



**MINISTÈRE
DES ARMÉES**

*Liberté
Égalité
Fraternité*

ÉPREUVES D'ADMISSIBILITÉ ÉCOLE DE SANTÉ DES ARMÉES

Catégorie : Baccalauréat

Jeudi 6 avril 2023

ÉPREUVE D'ANGLAIS

23-SSA-ESA-ANG-P

Durée : 1 heure 30 minutes

Coefficient 1

IMPORTANT

- Il est interdit de faire usage de tout moyen de communication électronique (téléphone portable, montre connectée...).
- Il est interdit de signer sa copie ou d'y mettre un signe distinctif quelconque.
- Ecrivez au stylo-bille, encre bleue ou noire, non effaçable.
- **Vérifiez que ce fascicule comporte 32 pages, page de garde comprise.**
- L'épreuve se compose de deux parties :
 - Part I- Reading Comprehension
 - Part II- Grammar and Vocabulary
- Toutes les réponses aux QCM doivent être faites sur la grille de réponses jointe. Si le candidat répond aux QCM sur le fascicule et non sur la grille, ses réponses ne seront pas prises en compte par le correcteur.
- Pour chacun des QCM, les candidats doivent cocher la lettre de la proposition qu'ils considèrent comme correcte. Il est demandé aux candidats de faire très attention au numéro de QCM quand ils « cochent » la grille de réponses jointe.
- **Chaque QCM comporte une seule réponse acceptable.**
- Aucun point négatif n'est attribué.



PART I- Reading Comprehension

Directions: In this part you will analyse a selection of documents. Each document is followed by a series of questions. Select the best answer for each question.

HMS_Queen_Elizabeth_(R08)

Source: [https://en.wikipedia.org/wiki/HMS_Queen_Elizabeth_\(R08\)](https://en.wikipedia.org/wiki/HMS_Queen_Elizabeth_(R08))

1	HMS Queen Elizabeth is the lead ship of the Queen Elizabeth class of aircraft carriers and the Fleet Flagship of the Royal Navy. Capable of carrying 60 aircraft including fixed wing, rotary wing and autonomous vehicles, she is named in honour of the first
5	HMS Queen Elizabeth, a World War I era super-dreadnought, which in turn was named after Queen Elizabeth I. The carrier Queen Elizabeth carries her namesake ship's honours, as well as her Tudor rose-adorned crest and motto.
10	The ship began sea trials in June 2017, was commissioned on 7 December 2017 and entered service in 2020. Her first seagoing commanding officer was Commodore Jerry Kyd, who was appointed in 2014, but did not take command until May 2016, having previously commanded the carriers Ark Royal and Illustrious.
15	The ship is designed to operate V/STOL aircraft. The air wing will typically consist of F-35B Lightning II multirole fighters and Merlin helicopters for airborne early warning and anti-submarine warfare. The design emphasises flexibility, with accommodation for 250 Royal Marines and the ability to support them with attack helicopters and large troop transports such as Chinooks. She is the second Royal Navy vessel to bear the name Queen Elizabeth, and is based at HMNB Portsmouth.
19	When on operations, Queen Elizabeth will deploy as the central part of a UK Carrier Strike Group, comprising escorts and support ships, with the aim to facilitate carrier-enabled power projection.

1 - Which of the following is true about HMS Queen Elizabeth?

- A. It is a navy destroyer
- B. It is a cruise ship
- C. It is an aircraft carrier
- D. It is a super-dreadnought

2 - What year did HMS Queen Elizabeth become operational?

- A. 2016
- B. 2017
- C. 2020
- D. 2014

3 - HMS Queen Elizabeth carries _____ .

- A. only helicopters
- B. only fighter planes
- C. all sorts of land and air vehicles
- D. some helicopters, fighter jets and other air vehicles

4 - HMS Queen Elizabeth is based in _____ .

- A. a port near the United States
- B. a port in England
- C. a naval base in Australia
- D. a port near France

5 - Which of the statements about HMS Queen Elizabeth is NOT true?

- A. It is named after a World War 1 era battleship.
- B. It is capable of carrying 60 aircraft.
- C. It was placed in active service on 7 December 2016.
- D. It is designed to operate V/STOL aircraft.



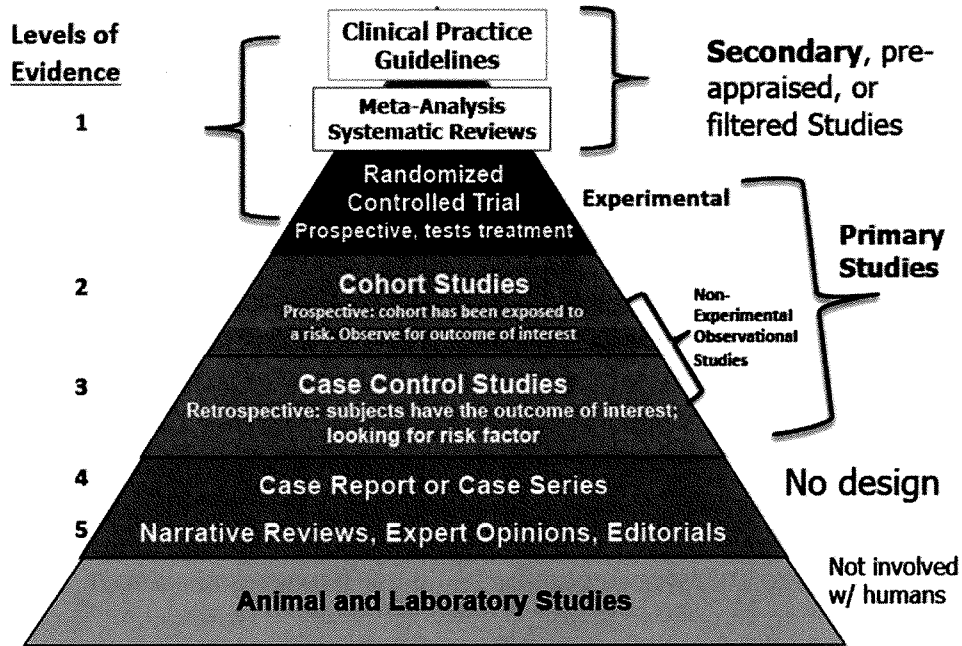
(2 annexes are attached to the main document)

	<p>Pre-deployment training Source: https://pubmed.ncbi.nlm.nih.gov/34039918/</p>
<p>1 5 10 15 20 25</p>	<p>Abstract</p> <p>Background: Medics have numerous responsibilities in the combat theater, which include performing lifesaving interventions, providing basic medical and nursing care, and caring for casualties in a variety of scenarios unique to the battlefield. An evaluation of the medic predeployment training paradigm is important and will help to understand its current state and identify areas for improvement. Therefore, the purpose of this study was to perform a focused assessment of Army medic predeployment training to identify patterns that might inform future medic training.</p> <p>Methods: A web-based survey was created using the Intelink.gov platform and sent by e-mail to *Army medics who deployed since 2001. Medics were asked to reflect upon the predeployment training from their most recent deployment experience. There were multiple choice, Likert-type scale, and free-text response questions. Descriptive statistics were used to analyze the results.</p> <p>Results: There were 254 respondents who met the study inclusion criteria. Most of the respondents had their clinical competency evaluated (68.5%, n = 174). Respondents reported several acute trauma, basic nursing, and battlefield medicine skills as being critical but also felt that many of these same skills would have benefited from additional predeployment training. Most of the respondents felt very or fully confident and prepared to provide combat casualty care (74.8%, n = 190 and 74.8%, n = 190). There were 64 respondents (25.2%) who reported feeling not at all, slightly, or moderately confident, and 54 (84.4%) of these respondents described in a free-text question wanting additional training before deployment.</p> <p>Conclusion: Respondents reported many skills as being critical to combat casualty care, but several of these skills would have benefited from additional predeployment training. Respondents with more deployment experience or completion of more predeployment training reported feeling more confident and prepared to provide combat casualty care. A common sentiment was the desire for more training of any form before deployment.</p> <p>Level of evidence: Epidemiological, level IV</p>
	<p>* The marines, the navy nor the army is capitalised if you are referring to a general branch of the military. "I served in the navy," versus "I proudly served in the US Navy during Desert Storm." If you are referring to a particular country's military branch, armies are capitalisei.e British Army</p>

Annex 1

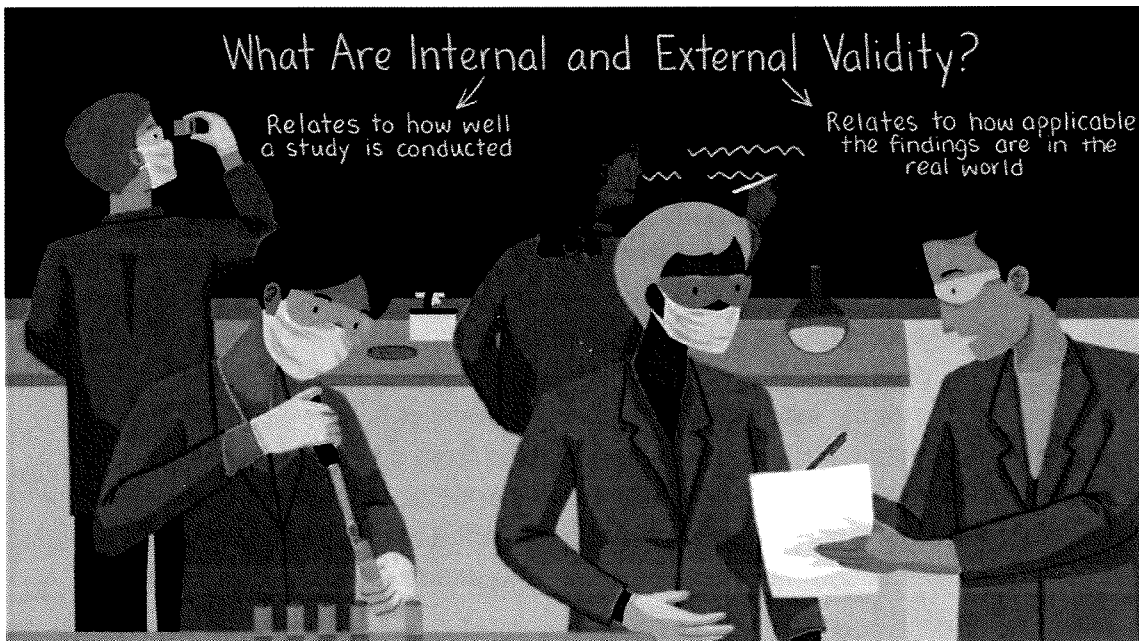
Source : https://ascension-wi.libguides.com/ebp/Levels_of_Evidence

An evidence pyramid visually depicts the evidential strength of different research designs. The image below is one of several available renderings of an evidence pyramid. Studies with the highest internal validity are at the top of the pyramid.



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Annex 2



6 - What was the goal of the research that took place?

- A. To try out different predeployment training programs and determine which was the most efficient.
- B. To collect the opinions of eligible medics on whether their predeployment training is sufficient, and to determine where progress can be made.
- C. To decide if predeployment training should be cancelled for medics.
- D. To try out new techniques and medical equipment during predeployment training.

7 - What can be said about the results of the paper?

- A. Critical skills have been sufficiently honed and medics do not need any more training.
- B. Most of the respondents do not feel trained enough to be deployed.
- C. The respondents would like more predeployment training in critical skills.
- D. The results are not really relevant because the survey was public, and anyone (even non-medics) could answer.

8 - What can be said about the participants of the survey?

- A. They all came from the Royal Army Medical Corps.
- B. They consisted of newly medically-trained American medics.
- C. They were composed of combat rescue officers from different countries.
- D. They were from the USA military.

9 - Which statement is true about this research?

- A. An online survey was sent by e-mail to medics chosen on specific criteria.
- B. Medics were interviewed in person at the end of their predeployment training.
- C. Fresh out of school Medics who had never been deployed before were included in this research.
- D. All medics were concerned by this research.

10 - Is the study fully trustworthy?

- A. It is as it collects reliable, objective data.
- B. It is not as it is a cohort study.
- C. It provides interesting and useful information but further research must be carried out.
- D. The findings are as reliable as data provided by clinical trials.

Song: <i>Cambodia</i> , Kim Wilde	
1	Well, he was Thailand-based, she was an air force wife He used to fly weekends, it was the easy life <u>But then it turned around and he began to change</u> <u>She didn't wonder then, she didn't think it's strange</u>
5	But then he got a call, he had to leave that night He couldn't say too much, but it would be alright He didn't need to pack, they'd meet the next night He had a job to do: Flying to Cambodia
10	<u>And as the nights passed by, she tried to trace the past</u> <u>The way he used to look, the way he used to laugh</u> <u>I guess she'll never know, what got inside his soul</u> <u>She couldn't make it out, just couldn't take it all</u>
15	He had the saddest eyes the girl had ever seen He used to cry some nights as though he lived a dream And as she held him close he used to search her face As though she knew the truth: Lost inside Cambodia
20	But then a call came through, they said he'd soon be home She had to pack a case and they would make a rendezvous But now a year has passed and not a single word And all the love she knew has disappeared out in the haze
25	And now the years have passed with not a single word But there is only one thing left I know for sure: She won't see his face again

11 - What is the poem about?

- A. A wife waiting for her disappeared husband.
- B. A girlfriend who ran away from her companion.
- C. A husband's issues with war.
- D. A man cheating on his wife.

12 - Which hardship is NOT described in this song?

- A. Post-traumatic stress disorder experienced by the husband.
- B. Forced separation between husband and wife due to war.
- C. Unclear information given to a soldier's wife.
- D. Coping with a husband's death at war.

13 - What war does this song evoke?

- A. The Iraq war
- B. The Korean war
- C. The Vietnam war
- D. World War II

14 - What can be said about the couple before « He got a call » (1.5)?

- A. They had the perfect life.
- B. They were expats.
- C. They made a strong couple who would talk through issues that they had at work.
- D. Living in Cambodia weighed heavy on them.

15 - Select the statement that best sums up the underlined lines.

- A. It has been such a long time since the wife last saw her husband that she tries to remember what he was like.
- B. The wife does not understand why the husband left without telling her anything.
- C. The wife tries to remember when and how her husband started to change.
- D. The husband's behaviour changed overnight.

16 - Which statement can definitely be ruled out about the wife's husband?

- A. The wife's husband finally returned but could not talk.
- B. The husband was captured and then killed just before returning home.
- C. The husband could not face his wife after what he had experienced during the conflict. So he never met up with her.
- D. The husband disappeared in line of duty.

(3 annexes are attached to the main document)

Blood on the Risers c.1940	
1	<i>He was just a rookie trooper and he surely shook with fright He checked ALL his equipment and made sure his pack was tight; He had to sit and listen to those awful engines roar, "You ain't gonna jump no more!"</i>
5	<i>Chorus Gory, gory, what a HELLUVA WAY to die, Gory, gory, what a hell of a way to die, Gory, gory, what a hell of a way to die, He ain't gonna jump no more!</i>
10	<i>"Is everybody happy?" cried the Sergeant looking up, Our Hero feebly answered "Yes," and then they stood him up; He jumped into the icy blast, his static line* unhooked, And he ain't gonna jump no more. Chorus</i>
15	<i>He counted long, he counted loud, he waited for the shock, He felt the wind, he felt the cold, he felt the awful drop, The silk from his reserve spilled out and wrapped around his legs, And he ain't gonna jump no more. Chorus</i>
20	<i>The risers swung around his neck, connectors cracked his dome, Suspension lines were tied in knots around his skinny bones; The canopy became his shroud; he hurtled to the ground. And he ain't gonna jump no more. Chorus</i>
25	<i>The days he'd lived and loved and laughed kept running through his mind, He thought about the girl back home, the one he'd left behind; He thought about the medicALS and wondered what they'd find, And he ain't gonna jump no more. Chorus</i>
30	<i>The ambulance was on the spot, the jeeps were running wild, The medics jumped and screamed with glee, rolled up their sleeves and smiled, For it had been a week or more since last a 'chute had failed, And he ain't gonna jump no more. Chorus</i>
35	<i>He hit the ground, the sound was "Splat," his blood went spurting high, His comrades THEY were heard to say: "A hell of a way to die!" He lay there rolling round in the welter of his gore, And he ain't gonna jump no more. Chorus</i>
40	<i>There was blood upon the risers, there were brains upon the chute, Intestines were a'dangling from his Paratrooper suit, He was a mess; they picked him up, and poured him from his boots, And he ain't gonna jump no more</i>
45	<i>Gory, gory, what a hell of a way to die, Gory, gory, what a hell of a way to die, Gory, gory, what a hell of a way to die, He ain't gonna jump no more!</i>

Annex 1

"**Blood on the Risers**" was written in 1940. It is now associated with all current American airborne units, including the 82nd Airborne Division, the 173rd Airborne Brigade and 4th Brigade Combat Team (Airborne) of the 25th Infantry Division, and the 120th CTS (United States) as well as British airborne units. It is known as "Mancha Roja" (Spanish for "Red Stain") in airborne units from multiple Latin American countries. In Spain it is called "Sangre en las cuerdas."

https://fr.wikipedia.org/wiki/Blood_on_the_Risers

Annex 2

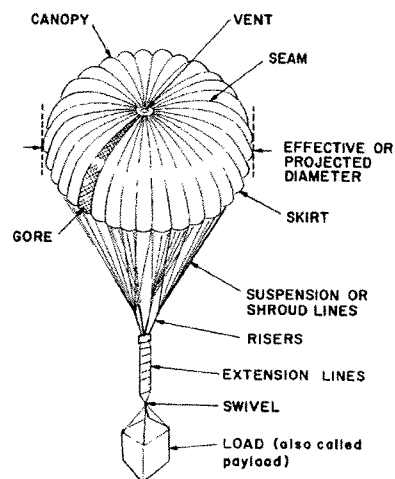
* **A static line** is a cord attached at one end to the aircraft and at the other end to the top of the jumper's "D-Bag" (deployment bag, into which the canopy is packed). The parachutist's fall from the aircraft causes the static line to become taut, this then pulls the D-Bag out of the container on the jumper's back. The static line and D-Bag stay with the aircraft as the jumper leaves, and are pulled back into the aircraft by the dispatcher. Now free of its D-Bag, the canopy is allowed to inflate as the jumper continues to fall.

It is used to open parachutes automatically for paratroopers and novice parachutists.



https://en.wikipedia.org/wiki/Static_line

Annex 3



17 - Document 1 is _____ .

- A. a scene from a play
- B. a film script
- C. the lyrics from a song
- D. an excerpt from a novel

18 - *Our Hero (l.11)* is _____ .

- A. an enthusiastic, happy and energetic young private
- B. a new and green recruit
- C. an unexperienced sergeant
- D. a carefree, happy-go-lucky young man

19 - On the aircraft the main character of the story _____ .

- A. was dreading the jump
- B. was looking forward to jumping and feeling fee
- C. was quiet, relaxed and focused
- D. had a feeling of foreboding

20 - The narrator suggests that *our hero* died due to _____ .

- A. over preparation and stress
- B. technical incidence possibly caused by human negligence
- C. malevolence from comrades
- D. weather conditions

21 - The scene suggests that _____ .

- A. the accident took place during a training jump
- B. there was enemy presence in the area when the young man jumped out of the aircraft
- C. the operation took place during battle
- D. the paratroopers were flying over European territories when the accident occurred

22 - What is the main message that the story of this young man conveys?

- A. It is an anti-war tale as it depicts the senseless death of an innocent soldier who had his whole life ahead of him.
- B. It serves as a warning to troopers to check that the weather conditions should be compatible with sky diving.
- C. It is a cautionary tale on the dangers of improper preparation of a parachute jump.
- D. It is a tale that shows the ultimate sacrifice that soldiers are ready to make when they join the military.

23 - The mood the medics are in _____ .

- A. is in keeping with the tragic death of the young recruit
- B. shows exhaustion from hard work
- C. reflects the tension of the tragic situation
- D. contrasts sharply with the tragic story and heightens the meaningless end that our hero met

24 - The term *hero* is specifically used _____ .

- A. to pay tribute to all American soldiers who lost their lives during the World War II
- B. to pay tribute to paratroopers whose lives are on the line each time they are away fighting for their country
- C. to honour young lives that were sacrificed during the Second World War
- D. to show the irony for a soldier to die a stupid death that serves no purpose and that could have been avoided

25 - The young paratrooper _____ .

- A. realized that he would crash onto the ground when he was about to jump but it was too late
- B. had no time to realize anything as it went too fast
- C. only realized that something was wrong when his parachute failed to open properly
- D. tried his best to avoid the fatal landing

26 - The style used to describe the whole event is _____ .

- A. lyrical and poetic
- B. light with beautiful imagery
- C. graphic and explicit
- D. subdued and metaphorical

27 - Line 2 the word "all" is underlined typographically _____ .

- A. to stress the long and thorough preparation of the young man's jump
- B. to let us know that all the equipment had indeed been checked and everything was ok
- C. to insist on the large quantity of equipment there is to check before a jump
- D. to ironically point out that not everything had been checked after all as the rest of the tale showed

28 - "*You ain't gonna jump no more!*" (l.4) these words _____ .

- A. announce the forthcoming tragedy
- B. are directly shouted at the young man by his comrades who plotted the whole accident
- C. are shouted at the young man by his sergeant who knows the young paratrooper is not cut out for the military
- D. are shouted at the young man by the other paratroopers who can see that he is not up for it

Excerpt from *Top Gun*

Source: <https://www.historyvshollywood.com/reelfaces/top-gun-maverick/>

1 **[to the question] Is the mission at the end of *Top Gun: Maverick* realistic?***[the answer is]* yes. "That whole mission at the end, every segment of that mission is things that I do routinely and what pilots do routinely in F-18s on a regular basis," says (...) senior instructor Dave Berke. "And not like *Top Gun* pilots, just any pilot as a
5 routine series of pieces of a mission that you would do." This includes the low-level ingress (to avoid radar), the high-G pop, the really high climb acceleration, the rolling on your back, the high-G turn, etc.

Berke says that rolling the plane on its back to transfer from nose up to nose down is a necessary maneuver to avoid a high dose of negative g-force, which, unlike positive
10 g-force, the body cannot be trained to tolerate. By rolling on your back, the g-force is applied in the right direction (positive g-force), which pilots are trained to handle. In the *Top Gun: Maverick* movie, they do the maneuver as they come up over the ridgeline and go down toward the target. An additional reason for inverting the plane in that case is so they can see the target better after coming over the ridge.[...]

15 In the *Top Gun: Maverick* movie, we see orange flames shooting out of the back of the F-18s at times, including during takeoff from a carrier. This is called afterburner. "The technique behind afterburner in general is [when] you're flying around in a regular engine it just spins and puts out thrust," says Dave Berke. "Afterburner is where they take literally liquid fuel and they spray it in the back so it kind of creates a mini-
20 explosion and just shoots an orange flame out the back, but it gives the jet a whole bunch of additional thrust." It can give you a significant amount of extra speed, which can be especially crucial during take-off and manoeuvring in flight.

How much more power does afterburner give an F-18 Hornet? In full power without afterburner (referred to as military power), an F-18 Hornet's engine can achieve just
25 under 11,000 pounds of thrust. In afterburner (maximum power), the engine can achieve about 18,000 pounds of thrust, a significant boost.

29 - What does the article say about the film *Top Gun*?

- A. Certain steps of the mission were exaggerated in purpose for the audience.
- B. Only Top Gun pilots are trained in all the techniques of flight shown in the film.
- C. Rolling the plane on the back was not necessary.
- D. The details of flight during the mission in the film were studied to the point that the scene is true to what pilots do in real life.

30 - About *g-force* the journalist explains that _____.

- A. the body can withstand high negative g-force, it is just simpler to handle positive g-force
- B. the toleration of g-force depends on individuals' inner talent and cannot be trained
- C. in the movie, rolling the plane over had more than one purpose
- D. exercises including g-force are not part of routine exercises for non-Top Gun pilots

31 - What is "afterburner"?

- A. The engine catches fire accidentally during takeoff.
- B. It is a natural phenomenon during flights when the engines have been working hard.
- C. It is a procedure put in place by the pilot to give extra power to the aircraft.
- D. With military power, the F-18 can go up to eleven thousand pounds of thrust.

32 - What is true about *afterburner* ?

- A. Regular engines can create afterburner as well.
- B. It helps create a major increase of thrust for the fighter jet.
- C. Afterburner is only used during takeoff.
- D. The liquid that creates afterburner is oil.



The freedom of tyranny and the tyranny of freedom

By Charles Cockell.

Published April 11 at 3:53 pm

1 Perhaps one of the most profoundly paradoxical features of political and economic
5 freedom is that it burdens us with a vast amount of restrictions. Liberation from a
central plan and a social ideology imposed from above leaves the individual
unmoored from the reassuring safety nets of the state that provide a sturdy
guidance for human lives. Building a free society involves teaching people to accept
the great encumbrance of responsibility for the outcome of their lives. This is far
more stressful than the easy life of tyranny.

10 When Nazi Germany was defeated in 1945, one of the mysteries that political
scientists and philosophers had to grapple with was the unnerving reality that Nazi
tyranny proved relatively easy to impose on the country's population. It took Hitler
over a decade to consolidate his hold over the German public, but in an historical
context it was a rapid transition that seemed to have been surprisingly effortless to
congeal and direct. Surely, humans naturally want to be free? How was this possible?

15 This week, a copy of Hannah Arendt's magisterial work Eichmann in Jerusalem,
published in 1963, appeared as an image on Twitter. The book had been torn in the
rampage that occurred in a Ukrainian twitter-user's house just outside Kyiv. The
owners found the damaged book in their ransacked apartment upon their return.
Whoever was in that home could not have damaged a more worthy article. The book
is an account of the trial of one of the architects of Hitler's Final Solution, who was
20 snatched from Argentina to face trial, in an elaborate plan hatched by Israel's
intelligence agency Mossad. I doubt the marauders who damaged that book knew of
the author or her works. They should, because Arendt was a Holocaust survivor. She
had first-hand experience of Nazi atrocities and she was perhaps the person who did
the most to unlock and solve the paradox of the hold of tyranny on the human mind.
25 If the apartment's raiders had read her book, they might have learnt something useful.

30 Arendt had studied in detail the interviews with Adolf Eichmann that had been
compiled to construct the case for his trial in 1961. It was within them that she found
an answer to the timeless paradox of the ease with which totalitarianism takes hold.
Arendt realized that tyranny is a form of freedom. In her other great work, The Origins
of Totalitarianism, published in 1976, there is a paragraph that I think gets at the
essential problem: "These men began to tell the mob that each of its members could
become such a lofty all-important walking embodiment of something ideal if he would
only join the movement. Then he no longer had to be loyal or generous or courageous,
he would automatically be the very incarnation of Loyalty, Generosity, Courage."

35 The essential feature of totalitarianism is that it absolves the individual of the need to
think, as he absorbs himself fully into a pre-arranged doctrine. Any failure in life can
be blamed on the 'system' over which one had little control. At the very least, any
failures at the personal or national level can be written off as a misplaced trust in the
state from which one can, as an individual, move on after the catastrophe. Signing up
40 to a tyrannical regime offers either participation in a great victory with no personal

95	The task that lies before humanity is to convince and remind our fellow humans that the freedom of capitulation to state power is no real freedom at all. The numb simplicity of the national enemy, the symbols of war and the existential threat to a nation provides a short-term catharsis from individual responsibility. Real freedom, and by that I mean a society in which both the leaders and the population are accountable to fair laws, and where all the freedoms of expression, assembly and press can be enjoyed to their fullest, requires individuals to forfeit the ease of hiding behind the state's message and to expose themselves to a critique of their own decisions. The challenge for all of us is to bring up a generation of people who understand that if you want lasting freedom, you must trade in the freedom of tyranny for the tyranny of freedom.
100	

33 - The editorial policy of *KyivPost* supports _____ .

- A. the kremlin's international policy
- B. democracy, Western integration and free markets for Ukraine
- C. Putin's « special operation » in Ukraine
- D. anti-ukranian « nazis » led by the current Russian president

34 - Charles Cockell argues that _____ .

- A. tyranny offers the individual a form of escapism and freedom
- B. tyranny is the price to pay for long-lasting freedom
- C. unlike tyranny, freedom is far more reassuring
- D. breaking free from a central plan leads to chaos and tyranny

35 - The editorialist mentions Hannah Arendt _____ .

- A. to highlight the lack of culture of Ukraine's agressors who would be well-advised to read the books they are destroying in Ukraine in order to develop a critical mind
- B. to denounce book burning and the consequences of such wilful acts
- C. because as a survivor of the holocaust she epitomises resistance against nazis : German nazis from the past as well as today's Ukranian « nazis » as labelled by the Kremlin
- D. because she was the victim of a totalitarian regime, who lost her life in the hands of tyrants. Her name is associated with the Nazi atrocities in the same way as Ann Frank is

36 - Select the statement that best describes some of Hannah Arendt's warnings.

- A. Totalitarianism lures the individual into joining a system that supposedly serves a greater and better purpose for all.
- B. Giving up personal freedom is a very difficult choice to make as you turn your back on loyalty and generosity. It is a heavy price to pay to fight tyranny.
- C. « We » prevails over « I ». Freedom cannot be gained without the group we are part and parcel of.
- D. The ultimake mistake some individuals make is to think that they can make it on their own without the help and support of the group.

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need to fashion a philosophy of life for oneself, or plausible abnegation of personal responsibility for a calamitous outcome. What's not to like? Tyranny is the ultimate personal freedom. This form of freedom, which one might perhaps call the 'freedom of submission', is highly attractive to many people, because not everyone has clearly defined personal goals in life. Being given a plan to follow is a relief, a comfort even.

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One of the most corrosive features of this freedom of submission is the capacity for individuals to carry out heinous crimes under the pretext that these are the work of higher minds who understand the greater historical arc in which those crimes take place. Although I, as an individual, may be responsible for something appalling, the overall good that will ultimately result from the larger plan will overshadow the small-scale terror that I have unleashed. These impulses explode with catastrophic speed and rapacity because they give free reign to the most reptilian instincts of the human mind, leading to cruelty, rape and all manner of horrors and depravities that lurk deep in the human personality, ready to leap into the unshackled human mind when the unlimited and unrestrained freedom of tyranny is offered to the individual. The freedoms of totalitarianism have within them the seeds of unimaginable sufferings.

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But there was more that Arendt found. Another aspect of this mindset was that it required no great complexity. When Arendt and others tried to dissect the phenomenon of the Third Reich, they expected to find some highly intricate set of social conditions that allowed the rise of this barbarism. Surely some convoluted plan would be found that would give us the reassurance that statistically this was unlikely to ever happen again? What she found, instead, stunned her as much as it was unbelievable to others. A shrill, demanding, insistent, and above all, simple, message is all that was needed to create the mass movement into which individuals can surrender themselves totally and achieve the freedom of tyranny. Indeed, the simpler it is, the easier it is to convince the human mind that within it lies an anodyne existence free of the trouble of thought. Hannah Arendt grasped the banality of evil, the subtitle to her famous book, ripped in half in that Kyiv apartment.

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It is not enough to see the banality of evil as a violent struggle of the tyrant against a free people. It is necessary to read Arendt once more to understand that the struggle is not so much to convince people of the benefits of freedom, but in a strange way, the exact opposite. We need to do a better job of understanding that the freedom of a society in which the basest of human instincts is held in check by controlled government is one in which one must take on the burden of personal responsibility to work towards constructing the civic structures of accountable government.

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Turning Arendt's observations on their head, we can also see that as a mirror image of the freedom within tyranny, a free society has running through it the inescapable strands of tyranny. Nineteenth century philosopher Alexis de Tocqueville noticed the 'tyranny of the majority,' the powerful majoritarian peer-pressure that comes from the very process of democracy itself. The 'tyranny of custom' was a fascination for nineteenth century English philosopher John Stuart Mill. Customs, traditions and habits are necessary boundaries for a stable civil society that can keep the worst of human instincts properly shackled, yet they encourage the shrivelling glare of public disapproval for eccentricity and acts of individualism. Thus, released from the reassuring all-embracing doctrine of the state, the individual finds himself confronted instead by the judgemental gaze of society. Yet, this tyranny of freedom is the necessary price to secure the longer-term freedoms that give us a peaceful life without the arbitrary forces of human violence. The tyranny of freedom is unappealing to those who want a simple life, but the rewards, even to the most unambitious person, are worth much more than what the freedom of submission can grant.

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Part II- Grammar and vocabulary

This part is composed of two exercises.

Exercise 1 – Text completion

Directions: A word, phrase or sentence is missing from texts. Four answer choices are given for each blank. Select the best answer to fill them in.

Exercise 2 – Incomplete sentences

Directions: one or several words or phrases are missing in each of sentences. Four answer choices are given below each sentence. Select the best answer to complete the sentence.

- 37 - Totalitarianism is an ideology that frees individuals from _____.
- A. tyranny
 - B. failure
 - C. basic instincts
 - D. guilt
- 38 - When the freedom of tyranny is offered to the individual _____.
- A. it takes time to settle in
 - B. it paradoxically creates a sense of personal responsibility
 - C. it is instinctively rejected by the masses
 - D. all hell breaks loose
- 39 - According to Hannah Arendt _____.
- A. totalitarianism works in mysterious ways
 - B. the freedom of tyranny and the tyranny of freedom have to be fought in order to safeguard individual and collective freedom
 - C. the recipe to installing totalitarianism is breathtakingly simple
 - D. Human kind is wise enough to avoid errors of the past as we learn from our mistakes
- 40 - Charles Cockell's true goal in writing this article is _____.
- A. to encourage the readers to stand up against Russia's regime and to reason with their current followers who are – according to him – blinded by the tyranny of freedom
 - B. to raise awareness among Ukrainian supporters who are fighting the wrong fight since the freedom of tyranny is not the same as the tyranny of freedom
 - C. to encourage individuals to turn to philosophers to understand life and its meaning
 - D. to denounce the harm that marauders do to society

Exercise 1 Text completion

<h3>Innovation in Medical Technologies</h3> <h3>Reflection paper</h3>	
	<p>Source https://www.medtecheurope.org October 2020</p>
1 5 10 15 20	<p>The medical technology sector is (41) _____ by external conditions like regulation, healthcare systems sustainability, national health care organisation and (42) _____, and fragmentation of health policies in the EU. While these (43) _____ could slow down research and innovation, trends (44) _____ digitalisation (including artificial intelligence), value and innovation-driven healthcare and a collaborative environment (e.g., through PPP) give it positive leverage. The European medical technology landscape (45) _____ a strong foundation to (46) _____ drive innovation with its scientific excellence, numerous patent applications and issued patents, combined with a dynamic demography of startups supported by regional ecosystems. Innovation (47) _____ and develops there in different innovation pathways, where all stakeholders in the (48) _____ technology innovation arena play their role. Europe is a breeding ground for innovation, but because of more limited funding, “a strict filter” applies and only very high-added-value ideas are selected. Innovating the delivery of care and advancing to value based healthcare systems, flexibility for startups and SMEs would certainly make the EU a first port of call for medical technology innovation (again). The US has a mature research valorisation system (a system for utilisation of the results for more impact) where academics are (49) _____ focused on implementing and transferring ideas. It also has business angel networks and early-stage venture capitalists in place. Venturing is still quite new in the EU, valorisation systems are not as mature and early stage capital is limited. In Europe, however, high (50) _____ standards and the protection of personal data are clear advantages for developing innovative solutions, which could be enabled by a mix of public and private funding.</p>

41 -

- A. impact
- B. impacting
- C. impacted
- D. influence

42 -

- A. financed
- B. finance
- C. financing
- D. to finance

43 -

- A. conditions
- B. innovative
- C. aspect
- D. innovatory

44 -

- A. by
- B. to
- C. like
- D. as

45 -

- A. will not be
- B. has
- C. might
- D. can

46 -

- A. then
- B. next
- C. stop
- D. further

47 -

- A. happened
- B. happens
- C. will happen
- D. is happening

48 -

- A. medical
- B. engineering
- C. manufacturing
- D. surgical

49 -

- A. likely
- B. sloppily
- C. thoughtfully
- D. highly

50 -

- A. safely
- B. safety
- C. savings
- D. savior

Exercise 2 – Incomplete sentences

- 51 - If you catch _____ of moral harassment involving one of your comrades in the platoon the first thing you _____ do is to report it to the platoon leader. Do not turn a blind eye and look the other way because you may be next in line. It can happen to all of us when we least expect it.
- A. wind / have to
 - B. a word / must
 - C. voice / ought to
 - D. light / should
- 52 - Hardly _____ home from my Tour of duty _____ I heard my kids screaming out of joy, and my eyes filled with tears.
- A. did I get / that
 - B. had I got / when
 - C. was I coming / than
 - D. I got home / when
- 53 - Could you hand _____ the gauze and bandages, please?
- A. over
 - B. under
 - C. me next
 - D. down
- 54 - How come he's still here? He _____ sent back home ages ago!
- A. must have been
 - B. was
 - C. should have been
 - D. were

- 55 - When the accident took place I only had time to hear a loud explosion and then I blacked out. Ten years _____ and I still can't wrap _____ around what actually happened that day.
- A. went on / my brain
 - B. went by / my hair
 - C. have passed / my head
 - D. flew off / my face
- 56 - Once you enter a(n) _____ area, you must be on full alert and keep your eyes _____ for any possible danger.
- A. unsafe / peeled
 - B. unsafely / wide open
 - C. insecure / open
 - D. risky / widely opened
- 57 - _____ the heat and the lack of sleep, our men are getting really tired, and the whole mission is starting to take its _____ on everyone.
- A. Owing to / stroll
 - B. Due to / toll
 - C. Because of / role
 - D. What with / toll
- 58 - Every year a wonderful ceremony is organised at ESA in September, and civilian gentlemen are expected to be formally dressed, wearing _____.
- A. a suit and laces
 - B. an apron and a bow tie
 - C. a tuxedo and a tie
 - D. overalls and a silk scarf
- 59 - Hurry ! John got _____ ! I must assess his _____ and bring him back to safety!
- A. Shot / wounds
 - B. Fired / bleedings
 - C. Pulled at / pains
 - D. Blasted / scratches

- 60 - The situation _____ the warzone is dire. _____ men got hurt, the medical team is _____ and the _____ of the battle is unpredictable.
- A. in / Many / overwhelmed / outcome
 - B. at / Much / difficult / solution
 - C. around / Enough / overbooked / foreshadowing
 - D. toward / Little / under / way
- 61 - I could not make heads or tails of the decision the squadron leader was about to make. It was all unclear and _____ to me ; so I asked him _____ what drove him to take such drastic measures.
- A. dazzling / straight off
 - B. sizzling / head on
 - C. sparkling / right away
 - D. puzzling / point blank
- 62 - _____ asking my subordinate to report to me any incident that may happen in the squadron but he _____ do it. Is he covering something up ?
- A. I am keeping / doesn't
 - B. I keep / won't
 - C. I have kept / is going to
 - D. I keep / shall
- 63 - _____ having superior military forces, the Russian government has found Ukrainian resistance much tougher than expected.
- A. Unless
 - B. Even though
 - C. Although
 - D. Despite
- 64 - When Mister Bright first set foot in the French Army Medical School in 2015 he _____ for the military for 12 years, and he knew a thing or two about the institution. Yet, he soon _____ that he still had a lot more to learn in order to be efficient as a teacher there.
- A. already worked / would realise
 - B. had already worked / has realised
 - C. had already been working / realised
 - D. would already work / would realise
- 65 - Foreign soldiers _____ various items for French rations because theirs are so bad.
- A. give
 - B. steal
 - C. trade
 - D. donate

- 66 - I've just received the new batch of medicine. I _____ count and annotate all its elements before storing it.
- A. am going to
 - B. were going to
 - C. will go to
 - D. should go to
- 67 - You should rest while you can ; I will need your help _____ 9 pm.
- A. during
 - B. for
 - C. while
 - D. at
- 68 - She must have _____ during the lesson ; she had drool at the corner of her mouth.
- A. sleep
 - B. slept
 - C. slipped
 - D. sleeping
- 69 - The exam was very _____ .
- A. frightful
 - B. stressful
 - C. scared
 - D. panicked
- 70 - The encampment was dead quiet that night. Even the animals had _____ the battle scene.
- A. fled
 - B. flied
 - C. fun
 - D. ran from
- 71 - The drip was hard to put in place because the patient _____ on moving.
- A. keep
 - B. will keep
 - C. keeping
 - D. kept
- 72 - War has always been the source of great technological _____.
- A. stagnation
 - B. stimulating
 - C. innovations
 - D. destructive

- 73 - When the colonel asked me to take it down a notch, I realised that _____ and that I had once again got carried away. I always do when I feel that one of my men has been wrongly accused and needs my help.
- A. I have been too far
 - B. I have crossed the line
 - C. I had overstepped the mark
 - D. I did not overstep boundaries
- 74 - I woke up this morning with a hangover. White wine does not agree with me and _____ a splitting headache all day long. I can't wait to clock out and head back home and straight to bed !
- A. I have
 - B. I am having
 - C. I had
 - D. I have had
- 75 - I _____ have made a mistake while setting _____ equipment for the upcoming operation, _____ you check please?
- A. may / up / could
 - B. might / in / should
 - C. must / down / might
 - D. could / back / will
- 76 - If I _____ a little bit braver, I would have told him his attitude is dangerous for the group.
- A. was
 - B. had been
 - C. am
 - D. would be
- 77 - Please call me _____ when you get out of the car.
- A. up
 - B. back
 - C. home
 - D. behind
- 78 - Hard work often pays _____.
- A. off
 - B. lots
 - C. on
 - D. well

- 79 - He had to fly to London urgently to sign _____ .
- A. an affair
 - B. a business deal
 - C. a work
 - D. a folder
- 80 - He had to _____ the mission's briefing even though he knew he would not go.
- A. standby
 - B. see
 - C. attend
 - D. participate
- 81 - The policeman had to _____ the driver over a hundred pounds because he went over the speed limit.
- A. pay
 - B. ask
 - C. facture
 - D. charge
- 82 - I was not a straight-A student, and dropped out of high school before graduating. I ended up working on an assembly line, _____ isn't exactly a dream job but I did it to make ends meet. As soon as I could I joined the Navy and I finally found an environment _____ I truly liked !
- A. which / which
 - B. that / which
 - C. where / where
 - D. who / what
- 83 - Enemy forces are losing ground but they _____ new strategies to regain the upper hand. Experts believe that we should soon find out about them but if there is one thing every one agrees on is that the conflict is far from over.
- A. consider to launch
 - B. are contemplating
 - C. reflect for
 - D. used

84 - The Bastille Day Parade takes place on July 14 and honours the French Military. If you happen to be standing among the spectators _____ the event, you will see countless French servicemen _____ the Champs Elysée Avenue, impressive armoured vehicles driving past you and powerful aircraft _____ Paris.

- A. admiring / strolling by / driving above
- B. staring at / walking past / hurtling down
- C. watching / marching down / flying over
- D. looking at / lingering on / sprinting across

85 - At the military school in Lyon Bron, it is quite frequent that company executives _____ have to go through brief instructions with their cadets who _____ then stand at ease before them and listen to every word they say carefully and silently.

- A. should / will
- B. ought not to / must
- C. are to/ have to
- D. must / shall

86 - When the convoy _____, _____ through a gorge. Our snipers returned fire and we _____ any casualties.

- A. fired on / they had progressed / sustained
- B. shot at / they were advancing / lost
- C. was shot on / it was making its way through / did lose
- D. was fired upon / it was moving / did not sustain

87 - When my son applied for the EMSLB, he did it on _____. We all thought he would not have the _____ to do it. He proved us wrong !

- A. a dare/ guts
- B. a flare/ heart
- C. a glare/ stomach
- D. a flair/ legs

88 - One of my most _____ memories as a military NCO* is when my men threw me a farewell party before I left the army for good.

- A. prominent
- B. lenient
- C. proficient
- D. incumbent

*NCO : Non Commissioned Officer (sous officier)

- 89 - After their shooting practice the squad left the shooting range and _____ their assault rifles before taking them back to the armory. Disassembling and cleaning weapons are basic skills that every military service member learn right from the start.
- A. went at thoroughly cleaning
 - B. went on to thoroughly clean
 - C. went into thoroughly cleaning
 - D. went over thoroughly cleaning
- 90 - My grandmother was diagnosed with Alzheimer soon after she retired. It started with tiny little things like forgetting words and memories. It was like a dream, _____ she tried to remember a past event, _____ away the memory went.
- A. the furthest / the farthest
 - B. the more hard / the more further
 - C. the harder / the farther
 - D. the further / the harder
- 91 - I am interested _____ that military expenditure in France is on the rise. The French 2023 defense budget adds \$3 billion – 2 million euros –, which represents a 7.4% increase _____ 2022 funds.
- A. in hearing / back to
 - B. about hearing / on
 - C. at hearing / across
 - D. to hear / compared to
- 92 - A growing number of people are suffering from afflictions that have _____ obvious cause and cure. _____ of the diagnoses and treatments they receive are controversial.
- A. not just one single / Any
 - B. any / Much
 - C. many / Many
 - D. no / Some
- 93 - We don't know how many people are coming _____ chronic diseases every year. They truthfully suffer _____ the point that they can't even go to work or leave home. They run tests and seek advice from specialists. Once they have exhausted every mainstream medical options they turn to alternative medicine.
- A. down with / to
 - B. down into / up to
 - C. down to / up until
 - D. down from / as far as

- 94 - When health professionals cannot figure out where the physical symptoms come from, some of them have ready-made answers : it is psychological. It's got to be in the patient's head, _____ ? Even worse, the patient just wants attention ...
- A. is it
 - B. isn't it
 - C. was it
 - D. hasn't it
- 95 - There is such a thing as mind and body connection. There is no _____ it. Emotional issues _____ physical dysfunctions ! That is why a multi-therapeutic approach is sometimes advised to patients who can't find answers and who are in great physical pain.
- A. question about / had caused
 - B. denying / do translate into
 - C. debate about / shall impair
 - D. controversial / may have damaged
- 96 - When someone has a good nature it is difficult for them to imagine evil. They are easily _____ around and _____ of. They may – in some cases – develop addictions to drugs such as alcohol or other substances to help them cope with anxiety and mental suffering.
- A. pushed / taken advantage
 - B. pulled / hurt
 - C. bullied / ripped
 - D. kicked / wounded
- 97 - In high dosage Paracetamol will damage your liver. _____ some argue that it _____ be classified as over-the-counter medicine.
- A. Therefore / should
 - B. However / ought to
 - C. That is why / should not
 - D. Nevertheless / must not
- 98 - I remember this patient who came in one day complaining about his stomach and yelling for pain meds. As he had a history of drug abuse it was assumed that he was going cold _____. He was put on methadone – a heroin substitute. Months later, further tests were run and showed that he had stomach cancer. This is a _____ example of a rush to diagnosis.
- A. turkey / textbook
 - B. chicken / perfect
 - C. peacock / typical
 - D. swallow / classic

99 - Every Friday, at _____, the military cadets are all gathered on the parade ground of the Academy, all looking handsome and dashing while we _____ the colours of our national flag.

- A. dusk / raise
- B. sunrise / rise
- C. dawn / hoist
- D. daybreak / lift

100 - In our country, peer pressure often discourages people from speaking up when something is wrong. Bullying is a case in point. One would rather turn a _____ eye than raising one's voice. You wouldn't be _____ on colleagues, would you ?

- A. closed / telling
- B. blind / grassing
- C. wild / grapsing
- D. naked / gasping

