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|   | **Institut des Langues Vivantes****FARM & SBIM 11 BAC 1**  **2016-2017**  **LANGL 1854**  **EXAM SEPT 2017** | **NOM (Majuscules) :** **PRÉNOM :****NOMA (Matricule) :****Signature : BLEUUU** |

**I N ST R U CT I O N S**

- Ce questionnaire comporte 70 questions. Il peut servir de brouillon.

-Toutes les réponses doivent être reportées sur la feuille de réponses.

- Pour chaque question, il y a toujours une et une seule réponse correcte.

- Chaque question vaut 1 point :

chaque bonne réponse = 1/1,

chaque mauvaise réponse = 0/1.

- Indiquez votre réponse par une croix () dans la grille.

Pour corriger / annuler une réponse, noircissez complètement la case ().

N’employez ni effaceur, ni Tipp-Ex sur la feuille de réponses.

N’écrivez rien dans les colonnes de synchronisation α droite et α gauche de la grille.

- Durée du test : 120 minutes.

B O N T RAVA I L !

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**I. Receptive vocabulary questions (1) on the book « Professional English in Use : Medicine » : Choose the most appropriate word to complete the sentence.**

1. The external sphincter relaxes and opens to allow the urine to [...] pass freely into the ------------------------------ and out of the body
	1. urethra
	2. bowel
	3. gallbladder
	4. spleen
2. A loss of ------------------------------------------------------- is not accompanied by an increase in the effectiveness of [...] other non-visual senses.
	1. smell
	2. sight
	3. nipping
	4. touch
3. Your --------------------------- can help you take care of your feet.
	1. midwife
	2. ward clerk
	3. occupational therapist
	4. chiropodist
4. Many communities rely on a group of ---------------------------------------------------- physicians to provide care.
	1. locum
	2. rota
	3. housebound
	4. appliance
5. Bacterial infections such as cold sore or --------------------- are common skin problems
	1. bedsores
	2. bruises
	3. boils
	4. scale
6. The -------------------------------------------------------------------------------keeps your wrist from moving but lets your hand do most of what it normally does.
	1. greenstick
	2. splint
	3. reduction
	4. squint
7. Mothers are taught about the need to -------------------------- their children gradually and to begin feeding them on supplementary foods at the age of 6 months.
	1. flush
	2. discharge
	3. lockjaw
	4. wean
8. The mother of a breastfed baby can recognize diarrhoea because the consistency or frequency of the -------------------- is different from normal.
	1. tremors
	2. stools
	3. sharps
	4. drooping
9. Optimal metabolic control, not only during pregnancy but also prior to conception can reduce the risk of ------------------------ and malformation of the foetus.
	1. brisk
	2. deficient
	3. stillborn
	4. miscarriage
10. Asthma attacks can be brought on by exposure to pets and can lead to episodes of extreme ------------------------------.
	1. numbness
	2. breathlessness
	3. passage of clots
	4. dullness

**II. Receptive Vocabulary questions (2) on texts and videos. Fill in the blanks with the right word from the list below**

|  |  |  |
| --- | --- | --- |
| 1. **Frenzy**
2. **Poultry**
3. **Mould**
4. **Scourge**
5. **Handful**
6. **Rate**
7. **Tail**

  | 1. **Dust**
2. **Thighs**
3. **Neonate**
4. **Overweight**
5. **Facilities**
6. **Scar**
7. **Trial**

 | 1. **Stage**
2. **Fear**
3. **Hefty**
4. **Wrist**
5. **Lining**
6. **Edge**
 |

1. Chicken, turkey and duck meat can be referred to as ………….…………....
2. I’ve had to write so much for this exam, my …………..……… hurts.
3. All the data and figures I presented in class come from a clinical ……………………… that I have conducted on 10,000 patients.
4. Just like apes, proto-humans used to have a …………………. in the continuity of their spine. With time it disappeared, today’s humans do not have a visible one anymore.
5. The football club told the boy scouts that they could use their ……………………. for the summer camps. It is nice for those boys to have access to working toilets, showers and changing rooms.
6. It scares me when you put your glass on the ………..………… of the table. It could easily fall off.
7. In the USA, a great part of the population is ………………..……… due to malnutrition and lack of physical activity.
8. Tom’s brain tumor has evolved and is now in the last …………………. of development. He is doing everything he can to enjoy his last moments with his relatives.
9. Sprinters train to have large muscles in their ……………….……., but this can put their knees in danger because of the great tension on their patellofemoral tendon.
10. We had not been in our vacation home for a few years, when we arrived there was a lot of ………………….…… on the floor and the furniture. I took us a few hours to remove all of it.

III. **Reading Comprehension questions on the texts and videos. Fill in the blank with the phrase from the list below (a-j):**

Subtle genetic differences may help explain the (21)---------- infections. For example, some pox viruses possess genes for proteins (22)----------------- the ability of the immune system to respond effectively to the infection. When researchers compared the genes from different poxviruses, they zeroed in on one that was found in several different kinds of pox viruses. (23) ------------------------------ variola, this gene triggered the production of a protein that evidence suggests prevents some (24) -------------------- from effectively coordinating their counterattack against the virus. But the equivalent gene in the Congo Basin strains of monkeypox (which are less deadly than smallpox) provided the hereditary instructions for a shorter protein. When researchers looked at the milder West African version of monkey pox, (25)---------------------------- and the protein could not be manufactured.

1. retroviruses
2. in the most deadly strains of
3. that interfere with
4. immune cells
5. shifting severity of pox
6. blocking the formation of peptide bonds
7. the gene was missing altogether
8. the gene was much bigger
9. competing with non-resistant, fit bacteria

**IV. Reading Comprehension (unseen text). For each paragraph, select the sentence that best corresponds to the meaning of the text.**

FOR a brief moment in the middle of the last century, infectious diseases looked vanquished. Vaccines had been developed for most childhood illnesses, and antibiotics were ridding the world of the rest. The vaccines, for the most part, still work. But antibiotics are under assault, for natural selection has equipped many of the bugs they were supposed to attack with resistance genes. As a result, old enemies such as tuberculosis, gonorrhoea and cholera are making an alarming comeback.

Nowadays, doctors are encouraged to use antibiotics sparingly I’m just not sure they will understand the word sparingly. This, it is hoped, will prevent further resistance developing, and allow the existing resistance to fade. Until recently, this second hope seemed plausible. Wild bacteria do not normally carry antibiotic-resistance genes, suggesting that the evolution of resistance carries with it a cost of some sort, such as slower growth. If so, lifting the selection pressure (that is, removing antibiotics from the environment) should cause bacteria to revert to their earlier, vulnerable state.

Unfortunately, according to research just published in *Proceedings of the National Academy of Sciences* by Johanna Bjorkman, Diarmaid Hughes and Dan Andersson, biologists at Uppsala University and the Swedish Institute for Infectious Disease Control, this seems to be wrong. Strains resistant to antibiotics are initially less virulent than their susceptible counterparts, as you would expect, but the researchers found that virulence can be rapidly acquired without any loss of resistance. In other words, the evolutionary burden imposed by resistance may not be significant after all.

The researchers looked at antibiotic-resistant mutants of the bacterium *Salmonella typhimurium* and compared them with the normal, susceptible strain, to see how fast each one grew in mice. Growth, in this species at least, is a good measure of virulence: the nastier the strain, the faster it multiplies. They looked at seven strains in all—three with resistance to the antibiotic streptomycin, and two for each of rifampicin and nalidixic acid. Sure enough, they found that, at first, all of the resistant strains grew more slowly than the sensitive ones.

This soon changed, however. The researchers injected each resistant strain into mice—and found that within 30 generations, new mutations arose in the antibiotic-resistant strains that rendered them at least as fierce as the original, even though the mice were not being treated with the relevant antibiotics. And when they repeated the experiments in test tubes, the researchers found the same thing. In all, of 26 fast-growing mutants discovered in the tests, only four had lost antibiotic resistance as the price for accelerating their growth. This result, if it holds for other species of bacteria, is worrying. It means that judicious use of antibiotics will help prevent the appearance of new antibiotic-resistant mutants, but it may not have any effect on the populations of antibiotic-resistant bacteria that already exist. Superbugs may be here to stay.

1. We are witnessing a reappearance of tuberculosis because

a. gonorrhoea and cholera are making an alarming comeback

b. of the numerous vaccines developed against childhood diseases

c. we have gone through natural selection

d. bacteria have developed resistance genes.

1. Until recently, it was thought that

 a. doctors have encouraged to use antibiotics sparingly

 b. wild bacteria were resistant.

 c. using antibiotics sparingly would help bacteria become less resistant

 d. using antibiotics sparingly will help eradicate deadly diseases

1. Biologists at Uppsala University found that

 a. resistance is not (be) important at all

 b. the impact of resistance on virulence is perhaps not as significant as was first thought

 c. the impact of virulence on resistance is perhaps not as significant as was first thought

 d. antibiotics are becoming less virulent

1. Researchers have shown that

 a. antibiotics are less resistant

 b. salmonella typhimurium grows faster if it is more resistant to antibiotics.

 c. salmonella typhimurium is resistant to streptomycin.

 d. salmonella typhimurium is less sensitive to nalidixic acid.

1. Scientists are worried because an experiment suggests that using antibiotics sparingly

 a. will not prevent the appearance of drug-resistant mutants

 b. will make mice more resistant

 c. will probably have no effect on the drug-resistant strains that already exist.

 d. will make the bacteria lose their antibiotics resistance

**V. Productive vocabulary from the texts and videos. Complete the sentences with the right word.**

1. Food intake has a great influence on health, to stay healthy it is important to have a balanced **d……………….**
2. Walking is important to stay in shape, specialists recommend walking approximately 10.000 **s…………** a day.
3. Teenagers are sometimes very uncomfortable with their changing bodies, this is one of the reasons why they do not want others to see them **n………….** .
4. Throughout evolution, human species have developed larger **b………….** which also meant their head shape had to change.
5. Sally was so **e…………………** from running her marathon on Sunday, that she did not wake up before midday the next day.
6. The **a……………………** was given a prosthetic hand and can now cook all by himself again.
7. Lions have to hunt on antelopes and other animals to **f……………** themselves, no one else will bring them food.
8. If you drink too much alcohol you will end up harming your **l…………..** which is the organ where fat is metabolized.
9. Chris wanted to become a hart **s……………………** , but he was not precise enough with his hands and decided to become a cardiologist instead.
10. Women have wider **h…………..** than men, this is due to the fact that women have to give birth whilst men do not.

**VI. GRAMMAR. Fill in the blanks with the right answer. Follow the instructions**

1. The exam was (**difficult, comparative**) ……………………… last year's.
2. If I were you, I ……………………………………….. (**see**) a doctor.
3. I am sorry. You can't stay in my flat because it ………………………………………..… (**decorate**) right now.
4. I ……………………… (**modal** + **lose**) my wallet on the train. I still remember having it when I got off that train.
5. London isn't ……………………… (**big, comparative**) San Francisco.
6. Her car ……………………… (**steal**)in Italy in 1991.
7. Will you please call her as soon as you……………………… (**know**)?
8. By the time he ……………………… (**find**) the way, he was 5 minutes late.
9. He ……………………… (**modal** + **tell**) me. Now it's too late.
10. If he had been in he ……………………… (**answer**) the phone.
11. I haven’t been to the cinema since I ……………………… (**start)** university.
12. Sweden ……………………… (**think**) to have one of the richest economies in the world.
13. This is ……………………… (**good, superlative**) hospital in Belgium. You should have no problems here.
14. I ……………………… (**see)** the doctor 5 times since my operation.
15. When the nurse entered the room, the patient (**already, leave).**

**VII Listening comprehension (unseen) : Listen to the text and answer the questions in English. You will see the video twice**

Tumors can form because of genetic or environmental factors.

For example, the sun can damage (56.) ----------------------- and other structures in melanocytes leading to melanomas which can spread to the (57.) ----------------- and (58.)-----------------------------.

The immune system is continuously monitoring our tissues. Once activated NK or (59.) -------------------------------------------- (2 words) cells and cytotoxic T cells release perforin and granzymes causing the cells to die by apoptosis.

As the tumor evolves, genetic changes occur that can allow the tumor not to be detected by the immune system. This is called immuno (60.) --------------------------------------.

All of this leads to 2 opposing immune responses :

- The immune system is attacking the tumor

- The other side is helping it

Scientists are developing therapies to (61.) -------------------------------- the immune attack.

Examples:

(62.) ---------------------------------- patients with t-cell transfer or cytokines. Another solution could be to (63.) ------------------------------ the immune checkpoints.

These therapies can be used in combination with chemotherapy. However, some patients develop (64) --------------------------- side effects when their immune system attacks (65.) ------------------------------------------- cells.

<https://www.youtube.com/watch?v=K09xzIQ8zsg>

**VIII. Dictation practice. Fill in the blanks according to what you have heard. The sentences will be read twice.**

1. These ---------------------------- liver tumours can rupture and cause fatal internal bleeding
2. Medications can help with specific symptoms such as pain, nausea and **------------------------------------------**.
3. The same environment shall be used for each location **--------------------------------------------------** the test.
4. Keeping the **---------------------------------------------** on the point, sharply break the tip of the ampoule while holding firmly the other part of the ampoule in the hand.
5. In any case, too great an intake of salt leads to lack of vitamin C and ultimately to -------------------------.

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V. Productive vocabulary questions.

31. ----------------------------------------- 36. ----------------------------------------------

32. ----------------------------------------- 37. ----------------------------------------------

33. ----------------------------------------- 38. ----------------------------------------------

34. ----------------------------------------- 39. ----------------------------------------------

35. ----------------------------------------- 40. ----------------------------------------------

VI. GRAMMAR.

41. --------------------------------------- 49. --------------------------------------------

42. -------------------------------------- 50. --------------------------------------------

43. --------------------------------------- 51. --------------------------------------------

44. -------------------------------------- 52. --------------------------------------------

45. --------------------------- ---------- 53. --------------------------------------------

46. ------------------------------------- 54. --------------------------------------------

47. ------------------------------------- 55. --------------------------------------------

48. -------------------------------------

VII. LISTENING

56. ---------------------------------------------------------

57. ---------------------------------------------------------

58. ---------------------------------------------------------

59. ------------------------------------------------------

60. ------------------------------------------------------

VIII. LISTENING 2

61. ------------------------------------------------------

62. ------------------------------------------------------

63. ------------------------------------------------------

64. ------------------------------------------------------

65. ------------------------------------------------------

66. ------------------------------------------------------

67. ------------------------------------------------------

68. ------------------------------------------------------

69. ------------------------------------------------------

70. ------------------------------------------------------

**KEYS BLEU :**

**I II III IV**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **A** | **6** | **B** |  | **11** | **B** | **16** | **T** |  | **21** | **E** |  | **26** | **D** |
| **2** | **B** | **7** | **D** |  | **12** | **R** | **17** | **K** |  | **22** | **C** |  | **27** | **C** |
| **3** | **D** | **8** | **B** |  | **13** | **N** | **18** | **O** |  | **23** | **B** |  | **28** | **B** |
| **4** | **A** | **9** | **D** |  | **14** | **G** | **19** | **I** |  | **24** | **D** |  | **29** | **B** |
| **5** | **C** | **10** | **B** |  | **15** | **L** | **20** | **H** |  | **25** | **G** |  | **30** | **C** |

**V VI**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **31** | **Diet** |  | **41** | **More difficult than** |
| **32** | **Steps** |  | **42** | **Would see** |
| **33** | **Naked** |  | **43** | **Is being decorated** |
| **34** | **Brains** |  | **44** | **Couldn’t have lost / can’t have lost ?** |
| **35** | **Exhausted** |  | **45** | **As big as** |
| **36** | **Amputee** |  | **46** | **Was stolen** |
| **37** | **Feed** |  | **47** | **know** |
| **38** | **Liver** |  | **48** | **Had found** |
| **39** | **Surgeon** |  | **49** | **Should have stolen** |
| **40** | **Hips** |  | **50** | **Would have occured**  |
|  |  |  | **51** | **started** |
|  |  |  | **52** | **Is thought** |
|  |  |  | **53** | **The best** |
|  |  |  | **54** | **Have seen** |
|  |  |  | **55** | **Had already left** |

**VII**

Tumors can form because of genetic or environemental factors.

For example, the sun can damage (56.) ----------------------- **DNA** and other structures in melanocytes leading to melanomas which can spread to the (57.) -----------------**lungs** and (58.)-----------------------------**liver**.

The immune system is continuously monitoring our tissues. Once activated NK or (59.) --------------------------------------------**Natural Killer** (2 words) cells and cytotoxic T cells release perforin and granzymes causing the cells to die by apoptosis.

As the tumor evolves, genetic changes occur that can allow the tumor not to be detected by the immune system. This is called immuno (60.) --------------------------------------**editing**.

All of this leads to 2 opposing immune responses :

- The immune system is attacking the tumor

- The other side is helping it

Scientists are developping therapies to (61.) --------------------------------**strengthen** the immune attack.

Examples:

(62.) ---------------------------------- **Treating** patients with t-cell transfer or cytokines. Another solution could be to (63.) ------------------------------**target** the immune checkpoints.

These therapies can be used in combination with chemotherapy. However, some patients develop (64) --------------------------- **harmful** side effects when their immune system attacks (65.) ------------------------------------------- **healthy** cells.

**VIII**

|  |  |
| --- | --- |
| **66** | These **benign** liver tumours can rupture and cause fatal internal bleeding |
| **67** | Medications can help with specific symptoms such as pain, nausea and **itchiness**. |
| **68** | The same environment shall be used for each location **throughout** the test. |
| **69** | Keeping the **thumb** on the point, sharply break the tip of ampoule while holding firmly the other part of the ampoule in the hand. |
| **70** | In any case, too great an intake of salt leads to lack of vitamin C and ultimately to **scurvy**.  |