

UNIVERSITE PARIS 1 PANTHEON – SORBONNE
UFR 06 / SGEL
Licence de Gestion et Economie d'entreprise

Examen de rattrapage d'anglais appliqué à la gestion, semestres 1 et 2

Enseignant: J-T Pindi
Maître de conférences

Date: 14 septembre 2010
Durée: 2 heures

NOM:

PRENOM:

No. Etudiant:

No documents allowed

Part One: Vocabulary (5 points)

A. Circle the alternative (a), (b) or (c) which **matches** the definition. Make **one choice** only.

1. Payments made to the legal authorities to meet public expenses
(a) levies (b) contributions (c) taxes
2. An association of tradesmen or artisans in the Middle Ages which controlled the production of a particular commodity or the supply of a particular service and which regulated the admission of members
(a) trade union (b) trade guild (c) sect
3. Adults in employment or looking for a job
(a) labour force (b) staff (c) personnel
4. Income for manual labour
(a) salary (b) wages (c) cash
5. A slowdown in economic activity
(a) depression (b) crash (c) recession
6. Organization of workers set up to protect and promote their rights and interests
(a) labour exchange (b) claimants' union (c) trade union
7. Rivalry between different firms for the same customers
(a) competitiveness (b) concurrence (c) competition
8. An agent who buys and sells stocks and shares on a stock exchange
(a) shareholder (b) stock man (c) stockbroker
9. Customs duties levied by a government on imported or exported goods
(a) rates (b) tariffs (c) sales tax
10. Buyers of products and services who use them to satisfy their needs
(a) suppliers (b) traders (c) consumers

B. Select the definition which matches the concept in the left-hand column. **Write** the letter next to the corresponding number in the space provided.

1. () life expectancy (a) the work force or personnel of an organization
2. () working conditions (b) people in a factory working in offices rather than in the workshops
3. () retirement (c) contributions that a union member pays regularly to his or her organisation
4. () baby-boomers (d) the situation of being jobless when willing and able to work
5. () official strikes (e) people in paid jobs who have acquired, through training or apprenticeship, the special abilities required to do certain work

6. () dues (f) the average age to which a category of persons will live
7. () skilled workers (g) factors affecting the job environment such as schedules, safety arrangements or fringe benefits
8. () white-collar workers (h) individuals born between 1946 and 1962 when there was a marked increase in the birth rates
9. () staff (i) permanent withdrawal from regular or active employment because of age
10. () unemployment (j) industrial actions that take place in accordance with union instructions

Part two: Comprehension (5 points)

Read the text below entitled “*Free Trade and Development*” and address the ensuing comprehension exercise.

Free Trade and Development

Once upon a time, the leading car-maker of a developing country exported its first passenger cars to the US. Until then, the company had only made poor copies of cars made by richer countries. The car was just a cheap subcompact (“four wheels and an ashtray”) but it was a big moment for the country and its exporters felt proud.

Unfortunately, the car failed. Most people thought it looked lousy, and were reluctant to spend serious money on a family car that came from a place where only second-rate products were made. The car had to be withdrawn from the US. This disaster led to a major debate among the country’s citizens. Many argued that the company should have stuck to its original business of making simple textile machinery. After all, the country’s biggest export item was silk. If the company could not make decent cars after 25 years of trying, there was no future for it. The government had given the car-maker every chance. It had ensured high profits for it through high tariffs and tough controls on foreign investment. Less than ten years earlier, it had even given public money to save the company from bankruptcy. So, the critics argued, foreign cars should now be let in freely and foreign car-makers, who had been kicked out 20 years before, allowed back again. Others disagreed. They argued that no country had ever got anywhere without developing “serious” industries like car production. They just needed more time.

The year was 1958 and the country was Japan. The company was Toyota, and the car was the Toyopet. Toyota started out as a manufacturer of textile machinery and moved into car production in 1933. The Japanese government kicked out General Motors and Ford in 1939, and bailed out Toyota with money from the central bank in 1949. Today, Japanese cars are considered as “natural” as Scottish salmon or French wine, but less than 50 years ago, most people, including many Japanese, thought the Japanese car industry simply should not exist.

Virtually all of today’s rich countries used policy measures to protect and nurture their infant industries. Tariffs were not the only tool of trade policy used by rich countries. When deemed necessary for the protection of infant industries, they banned imports or imposed import quotas. They also gave export subsidies – sometimes to all exports (Japan and Korea) but often to specific items (in the 18th century, Britain gave export subsidies to gunpowder, sailcloth, refined sugar and silk).

The wealthy nations of today may support the privatisation of state-owned enterprises in developing countries, but many of them built their industries through state ownership. At the beginning of their industrialisation, Germany and Japan set up state-owned enterprises in key industries – textiles, steel and shipbuilding. In France, the reader may be surprised to learn that many household names – like Renault (cars), Alcatel (telecoms equipment), Thomson (electronics) and Elf Aquitaine (oil and gas) have been state-owned enterprises.

Despite this history of protection, subsidy and state ownership, the rich countries have been recommending to, or even forcing upon, developing countries policies that go directly against their own historical experience. For the past 25 years, rich countries have imposed trade liberalisation on many developing countries through IMF and World Bank loan conditions, as well as the conditions attached to their direct aid. The World Trade Organisation (WTO) does allow some tariff protection, especially for the poorest developing countries, but most developing countries have had to significantly reduce tariffs and other trade restrictions. Most subsidies have been banned by the WTO – except, of course, the ones that rich countries still use, such as agriculture, and research and development.

In the end, economic development is about mastering advanced technologies. In theory, a country can develop such technologies on its own, but technological self-sufficiency quickly hits the wall, as seen in the North Korean case. This is why all successful cases of economic development have involved serious attempts to get hold of advanced foreign technologies. But in order to be able to import technologies from developed countries, developing nations need foreign currency to pay for them. Some of this foreign currency may be provided through foreign aid, but most has to be earned through exports. Without trade, therefore, there will be little technological progress and thus little economic development.

But there is a huge difference between saying that trade is essential for economic development and saying that free trade is best. It is this sleight of hand that free-trade economists have so effectively deployed against their opponents – if you are against free trade, they imply, you must be against trade itself, and so against economic progress.

There are huge benefits from global integration if it is done in the right way, at the right speed. But if poor countries open up prematurely, the result will be negative. Globalisation is too important to be left to free-trade economists, whose policy has so ill served the developing world in the past 25 years.

Excerpt from : Ha-Joon Chang, *Protecting the Global Poor*, Prospect Magazine, Issue 136, July 2007

Circle the alternative (a), (b) or (c) that most fully and correctly completes the statements below

1. The car failed because
 - (a) it was a second-rate product
 - (b) potential buyers were unsure about its quality
 - (c) it was a cheap copy of those made by the US
2. In the debate that followed
 - (a) it was generally agreed that the company should not have diversified
 - (b) the government was criticized for its lack of support
 - (c) a lot of people contended that there was no future for a home-grown car industry
3. History has shown that infant industries
 - (a) can develop without tariffs and controls
 - (b) will develop quite adequately on the basis of tariffs
 - (c) require a mix of trade policy measures to develop
4. Today's rich countries gave export subsidies
 - (a) to all exports, at times, to specific items, frequently
 - (b) to some items only
 - (c) to all exports
5. State ownership
 - (a) was never supported by today's wealthy nations
 - (b) was common in key industries during the early industrialisation of today's wealthy nations
 - (c) is recommended to developing countries by the rich countries
6. The rich countries have been advocating policies for developing countries
 - (a) that contradict their own historical experience
 - (b) that are in line with their own historical experience
 - (c) that were previously forced upon them
7. The World Trade Organisation (WTO)

- (a) allows most developing countries some tariff protection
 - (b) imposed major tariff reductions on the poorest developing countries
 - (c) does allow some subsidies in specific areas
8. To develop economically, poor countries
- (a) need to achieve technological self-sufficiency by their own means
 - (b) require the transfer of advanced foreign technologies
 - (c) should follow the North Korean example
9. Foreign currency is required by developing nations
- (a) to pay for technology transfers
 - (b) to subsidize their export industries
 - (c) to develop their own technologies
10. The author argues that
- (a) free trade is best
 - (b) globalisation can be beneficial to poor countries
 - (c) opponents of free trade are opponents of economic progress

Part three: Grammar (5 points)

A. In the sentences below, **circle** the correct choice between the infinitive with or without to and the gerund.

1. Barter is carried out by (to trade / trade / trading) one commodity directly for another.
2. The chief function of money is (to serve / serve / serving) as a medium of exchange.
3. Developed societies need (to agree on / agree on / agreeing on) a convenient medium of exchange.
4. It was common among early tribal communities (to conduct / conduct / conducting) exchange by the barter system.
5. By developing metallic money early societies were able (to facilitate / facilitate / facilitating) exchange.
6. Modern bartering arrangements have made some Western suppliers (to rethink / rethink / rethinking) their export strategy.
7. Paper money constitutes a convenient way of (to settle / settle / settling) a debt.
8. (to issue / issue / issuing) inconvertible paper money enabled governments to weather the monetary chaos following World War 1.
9. The treasurer's statement did nothing but (to confuse / confuse / confusing) bankers.
10. The government debated (to reduce / reduce / reducing) interest rates to boost the economy.

B. Fill in the blanks in the sentences below using the expression **for, since** or **ago**?

1. Many years....., the general health of the labour force was much lower.
2. Semi-skilled workers have been using computers.....a number of years.
3. The general education of workers has risen substantially.....the late nineteenth century.
4.these figures were published, new data has been collected.
5. The 35-hour week has been in force.....a year.
6. Jobless numbers have remained stable.....the December count.
7. Word-processing machines were introduced into factories over a decade.....
8. He has been moonlighting.....he left school.
9. These tools were invented long.....
10. Welfare services have been curtailed.....the end of last year.

Part Four: Sentence writing (5 points)

(A) Rewrite these sentences in the **passive voice**

Example: Increasing foreign demand stimulated profit seeking (active voice)

Profit seeking was stimulated by increasing foreign demand (passive voice)

1. The Industrial Revolution radically transformed England and eventually the rest of the world.

.....
.....

2. Robert Owen had advocated the establishment of a new type of community to alleviate poverty and suffering.

.....
.....

3. The French Revolution inspired Fourier's plans for self-reliant communities.

.....
.....

4. The industrial system was replacing cottage industries.

.....
.....

5. Steam was rapidly taking over water as the chief source of power in manufacturing.

.....
.....

(B) Rewrite these sentences in the **active voice** using the subject provided in brackets

Example:

The Industrial Revolution is considered to have been a time of social and economic upheaval.

(Historians)

Historians consider the Industrial Revolution to have been a time of social and economic upheaval.

1. As of the late 15th and 16th centuries large numbers of farmers were driven from their land.

(The enclosure movement)

.....
.....

2. The laissez faire principle can be understood by reading Adam Smith. (Students)

.....
.....

3. There has been much debate about the relative living standards of people remaining in rural areas. (Economists)

.....
.....

4. Rural families were being increasingly integrated into the market economy during the 18th century. (The industrial system)

.....
.....

5. Nearly seven million acres of agricultural land are estimated to have been enclosed in estates between 1760 and 1843. (Researchers)

.....
.....

Key to answers and guidelines for marking

Part One: Vocabulary (5 points)

Answers

A.

1. (c) 2. (b) 3. (a) 4. (a) 5. (c) 6. (c) 7. (c) 8.(c) 9.(b) 10. (c)

B.

1. (f) 2. (g) 3. (i) 4. (h) 5. (j) 6. (c) 7. (e) 8. (b) 9. (a) 10. (d)

Marking

0.25 point for a good answer. Nothing for a wrong answer or fro a blank.

Part Two: Comprehension (5 points)

Answers

1. (b) 2. (c) 3. (c) 4. (a) 5. (b) 6. (a) 7. (c) 8. (b) 9. (a) 10. (b)

Marking

0.5 point for a correct answer, nothing to be awarded for a wrong answer or a blank

Part three: Grammar (points)

Answers

A.

1. trading 2. to serve 3. to agree on 4. to conduct 5. to facilitate 6. rethink 7. settling
8. issuing 9. confuse 10. reducing

B.

1. ago 2.for 3.since 4. Since 5. for 6. since 7. ago 8. since 9. ago
10. since

Marking

0.25 for a correct answer. Nothing to be awarded for a wrong answer or a blank.

Part four: sentence writing

A

1. England and eventually the rest of the world were radically transformed by the Industrial Revolution.
2. The establishment of a new type of community to alleviate poverty and suffering had been advocated by Robert Owen.

3. Fourier's plans for self-reliant communities were inspired by the French Revolution.
4. Cottage industries were being replaced by the industrial system.
5. Water was rapidly being replaced by steam as the chief source of power in manufacturing.

B

1. The enclosure movement drove large numbers of farmers from their land as of late 15th and 16th centuries.
2. Students can understand the laissez-faire principle by reading Adam Smith.
3. Economists have much debated about then relative living standards of people remaining in rural areas.
4. The industrial system was increasingly integrating rural families into the market economy during the 18th century.
5. Researchers estimate nearly seven million acres of agricultural land were enclosed in estates between 1760 and 1843.

Marking

0.5 for a correct answer. Nothing to be awarded for a wrong answer or a blank.