr Yaffé shows different ways of coping with anxiety. In the afternoon, small groups take it in turns to go on the flight simulator - two rows of aircraft seats on a platform. A television screen shows a video of a Boeing 757 flight to Paris. The effect is quite realistic, complete with turbulence, engine noise and hostess announcements. Mr Yaffé says: 'It does help, although lots of people avoid looking out of the window and some get tearful. No one has ever refused to go on it, however.'

4. I

The next day the group go to Heathrow airport with Mr Yaffé. They board a grounded Concorde and then, if there is one available, a 757. Mr Yaffé says: 'Concorde is particularly good for claustrophobia because it is such a narrow plane. Afterwards, a 757 seems positively enormous.'

5. I

After lunch at the terminal (where the group can watch take-offs and landings), they go to the air traffic control tower where they can see planes approaching on the radar. Mr Yaffé says: 'It's important for the group to see how everything works and how in control all the staff look. Seeing planes trundling in and out with monotonous regularity, with as much drama as buses going into a bus garage, is very reassuring.'

6. I

Then everyone checks in for a 40-minute flight to Paris. They are allocated seats together on the left side of the plane, so that conditions echo those produced by the flight simulator. Mr Yaffé talks the group through take-off, explaining everything as it happens. Once airborne, the group is taken up to the flight deck.

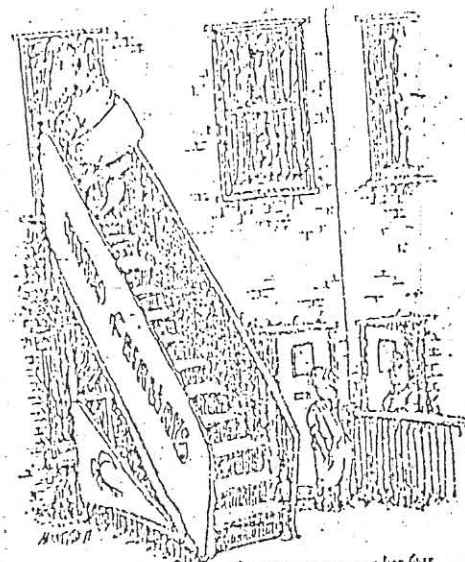
7. I

'I've only had one chap who refused to take the flight after we'd checked in,' says Mr Yaffé. 'Another man did say he was going to get off, but I got him to see that he'd feel worse if he got off than if he stayed, and he was all right.'

8. I

The group returns home on a mid-afternoon flight on Sunday and the seminar concludes with a de-briefing session in Terminal Four. Mr Yaffé usually adds a note of caution at this point. 'Two brief flights don't necessarily neutralise everything immediately. You have to practise. So I always suggest that people take an independent flight six weeks to two months later.'

(by Lee Rodwell in The Times)



"With a bit of luck, I'll have overcome my fear of flying by the time we go on holiday."

the whole:

### Section II: Syntax and usage

1. Make a sentence illustrating each of the following figures of speech:

Hyperbole, Inos, zeugma, oxymoron, meiosis

2. Turn the following sentences into reported speech, beginning with "John said in 1999 that..."

- i. "I am not well today."
- ii. "I will soon travel."
- iii. "I was late yesterday."
- iv. "I have been here for five days."
- v. "I must go."

3. Correct the punctuation mistake in each of the following sentences. Note that punctuation here includes the use of the case (upper and lower case).

- i. She has a three year old child who will be going to nursery school next year.
- ii. My boss made the offer with a leave-it-or-take-it attitude.
- iii. This type of behaviour I suspect may account for her poor performance in school.
- iv. My prediction is that the expression item-eleven will soon firmly establish itself in our local English.
- v. My uncle has headed the department of nursery education of the Ministry of Education for ten years now.

### Section III: Pronunciation

1. Circle the silent letters in each of the following words:

beard, castle, honorable, sword, Wednesday, debtor, aren't, Hugh, Greenwich, indict

2. Circle the RP stress on each of the following words:

stepmother, Answer, mother

3. Circle the correct pronunciation of each of the following words: mattress, contribute, bilingualism, preparatory, diagnosis, European, tarpaulin, assassin, lieutenant, referee

### Section IV: Writing

1. Write a paragraph on any of the following topics:

- i. For or against the military intervention of super powers in less powerful countries?
- ii. The place of culture in Cameroon
- iii. The greatest heritage I would like to leave to humanity.

X

Bilingues : 2nd cycle 2003.

Filière : Bilingue  
Niveau : Second cycle X

Epreuve : Littérature  
(Heure)

SUJET :

Expliquez et commentez cette affirmation de  
J.M.G. Le Clézio dans L'Extase matérielle :  
« Les formes que prend l'écriture, le genre  
qu'elle adopte ne sont pas tellement intéressants. La  
seule chose compte pour moi : c'est l'acte d'écrire...  
Ce n'est pas en voulant faire un roman qu'on fait de  
l'art. Ce n'est pas parce qu'on appelle son livre un poème  
qu'on est poète. C'est en faisant de l'écriture,  
de l'écriture pour soi et pour les autres, sans art  
visée que d'être soi, qu'on atteint d'art. »

### Section II: Syntax and Usage

Write a sentence illustrating each of the following figures of speech:

(i) simile, metaphor, zeugma, oxymoron, meiosis

Put the following sentences into reported speech, beginning with "John said in 1999 that..."

- (i) "I am not well today."
- (ii) "I will soon travel."
- (iii) "I was late yesterday."
- (iv) "I have been here for five days."
- (v) "I must go."

Correct the punctuation mistake in each of the following sentences. Note that punctuation here includes the use of the comma (upper and lower case)

- (i) She has a three year old child who will be going to nursery school next year.
- (ii) My boss made the offer with a leave it or take it attitude.
- (iii) This type of behaviour I suspect may account for her poor performance in school.
- (iv) My prediction is that the expression item eleven will soon firmly establish itself in our local English.
- (v) My uncle has headed the department of nursery education of the Ministry of Education for ten years now.

### Section III: Pronunciation

Circle the silent letters in each of the following words:

(i) card, castle, honorable, sword, Wednesday, debtor, aren't, Hugh, Greenwich, indict

(ii) Put stress on each of the following words:

(i) Answer, mother

(ii) immense, contribute, bilingualism, preparatory, diagnosis, European, tarponin, assassin

Choose one answer for the following:

1. ... against the military intervention of super powers in less powerful countries?

2. ... the place of culture in Cameroon

3. ... The greatest heritage I would like to leave to humanity..