1) Reading

1 There is evidence of agriculture in Africa prior to 3000 b.c. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

2 Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 b.c.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300–200 b.c., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century a.d. This was an important innovation, because the camel’s ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

3 Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

4 This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

5 Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

6 The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone tools.

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implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Directions: Now answer the questions.

1. The word “diffused” in the passage is closest in meaning to
(A) emerged
(B) was understood
(C) spread
(D) developed

2. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?
(A) African lakes and rivers already provided enough food for people to survive without agriculture.
(B) The earliest examples of cultivated plants discovered in Africa are native to Asia.
(C) Africa’s native plants are very difficult to domesticate.
(D) African communities were not large enough to support agriculture.

3. In paragraph 1, what does the author imply about changes in the African environment during this time period?
(A) The climate was becoming milder, allowing for a greater variety of crops to be grown.
(B) Although periods of drying forced people south, they returned once their food supply was secure.
(C) Population growth along rivers and lakes was dramatically decreasing the availability of fish.
(D) A region that had once supported many people was becoming a desert where few could survive.

4. According to paragraph 2, camels were important because they
(A) were the first domesticated animal to be introduced to Africa
(B) allowed the people of the West African savannahs to carve out large empires
(C) helped African peoples defend themselves against Egyptian invaders
(D) made it cheaper and easier to cross the Sahara

5. According to paragraph 2, which of the following were subjects of rock paintings in the Sahara?
(A) Horses and chariots
(B) Sheep and goats
(C) Hyksos invaders from Egypt
(D) Camels and cattle

6. What function does paragraph 3 serve in the organization of the passage as a whole?
(A) It contrasts the development of iron technology in West Asia and West Africa.
(B) It discusses a non-agricultural contribution to Africa from Asia.
(C) It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
(D) It compares the rates at which iron technology developed in different parts of Africa.

7. The word “profound” in the passage is closest in meaning to
(A) fascinating
(B) far-reaching
(C) necessary
(D) temporary

8. The word “ritual” in the passage is closest in meaning to
(A) military
(B) physical
(C) ceremonial
9. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:

(A) Access to metal tools and weapons created greater social equality.
(B) Metal weapons increased the power of warriors.
(C) Iron tools helped increase the food supply.
(D) Technical knowledge gave religious power to its holders.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

(A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
(B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
(C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
(D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

11. The word “fleeing” in the passage is closest in meaning to

(A) afraid of
(B) displaced by
(C) running away from
(D) responding to

12. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT

(A) superior weapons
(B) better hunting skills
(C) peaceful migration
(D) increased population

13. In paragraph 6 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added. These people had a significant linguistic impact on the continent as well. Where would the sentence best fit?

= Les 4 lettres A, B, C et D indiquent différents endroits du passage ci-dessous dans lesquels on pourrait ajouter la phrase manquante « These people had a significant linguistic impact on the continent as well ». Il faut choisir le bon endroit.

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. (A) Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. (B) They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting gathering opponents, who still used stone implements. (C) Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion. (D)

(A) Option A
(B) Option B
(C) Option C
(D) Option D
14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Agriculture and iron working probably spread to Africa from neighboring regions.

- C
- E
- F

**Answer Choices**
- (A) Once Africans developed their own native crops, they no longer borrowed from other regions.
- (B) The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.
- (C) The use of livestock improved transportation and trade and allowed for new forms of political control.
- (D) As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.
- (E) The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.
- (F) Today’s Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.
2) Listening

TRACK 1

Narrator Listen to a conversation between a student and a registrar.

Student Hi, I’d like to drop off my graduation form. I understand you need this in order to process my diploma.

Registrar OK, I'll take that. Uh, before you leave, lemme check our computer … Uh, looks like you’re OK for graduation and … hmmm. Actually, I’m getting a warning flag on your academic record here.

Student Really?

Registrar Yeah, let's see what's what. Uh, OK, are you familiar with our graduation requirements?

Student Um, I think so.

Registrar Then you know you need forty-eight credits in your major field to graduate, and at least twenty-four credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issued letters before a student’s final year began to let them know what they needed to take in their final year to be OK. But we don’t do that anymore …

Student I-I definitely met with my chairperson two years ago. Uh, he told me that I needed eight more courses at the intermediate level or higher in the last two years to be OK … so I’m not sure what the problem is. I made sure I got those credits.

Registrar Unfortunately, the computer’s usually pretty reliable … so I’m not sure what’s going on here.

Student It could be that I’ve taken two basic courses but coupled both of them with field experiences.

Registrar What do you mean?

Student Well, I could only take intro courses because there were no intermediate-level courses available for those particular topics. My chairperson told me that if I did independent field research in addition to the assigned work in each course, they would count as intermediate-level courses. My classmates, um, well, some of my classmates, did this for an easy way to meet the intermediate course requirement.

Directions: Now answer the questions.

15. Why does the man go to see the registrar?
(A) To find out why he is not on the list of graduating students
(B) To explain why he has not fulfilled his graduation requirements
(C) To find out the exact requirements for graduation
(D) To submit a document required for graduation

16. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?
(A) Academic records are regularly checked by the registrar’s office.
(B) Students meet with a department chairperson to plan their course work.
(C) Students receive letters listing the courses that they still need to take.
(D) Warning letters are sent to students who have fallen behind in their course work.

17. Why does the man mention his classmates?
(A) To explain how he obtained information about field research
(B) To point out that many students like to do field research
(C) To show that it is difficult to get intermediate-level credits
(D) To emphasize his motivation to do field research in two of his courses

18. Why does the registrar tell the man to contact his chairperson immediately?
(A) A deadline has already passed.
(B) The man has a limited time to resolve his problem.
(C) The man first needs to find out if the chairperson will help him.
(D) Issuing a new grade may take longer than expected.
TRACK 2
Narrator Listen again to part of the conversation. Then answer the question.
Student I'm not sure what the problem is. I made sure I got those credits.
Registrar Unfortunately, the computer's usually pretty reliable … so I'm not sure what’s going on here.
Narrator What does the registrar imply when she says this:
Registrar Unfortunately, the computer's usually pretty reliable … so I’m not sure what’s going on here.

19. Listen to Track 2.
(A) She is uncertain about the reliability of the computer.
(B) She will approve the man's form despite her doubts about it.
(C) She needs more information about the man's credits.
(D) She needs to call someone to help her fix computer errors.

TRACK 3
Narrator Listen to part of a lecture in a biology class.
Professor So, that's how elephants use infra sound … Now let's talk about the other end of the acoustical spectrum—sound that's too high for humans to hear: ultra sound. Ultrasound is used by many animals that detect—and, some of them, send out—very high-frequency sounds. So, what's a good example? Yes, Carol?
Female Student Well, bats—since they're all blind, bats have to use sound for—uh, y'know—to keep from flying into things.
Professor That's echolocation. Echolocation is pretty self-explanatory: Using echoes—reflected sound waves—to locate things … As Carol said, bats use it for navigation and orientation … and what else? Mike?
Male Student Well, finding food is always important—and, uh, I guess, not becoming food for other animals …
Professor Right on both counts. Avoiding other predators—and locating prey—uh, typically insects that fly around at night. Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind … actually, there are some species of bats—the ones that don’t use echolocation—that do rely on their vision for navigation but, it is true that, for many bats, their vision is too weak to count on. OK, so: quick summary of how echolocation works. The bat emits these ultrasonic pulses—very high-pitched sound waves that we can't hear—and then: they analyze the echoes—how the waves bounce back. Uh, here, let me finish this diagram I started before class … So the bat sends out these pulses—very focused bursts of sound, and echoes bounce back … Y'know, I don't think I need to draw in the echoes. Your- your reading assignment for the next class—it has a diagram that shows this very clearly—so anyway, as I was saying … By analyzing these echoes, the bat can determine, say, if there's a wall in a cave that it needs to avoid … and—how far away it is. Another thing it uses ultrasound to detect is the size and shape of objects. For example, one echo they'd quickly identify is the one they associate with a moth, which is common prey for a bat—particularly, a moth beating its wings. However, moths happen to have a major advantage over most other insects: they can detect ultrasound. This means that, when a bat approaches, the moth can detect the bat's presence … so it has time to escape to safety … or else they can just remain motionless—since, um, when they stop beating their wings, they'd be much harder for the bat to distinguish from, oh, a leaf … or some other object … Now, we've tended to underestimate just how sophisticated the abilities of animals that use ultrasound are. In fact, we kind of assumed that they were filtering a lot out—uh, the way a sophisticated radar system can ignore echoes from stationary objects on the ground. Radar does this to remove “ground clutter”—information about, um, hills or buildings that it doesn't need … but bats—we thought they were filtering out this kind of information because they simply couldn't analyze it. But it looks as if we were wrong. Recently, there was this experiment with trees and a specific species of bats—a bat called the lesser spear-nosed bat. Now a tree should be a huge acoustical challenge for a bat, right? I mean, it's got all kinds of surfaces, with different shapes and angles … So, well, the echoes from a tree are going to be a mass of chaotic acoustic reflections, right? Not like the echo from a moth. So, we thought, for a longtime, that bats stopped their evaluation at simply “that's a tree.”
Yet, it turns out that bats, or at least this particular species, can not only tell that it’s a tree, but can also distinguish between, say, a pine tree and a deciduous tree—like, a maple, or an oak tree … just by their leaves—an-and when I say “leaves,” I mean pine needles, too. Any ideas on how it would know that?

Male Student Well … like with the moth—could it be their shape?

Professor You’re on the right track. It’s actually the echo off all the leaves—as a whole— that matters. Now, think: A pine tree—with all those little, densely packed needles … those produce a large number of faint reflections in what’s called a “smooth” echo—the waveform is very even … but an oak—which has fewer but bigger leaves with stronger reflections—produces a jagged waveform—or what we call a “rough” echo. And these bats can distinguish between the two—and not just with trees, but with any echo that comes in a smooth or rough shape.

Directions: Now answer the questions.
20. What is the lecture mainly about?
(A) How animals emit ultrasonic pulses
(B) How bats use acoustical signals
(C) A comparison of echolocation and radar
(D) Variations among bats in the use of ultrasound

21. Why does the professor decide NOT to add more information to the diagram on the board?
(A) She wants students to complete the diagram themselves as an assignment.
(B) She needs to look up some information in order to complete the diagram accurately.
(C) The additional information is not relevant to the topic that she wants to discuss next.
(D) Students already have the additional information in their textbook.

22. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? Choose 2 answers.
[A] The moth might stop beating its wings.
[B] The moth might emit high-frequency sounds.
[C] The moth might leave the area.
[D] The moth might change its color to match its surroundings.

23. What surprising information did a recent experiment reveal about lesser spear-nosed bats?
(A) They filter out echoes from some types of trees.
(B) They can analyze echoes from stationary objects with complex surfaces.
(C) They cannot analyze “jagged” echoes.
(D) They cannot analyze echoes from certain types of small moving objects.

24. According to the professor, why does a pine tree produce a “smooth” echo?
(A) Because it has a smooth trunk
(B) Because it has large branches spaced at regular intervals
(C) Because it has many small, densely packed needles
(D) Because it remains stationary in all types of weather

TRACK 4

Narrator Listen again to part of the lecture. Then answer the question.
Professor Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind …

Narrator Why does the professor say this?
Professor Now, before I go on, let me just respond to something Carol was saying …

25. Listen to Track 4.
(A) To answer a question that Carol asked
(B) To correct a statement that Carol made
(C) To praise Carol for an example that she gave
(D) To give an example of a principle that Carol stated
Narrator: Listen to part of a lecture in a history class.

Professor: So we’ve been talking about the printing press, how it changed people’s lives, making books more accessible to everyone. More books meant more reading, right? But as you know, not everyone has perfect vision. This increase in literacy, in reading, led to an increase in demand for eyeglasses. And here’s something you probably haven’t thought of: This increased demand impacted societal attitudes towards eyeglasses. But, um, first let me back up a bit and talk about vision correction before the printing press. And what did people with poor vision do—I mean especially those few people who were actually literate—what did they do before glasses were invented? Well, they had different ways of dealing with not seeing well. If you think about it, poor vision wasn’t their only problem. I mean, think about the conditions they lived in: Houses were dark, sometimes there weren’t any windows, candles were the only source of light … So in some places, umm … like ancient Greece, for example, the wealthiest people with poor vision could have someone else read to them. Easy solution if you could afford it. Another solution was something called a reading stone. Around 1000 c.e., European monks would take a piece of clear rock, often quartz, and place it on top of the reading material. The clear rock magnified the letters, making them appear larger. Umm, it’s like what happens when a drop of water falls on something. Whatever’s below the drop of water appears larger, right? Well, the reading stone works in a similar way. But rocks like quartz, quartz of optical quality, weren’t cheap. Late in the thirteenth century, glassmakers in Italy came up with a less expensive alternative—they made reading stones out of clear glass. And these clear-glass reading stones evolved into the eyeglasses we know today. So we’re pretty sure that glasses were invented in about the late 1200s, well over a hundred years before the printing press. But, it’s not clear who exactly invented them first, or exactly what year, but records show that they were invented in both Europe and China at about the same time. By the way, we call this independent discovery. Independent discovery means when something is invented in different parts of the world at the same time. And it’s not as unusual as it sounds. You can look at the time line charts in the back of your textbook to see when things were invented in different cultures at about the same time … to see what I’m talking about. So now let’s tie this to what I said before about societal attitudes towards glasses. Initially, in parts of Europe and in China, glasses were a symbol of wisdom and intelligence. This is evident in the artwork from the period. European paintings often portrayed doctors or … or … judges wearing glasses. In China, glasses were very expensive, so in addition to intelligence they also symbolized affluence, wealth. In fourteenth-century Chinese portraits, the bigger the glasses, the smarter and wealthier the subject was. So glasses were a status symbol in some parts of the world. Now let’s get back to the invention of the printing press in 1440. What happened? Suddenly books became readily available, and more people wanted to read, so the need, well actually, not only the need, but the demand for more affordable glasses rose drastically. Eventually, inexpensive glasses were produced and then glasses were available to everyone. People could purchase them easily from a traveling peddler.

Directions: Now answer the questions.

26. What is the lecture mainly about?
(A) Political events that led to the invention of eyeglasses
(B) A comparison of attitudes toward vision correction in Europe and China
(C) The relationship between the printing press and literacy
(D) An overview of vision correction over time

27. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?
(A) Clear glass was easier to find than quartz.
(B) Clear glass was easier to cut to the appropriate size.
(C) Clear glass magnified the letters more than quartz did.
(D) Clear glass was less expensive than quartz.
28. What does the professor imply about the invention of eyeglasses?
(A) Its historical records are more detailed than those of other inventions.
(B) It had little impact on social attitudes toward vision correction.
(C) Its occurrence in different places at approximately the same time is not unusual.
(D) It contributed to a substantial increase in the number of literate people.

29. Which sentence best describes eyeglasses before the invention of the printing press?
(A) They were available to everyone.
(B) They were a symbol of wealth and wisdom.
(C) They could not correct vision accurately.
(D) They could be bought only from traveling peddlers.

30. Put the events in the order that they happened.
1. B
2. D
3. C
4. A
Answer Choices
(A) Inexpensive eyeglasses became available.
(B) The first eyeglasses were made.
(C) The number of people interested in reading increased.
(D) The printing press was invented.

TRACK 6
Narrator Listen again to part of the lecture. Then answer the question.
Professor So in some places, umm … like ancient Greece, for example, the wealthiest people with poor vision could have someone else read to them. Easy solution if you could afford it.
Narrator What does the professor imply when she says this:
Professor Easy solution if you could afford it.

31. Listen to Track 6.
(A) She is impressed by the solution.
(B) The solution she describes is obvious.
(C) The solution was not a common practice.
(D) The solution was not particularly expensive.
3) **Speaking**

Listen to Track 7.
State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.
Learning through online courses is more effective than learning in the traditional classroom setting.

**Cette partie vous a pris au dépourvu car l’énoncé est très court. On vous demandait de donner votre point de vue.**

Certains ne connaissaient pas le terme ‘statement’ (‘affirmation’), d’autres ne savaient pas quoi dire (dommage !). Attention au niveau de langue : gonna, wanna, guy, dude, etc…pas vraiment adapté dans cette partie du test.

Transcript for Track 9 (Music coming to cafeterias)

**Narrator** City University plans to begin playing music over loudspeakers in the campus cafeterias. You will have 50 seconds to read an article from the campus newspaper about the plan. Begin reading now.

**Transcript for Track 9:**

**Narrator** Now listen to two students discussing the university’s plan.
**Male Student** Did you read this article? Are they serious?
**Female Student** Yeah, I think so. Why?
**Male Student** Well, first of all, a lot of kids aren’t looking for a relaxing break at lunchtime. They like to study while they eat, especially if they have exams coming up, or some assignment they have to get done.
**Female Student** Yeah, that’s true.
**Male Student** And now they won’t be able to concentrate. This is gonna be very distracting.
**Female Student** Mmm. OK, yeah, I see your point.
**Male Student** And second, most students don’t like classical music.
**Female Student** It’s certainly not what I listen to.
**Male Student** So are people going to stop listening to their own music?
**Female Student** No.
**Male Student** I think people are going to be even more likely to bring their mp3 player, you know, to play their own music and block out the classical stuff.
**Female Student** Yeah, that makes sense.
**Narrator** The man expresses his opinion of the university’s plan. State his opinion and explain the reasons he gives for holding that opinion.

Il fallait exposer le point de vue de l’homme (pas le vôtre) et ses arguments. Vous avez souvent exposé votre propre point de vue, ou parfois celui de la femme, ce qui entraîne un hors sujet. Lisez attentivement l’énoncé !
Transcript for Track 10:

Narrator Listen to part of a lecture in a business class.
Professor If a consumer has to choose between two products, what determines the choice? Assume that someone, a purchaser, is choosing between two products that cost the same. OK? If people have a choice between two identically priced products, which one will they choose? They choose the one they think is of higher quality, of course. But what does it mean for a product to be a high-quality product? Well, business analysts usually speak of two major factors of quality—one factor is reliability, and the other is what we call features. So, reliability. What’s reliability? Well, a product is reliable if it works the way we expect it to work, if it can go a reasonable amount of time without needing repairs. If a product, a car for example, doesn’t work the way it should and needs repairs too soon, we say it’s unreliable. So product reliability means, basically, the absence of defects or problems that you weren’t expecting. It used to be that when people thought about product quality, they thought mainly about reliability. Today it’s different. People do still care about reliability, don’t get me wrong. It’s just that manufacturing standards are now so high that … take cars for example; today, today’s cars all very reliable. So reliability is important, but it’s not gonna be the deciding factor. So if reliability isn’t the deciding factor any more, what is? Features—all those extras, the things a product has that aren’t really necessary but that make it easier to use or that make it cool: for example, new cars today are loaded with features like electric windows, sun roofs, air conditioning, stereos, and so forth. When people are comparing products today, they look at features—because reliability’s pretty much equal across the board. And that’s why manufacturers include so many features in their products.

Narrator Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed

Il fallait présenter les différents arguments présentés dans l’extrait, autour de deux axes : d’abord les deux ‘major factors of product quality’ (reliability, la fiabilité, et features, les options ou caractéristiques), ensuite leur évolution quant à l’influence qu’elles ont sur le choix du consommateur (tout produit manufacturé étant devenu fiable en général, le consommateur tient plutôt compte des options). Enfin, il fallait citer les exemples (cars : electric windows, sun roofs etc).

Dans cette partie du test, prendre des notes facilitait grandement la tâche !
4) **Writing**

Narrator *Now listen to part of a lecture on the topic you just read about.*

Professor No memoir can possibly be correct in every detail, but still, the Chevalier’s memoir is pretty accurate overall and is, by and large, a reliable historical source. Let’s look at the accuracy of the three episodes mentioned in the reading. First, the loan from the merchant: Well, that doesn’t mean that the Chevalier was poor. Let me explain. We know that in Switzerland, the Chevalier spent huge amounts of money on parties and on gambling. And he had wealth, but it was the kind of property you have to sell first to get money. So it usually took a few days to convert his assets into actual money. So when he ran out of cash, he had to borrow some while he was waiting for his money to arrive—but that’s not being poor! Second, the conversations with Voltaire: The Chevalier states in his memoir that each night, immediately after conversing with Voltaire, he wrote down everything he could remember about that particular night’s conversation. Evidently, the Chevalier kept his notes of these conversations for many years and referred to them when writing the memoir. Witnesses who lived with the Chevalier in his later life confirm that he regularly consulted notes and journals when composing the memoir. Third, the Chevalier’s escape from the prison in Venice: Other prisoners in that prison had even more powerful friends than he did, and none of them were ever able to bribe their way to freedom, so bribery hardly seems likely in his case. The best evidence, though, comes from some old Venetian government documents. They indicate that soon after the Chevalier escaped from the prison, the ceiling of his old prison room had to be repaired. Why would they need to repair a ceiling unless he had escaped exactly as he said he did?

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Il fallait comparer le texte (‘passage’) et l’exposé oral (‘lecture’) : the lecture is in contradiction with the passage.

Presque personne n’a fait de phrase d’introduction/presentation et de conclusion. Attention aussi au niveau d’expression. Essayez par exemple de trouver mieux que ‘the text is talking about...’ (= the text presents/highlights/the document deals with etc).

1) **Statement**: the Chevalier was wealthy in Switzerland.
   a) **Passage**: no, he had to borrow money, so he wasn’t wealthy
   b) **Lecture**: right, he just had to borrow money while some of his properties were being sold. He was indeed rich.

2) **Statement**: he could accurately remember his conversations with Voltaire
   a) **Passage**: no, impossible; the memoirs were written years later.
   b) **Lecture**: true, the chevalier wrote the details of each conversation, and he used his notes later when he wrote his memoirs.

3) **Statement**: the Chevalier didn’t escape from prison by making a hole in the ceiling
   a) **Passage**: right, he bribed his jailers instead
   b) **Lecture**: wrong, more powerful prisoners couldn’t bribe their jailers; plus, the ceiling was repaired soon after the Chevalier escaped.

- The Chevalier de Seingalt is a pseudonym for Giacomo Casanova (1725-1798)