

Examen d'admission : session mars 2023 **Aufnahmeprüfung : Termin März 2023**

Ecole de commerce de Fribourg et Bulle
Handelsmittelschulen Freiburg und Bulle

Anglais **Englisch**

Durée de l'épreuve <i>Dauer der Prüfung</i>	60 minutes 60 Minuten
Ouvrages/matériel autorisés <i>Erlaubte Hilfsmittel</i>	-
Barème <i>Bewertung</i>	50 points total 50 Punkte als Maximalpunktzahl
Remarques <i>Bemerkungen</i>	
Nombre de pages incluant celle-ci <i>Seitenanzahl inklusive dieser Seite</i>	10 pages 10 Seiten

A: Listening

/ 10 pts

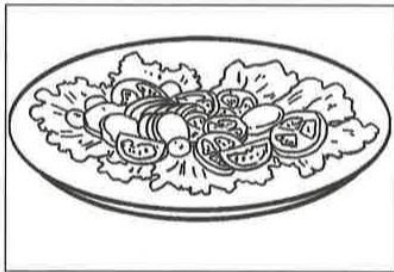
Part 1

/ 5 pts

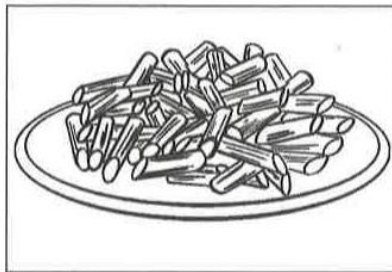
For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

Listen carefully. You will hear each recording twice. You have 20 seconds to read the questions.

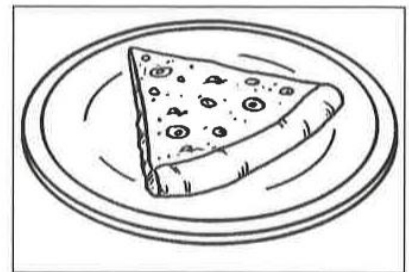
1. What are they going to have for lunch?



A

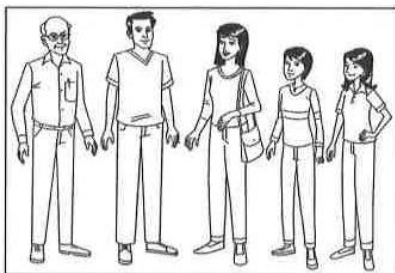


B

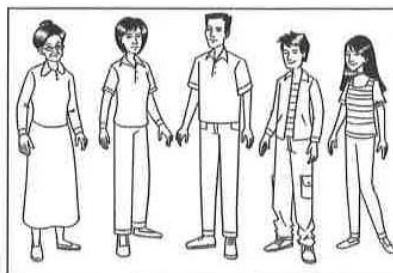


C

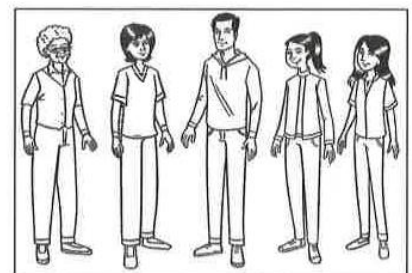
2. Which family are Emily's new neighbours?



A

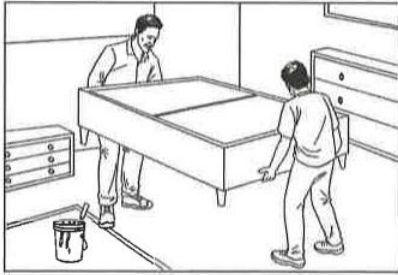


B



C

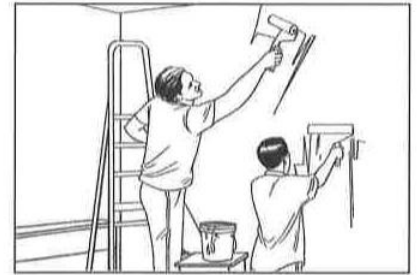
3. What was Oscar doing when Isabel phoned him?



A

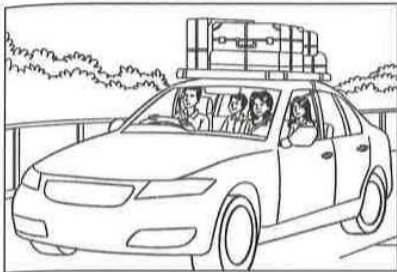


B



C

4. Why didn't Niesha go to the party?



A

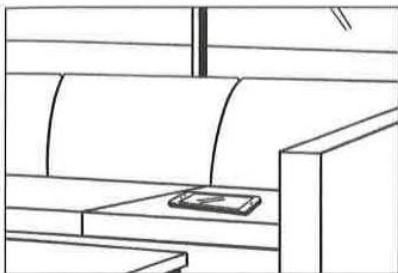


B

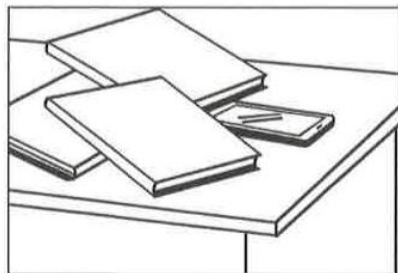


C

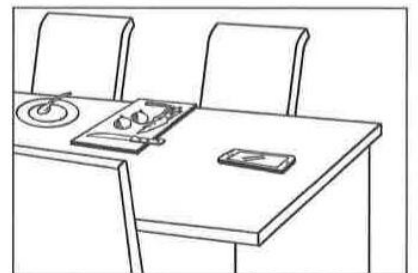
5. Where's Oliver's phone now?



A



B



C

Part 2

/ 5 pts

You will hear Jasmine talking to her aunt about a camping trip.

For each question, put a tick (✓) in the correct box. Listen carefully. You will hear the recording twice. You now have 45 seconds to look at the questions for Part 2.

1. Where did Jasmine and her aunt go swimming?

- | | |
|--------------------------|-----------------|
| <input type="checkbox"/> | a. in the sea |
| <input type="checkbox"/> | b. in the river |
| <input type="checkbox"/> | c. in the lake |

2. How did Jasmine feel about sleeping in a tent to start with?

- | | |
|--------------------------|------------|
| <input type="checkbox"/> | a. excited |
| <input type="checkbox"/> | b. afraid |
| <input type="checkbox"/> | c. unhappy |

3. What did Jasmine's aunt like cooking?

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | a. omelette |
| <input type="checkbox"/> | b. steak |
| <input type="checkbox"/> | c. pasta |

4. Jasmine's aunt thought the campsite...

- | | |
|--------------------------|----------------------|
| <input type="checkbox"/> | a. needed a shop. |
| <input type="checkbox"/> | b. had good showers. |
| <input type="checkbox"/> | c. was too small. |

5. Which activity did Jasmine like best?

- | | |
|--------------------------|------------|
| <input type="checkbox"/> | a. cycling |
| <input type="checkbox"/> | b. fishing |
| <input type="checkbox"/> | c. running |

B) Reading comprehension and vocabulary

/ 15 pts

Read the text about Jack Calder and answer the questions which follow.

Jack Calder

Violin player Jack Calder plays in the Australian band, Ocean Blue.

Jack Calder started playing the violin when he was ten. "My music teacher played and one day he asked if anyone wanted to learn. Some girls put up their hands and so did I. I didn't have a violin, but my uncle said I could use his. The lessons were really hard at first, but playing the violin soon became important to me."

- 5 After leaving school, Jack moved to Melbourne. For a time, he preferred listening to music to playing it. The rock music he listened to sounded very different from violin music, so he bought an electric violin, and started putting the things he liked about rock music into the music he played on his violin.

- 10 A year later, Jack met a small group of Melbourne musicians. "We all thought about music in the same way and started Ocean Blue together. A year later, we were playing lots of concerts and our music was selling well. But we didn't want this to make us different people. We didn't want to stop being friends."

- 15 Jack meets many people who think playing the violin is an unusual career, but he doesn't agree with them. "I think it's the best thing in the world. I guess I'm lucky that way. The internet has changed music, but when I walk into a violin shop it's like entering another world – one where time has stopped. Someone has looked after these beautiful old instruments that are two or three hundred years old. I think that's amazing."

I. Are the sentences 1 to 7 true or false? Circle “T” for true or “F” for false. / 7 pts

1. Jack was the only person at school to play the violin.	T	F
2. Jack learned to play on an instrument that he borrowed.	T	F
3. Learning to play the violin was easy for Jack since the very beginning.	T	F
4. The band members were interested in different kinds of music.	T	F
5. The band members wanted to stay friends when they became successful.	T	F
6. Jack loves what he does.	T	F
7. Jack thinks he is lucky because he meets lots of people.	T	F

II. For each question, circle the correct answer.

/ 2 pts

1. What is the writer doing in the second paragraph?

- A. explaining why Jack thought some music was easy to play
- B. saying why only a few people liked the music Jack played
- C. describing how Jack changed the kind of music he played

2. Jack thinks it is a good idea...

- A. to take care of some things that people used in the past
- B. to make more music available on the internet
- C. to teach more people to play the violin

III. In the text, find a synonym or a synonym expression for the following words or expressions. / 6pts

1. to raise, to lift (l.1-4) _____
2. changed place (l. 5-8) _____
3. began (l. 5-8) _____
4. being a great commercial success (l.9-12) _____
5. unconventional (l.13-17) _____
6. wonderful (l. 13-17) _____

C) Grammar

/ 10 pts

Read the text below and complete each gap with the best option A, B, C or D.

Three teenagers describe their hobbies

Melissa, runner: I started running about a year (1) _____. At first, I just (2) _____ 1 or 2 kilometres, but I now do about 10. My speed is improving too. I've joined a running club in the town centre. I (3) _____ know any of the members before, but now most of them are my mates. My dad was a good runner when he was younger – he was really fit, (4) _____ he stopped when he hurt his leg. Actually, I (5) _____ order some new running shoes – just a simple pair. I don't think the expensive ones make you run (6) _____ than cheap ones!

Sharon, skateboarder: I go skateboarding most evenings in the park. I suppose that's quite a lot, but the park is only a minute or two from our apartment. I only stay there half an hour or so, although I stay longer when my friends are there. Sometimes my cousin is (7) _____ too. He's a beginner, and I'm teaching him a few moves. He's starting to get really good!

Latifa, rock climber: Two of my best friends, Jack and Sam, suggested I should start rock climbing, so now the three of us do it together. Jack's mother (8) _____ us once or twice a month, but I'd like to do it every week. When I started, I didn't know you need to get so (9) _____ material – and it isn't exactly cheap! I really love climbing. I don't think I (10) _____ ever get bored of it!

- | | | | | |
|----|-----------|-----------|------------|-----------|
| 1 | A since | B past | C last | D ago |
| 2 | A ran | B runned | C run | D running |
| 3 | A didn't | B don't | C doesn't | D did |
| 4 | A and | B but | C because | D so |
| 5 | A have | B have to | C haves to | D has to |
| 6 | A fastier | B fast | C fastly | D faster |
| 7 | A they're | B their | C there | D here |
| 8 | A tooks | B take | C takes | D taken |
| 9 | A much | B many | C any | D lot |
| 10 | A must | B has to | C will | D have |

C) Writing

/ 15 pts

This is a part of an email you received from your English friend, Lucas.

[...] I saw the pictures of Switzerland that you posted on Instagram. They are fantastic!
Where exactly did you take them? What did you do there?
I want to travel around Switzerland for a month and I need some advice.
Where should I go? What should I do? [...]

Write an email, answering Lucas' questions in about 100-120 words.

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Criteria

1. Task: total respect of the task (required elements are developed in a suitable way)

2. Communication: - structure of the text (introduction + paragraphs + conclusion), logical order of the elements (coherence), adequacy of the communication to the given situation - links between the sentences: adverbs, objects, connectors - variation of sentence structure: beginning of the sentences, relative clauses - variation of vocabulary, use of vocabulary specific to the context, phrases specific to the context.

3. Formal aspects: - syntax - conjugation - spelling - punctuation - use of the correct words

	5 points	4 points	3 points	2 points	1 point	0 points
Task realisation	Totally respected.	Mostly respected.	Sufficiently respected.	Partially respected.	Barely respected.	Not respected.
	5 points	4 points	3 points	2 points	1 point	0 points
Communicative Design*	Totally appropriate.	Mostly appropriate.	Sufficiently appropriate.	Only partially appropriate.	Barely appropriate.	Inappropriate.
	5 points	4 points	3 points	2 points	1 point	0 points
Formal aspects	No errors or few errors that don't impair understanding.	Some errors that may impair communication.	Errors that impair the reading but not the communication.	A lot of errors that greatly impair communication.	The text is barely understandable.	The text is incomprehensible.