

Introduction

Le test dure 1h et comprend 6 sous-tests :

- Incomplete sentences – 20 questions
- Underlined words – 20 questions
- Reading comprehension – 10 questions
- Listening comprehension – 10 questions
- Monologue – 10 questions
- Interaction – 10 questions

Les sous-tests peuvent être réalisés dans n'importe quel ordre ; le candidat a la possibilité de naviguer dans le test comme il le souhaite et, notamment, revenir ultérieurement sur certaines questions.

Chaque question comporte 4 réponses possibles. Une seule de ces réponses est correcte. Une bonne réponse rapporte 1 point. L'absence de réponse ou une réponse fautive ne font perdre aucun point.

La passation du test se déroule 100% en ligne avec une surveillance à distance ; les candidats ont le choix du jour et de l'heure de passation dans une fourchette de dates donnée selon la session à laquelle ils sont inscrits.

Pour composer, les candidats doivent se trouver seuls dans une pièce fermée et rangée sans objets, documents, ou matériel informatique à proximité du poste de travail. Il se connectent à la plateforme d'examen obligatoirement avec un ordinateur portable équipé d'une webcam et d'un microphone en bon état de marche.

Le brouillon n'est pas autorisé.

Les sorties sont interdites et les candidats ne sont pas autorisés à parler.

Les candidats ont la possibilité de tester la plateforme en amont de la passation autant de fois qu'ils le souhaitent. Un support technique est en mesure de répondre à leurs questions à tout moment avant et durant la passation.

Il est rappelé que le non-respect de ces consignes peut être considéré comme une tentative de fraude susceptible de l'application de sanctions pouvant aller jusqu'à l'exclusion du concours.

Partie 1. Incomplete Sentences

Ce sous-test évalue les candidats sur leur faculté de comprendre, de percevoir le sens d'une phrase. Il sera demandé aux candidats de compléter un texte lacunaire en identifiant le terme ou l'expression qui convient dans une liste de quatre propositions (noms, verbes, adverbes, adjectifs, connecteurs logiques, etc.) afin d'assurer la cohérence d'une pensée. Les candidats devront porter une attention particulière à la syntaxe, au vocabulaire, au registre et au contexte de l'énoncé.

Exemples :

Question 1. *I (...) the speech you gave last Thursday night, but I was in bed with the flu.*

- A) will have heard
- B) would hear
- C) would have heard
- D) might hear

Question 2. *About ten minutes later, the artist makes her entrance on (...) and starts a real charisma lesson with the song "Cry Me a River".*

- A) stage
- B) scene
- C) scare
- D) seine

Question 3. *Anna Dupont has received top performance reviews (...) she joined the marketing department three years ago.*

- A) since
- B) despite
- C) during
- D) except

Partie 2. Underlined words

Ce sous-test évalue les connaissances des candidats en orthographe d'usage, orthographe grammaticale, vocabulaire, conjugaison ponctuation, syntaxe et rédaction. Un énoncé sera présenté aux candidats avec quatre mots soulignés. L'objectif de ce sous-test consiste à repérer, parmi les quatre mots soulignés, celui provoquant une erreur dans l'énoncé proposé – ce qui revient en fait à comparer la phrase produite par le scripteur avec celle qu'il aurait dû produire pour exprimer ce qu'il voulait exprimer.

Exemples :

Question 1. *Don't tell me you cannot give me a hand next week ; I'm not asking to the moon.*

- A) tell me
- B) give
- C) a hand
- D) to the moon

Question 2. *Crocodiles spend much of their lives in the water, but as far as turtles, they must lay their eggs on land, because reptile embryos must respire through the egg's permeable shell.*

- A) much
- B) as far as
- C) on land
- D) because

Question 3. *I get used to think that adults were incapable of crying when I was a child.*

- A) get used to
- B) were
- C) crying
- D) was

Partie 3. Reading Comprehension

Ce sous-test apprécie la capacité d'un étudiant à comprendre un texte dans lequel l'auteur adopte une attitude particulière ou un certain point de vue, à saisir la progression de pensée de l'auteur, à regrouper des informations relevant d'une même chaîne argumentative et à repérer les articulations logiques du texte. Chaque question présentera un court extrait tiré d'un livre, d'une revue, d'un magazine ou d'un journal. Ces extraits sont destinés à un public non spécialisé et portent sur des sujets d'actualité contemporaine.

Exemples :

Question 1. *“Opera refers to a dramatic art form in which the emotional content is conveyed to the audience as much through music as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as costumes and acting. However, the words of the opera are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.”*

We can understand from the reading that:

- A) people are captivated more by opera than musical theater
- B) drama in opera is more important than the music
- C) orchestras in operas can vary considerably in size
- D) musical theater relies above all on music

Question 2. *“How does an artist train his eye? “First,” said Leonardo da Vinci, “learn perspective; then draw from nature.” The self-taught painter George Stubbs followed Leonardo's advice. Like Leonardo, he studied anatomy, but, unlike Leonardo, instead of studying human anatomy, he studied the anatomy of the horse. He dissected carcass after carcass, peeling away the five separate layers of muscles, baring the veins and arteries and nerves. For 18 long months he recorded his observations, and when he was*

done, he could paint horses muscle by muscle, as they had never been painted before. Pretty decent work, for someone self-taught.”

The use of the phrase “pretty decent” conveys:

- A) grudging enthusiasm
- B) tentative approval
- C) ironic understatement

D) bitter envy

Question 3. "When the maker of Megapower, a vitamin supplement, modified its formula two years ago, Tasmania, an island off the coast of New Zealand, suffered a decrease in its export earnings. Tasmania's only export, kiwi fruit, constitutes a substantial portion of the world supply of that fruit. Researchers concluded that the old Megapower formula contained natural kiwi extract, but the new formula does not."

Which of the following, if true, gives the strongest support for the researchers' claim?

- A) Some South American countries have begun to grow kiwi fruit successfully
- B) United States chemists have started development of a synthetic kiwi extract
- C) Megapower chose not to renew their contract with the Tasmanian kiwi growers
- D) Imports of kiwi fruit have fallen in the country where Megapower is manufactured

Partie 4.

Listening Comprehension

Ce sous-test mesure la faculté d'un candidat à comprendre à l'oral une information factuelle directe sur des sujets de la vie quotidienne ou relatifs au travail en reconnaissant les messages généraux et les points de détail, à condition que l'articulation soit claire et l'accent courant. Les candidats entendront une question ou une déclaration et quatre choix de réponses en anglais. Ils devront identifier, parmi les quatre propositions données, celle qui concorde le mieux à la question ou à la déclaration initialement énoncée.

Exemples :

Question 1. Les candidats entendront : Where is the executive director's office?

- Les candidats entendront ensuite :
- A) To meet the new recruiter
 - B) It's the second office on the left
 - C) It should be good tomorrow morning
 - D) He should be here in a few minutes

Question 2. Les candidats entendront : What did your daughter study?

- Les candidats entendront ensuite :
- A) She has a degree in business law
 - B) She works near San Francisco
 - C) She did an academic exchange in Japan
 - D) She will retire in a year or two

Question 3. Les candidats entendront : How well does Kevin play the accordion?

- Les candidats entendront ensuite :
- A) It's a fretted musical instrument
 - B) He bought it for thirty dollars
 - C) I hope to see you soon
 - D) He's very talented for his age

Partie 5.

Monologue

Ce sous-test permet de d'apprécier la capacité d'un candidat à comprendre des exposés oratoires de niveau universitaire en anglais. Les étudiants entendront deux à trois monologues sur un sujet académique (par exemple un extrait de cours magistral prononcé en école de management). Après écoute, les candidats devront répondre à différentes questions cherchant à évaluer leurs capacités à saisir non seulement le sujet général et les faits présentés par l'orateur, mais également les détails qui les accompagnent.

Exemple :

Les candidats entendront :

- Narrator: *Listen to part of a lecture in a economics class.*

- Female Professor: *From January 2017 until December 2018, 2,000 unemployed Finns got a monthly flat payment of €560. The aim was to see if a guaranteed safety net would help people find jobs and support them if they had to take insecure gig economy work.*

When it launched the pilot scheme back in 2017, Finland became the first European country to test out the idea of an unconditional basic income. It was run by the Social Insurance Institution, a Finnish government agency, and involved 2,000 randomly selected people on unemployment benefits.

It immediately attracted international interest. With the likes of Mark Zuckerberg, Stephen Hawking, Elon Musk and Bernie Sanders all proponents of a universal basic income model, Finnish officials and participants have been inundated with media requests from around the globe. One participant who hoped to start his own business with the help of the unconditional monthly payment complained that, after speaking to 140 TV crews and reporters from as far afield as Japan and Korea, he has simply not been able to find the time.

But amid this unprecedented media attention, the experts who devised the scheme are concerned it is being misrepresented. A full-scale universal income trial would need to study different target groups, not just the unemployed. It would have to test different basic income levels, look at local factors. This is really about seeing how a basic unconditional income affects the employment of unemployed people.

Question 1. *What is the main subject of this course?*

- A) *The monetary stimulus strategy in Finland*
- B) *An innovative project concerning the unemployed in Finland*
- C) *An Attempt by Google to influence Finnish government*
- D) *The impact of Universal Basic Income on Sweden*

Question 2. *What is said about those receiving money in the Finnish scheme?*

- A) *They are close to starting their professional life*
- B) *They all come from the same political party*
- C) *They have been selected on a voluntary basis*
- D) *They didn't have jobs when the scheme started*

Question 3. *What is cited as a negative result of all the media interest?*

- A) *Many criticisms have appeared in the press*
- B) *The names of the unemployed people have been leaked*
- C) *The portrayal of the scheme is inaccurate*
- D) *The outcome of the scheme is being altered*

Partie 6. Interaction

Ce sous-test mesure la capacité d'un candidat à comprendre une interaction entre des locuteurs natifs, dans une discussion de groupe ou dans un débat, avec différents accents s'exprimant sur des sujets variés et complexes. Après écoute, les candidats devront répondre à différentes questions cherchant à évaluer leurs capacités à saisir non seulement le sujet général et les faits présentés dans la discussion, mais également les détails qui les accompagnent.

Exemple :

Narrator: Listen to a conversation between a student and a university advisor. The student is trying to decide where to go to school next year.

Advisor: Mr. Piestrak. How can I help you?

Student: Well, I'm thinking about transferring, but I'm, I'm not sure. I was hoping you could help me decide.

Advisor: I'll try. Where are you thinking of transferring to? And why do you want to leave Sanborn University?

Student: I'm thinking of going to McLean University because it's in my hometown. I've been kind of homesick here this year, and I haven't made many friends. So, I thought that, maybe, it'd be better to be closer to my parents and friends and all.

Advisor: I see. And would you keep the same major if you transferred? What is it, marketing?

Student: Yeah, I would. The credits I've earned here will transfer to McLean. I've already checked.

Advisor: May I ask why you chose to come to Sandborn University in the first place?

Student: Sure. The main reason is you have a great business school. And the second reason is that I wanted to get away from home.

Advisor: You're right Mr. Piestrak, we do have a great business school. But so does McLean. The thing is, you've got almost a year under your belt here now. At McLean, you'll be starting from scratch.

Student: Yeah, I know that. But I'm a little bit familiar with McLean, I had older friends who went there, and I visited it before I came here.

Advisor: You know, freshman year is usually the hardest. I remember how homesick I was my first year. I'll tell you; I was ready to pack it in after the first two weeks. But the longer I stayed, the more comfortable I felt.

Question 1. Why is the student talking to the advisor?

- A) To try and determine the best subject for him to major in
- B) To ask about the advisor's experiences as an undergraduate
- C) To get advice about transferring to a different university
- D) To decide which classes would be best to take next quarter

Question 2. Which of these statements about the student's experience are true?

- A) *He is senior at Sandborn University*
- B) *He is majoring in marketing*
- C) *He wants to join a European university*
- D) *He has made lots of friends at Sandborn*

Question 3. *Why does the advisor say this: "I was ready to pack it in after the first two weeks"?*

- A) *To show that she emphasizes with the student's feelings*
- B) *To make the student feel foolish about wanting to leave*
- C) *To demonstrate how brave he was for staying in school*
- D) *To illustrate an example of his poor decision-making*