

**1. PARTIE TECHNIQUE (20%)**

## 1.1 Verb Tenses and Verb Forms

<b>1</b>	<b>C – was cleaning</b>
<b>2</b>	<b>B – have ever found</b>
<b>3</b>	<b>A – am going to find</b>
<b>4</b>	<b>B – went</b>
<b>5</b>	<b>B – couldn't</b>
<b>6</b>	<b>C – began</b>
<b>7</b>	<b>C – didn't recognize</b>
<b>8</b>	<b>A – had lost</b>

<b>9</b>	<b>C – can't</b>
<b>10</b>	<b>B – met</b>
<b>11</b>	<b>A – felt</b>
<b>12</b>	<b>C – had to</b>
<b>13</b>	<b>B – is looking for</b>
<b>14</b>	<b>A – wears</b>
<b>15</b>	<b>C – will find</b>

## 1.2 Other Grammatical and Vocabulary Features

<b>1</b>	<b>B – by</b>
<b>2</b>	<b>C – youngest</b>
<b>3</b>	<b>A – who</b>
<b>4</b>	<b>A – for</b>
<b>5</b>	<b>B – than</b>

<b>6</b>	<b>B – since</b>
<b>7</b>	<b>C – because</b>
<b>8</b>	<b>B – many</b>
<b>9</b>	<b>A – less</b>
<b>10</b>	<b>C – his</b>

## 1.3 Other Grammatical and Vocabulary Features

<b>1</b>	<b>A – very</b>
<b>2</b>	<b>C – all</b>
<b>3</b>	<b>C – both</b>
<b>4</b>	<b>B – when</b>
<b>5</b>	<b>C – there are</b>
<b>6</b>	<b>A – during</b>
<b>7</b>	<b>B – any</b>
<b>8</b>	<b>C – nobody</b>

<b>9</b>	<b>A – on</b>
<b>10</b>	<b>B – their</b>
<b>11</b>	<b>B – these</b>
<b>12</b>	<b>A – of</b>
<b>13</b>	<b>C – but</b>
<b>14</b>	<b>B – its</b>
<b>15</b>	<b>A – other</b>

**2. PARTIE COMPREHENSION (40%)****TEXT 1**

## Exercise 1: Vocabulary

<b>1.</b>	<b>A. general</b>
<b>2.</b>	<b>C. confronting</b>
<b>3.</b>	<b>B. permit</b>
<b>4.</b>	<b>B. compensate</b>
<b>5.</b>	<b>A. amount</b>

<b>6.</b>	<b>B. use well</b>
<b>7.</b>	<b>C. getting higher</b>
<b>8.</b>	<b>B. let someone rest</b>
<b>9.</b>	<b>B. problems</b>
<b>10.</b>	<b>A. make better</b>

## Exercise 2: Who said it?

<b>1</b>	<b>Sofia</b>
<b>2</b>	<b>Bibi</b>
<b>3</b>	<b>Johnny</b>
<b>4</b>	<b>Nugg</b>

<b>5</b>	<b>Hailey</b>
<b>6</b>	<b>Jeremy</b>
<b>7</b>	<b>Johnny</b>
<b>8</b>	<b>Bibi</b>

<b>9</b>	<b>Johnny</b>
<b>10</b>	<b>Hailey</b>

**TEXT 2**

## Exercise 1: Multiple choice

<b>1</b>	<b>C (3)</b>
<b>2</b>	<b>A True (5-6)</b>
<b>3</b>	<b>A (10)</b>
<b>4</b>	<b>B (12-13)</b>
<b>5</b>	<b>A True (14-16)</b>

<b>6</b>	<b>C (19-20)</b>
<b>7</b>	<b>A (24-25)</b>
<b>8</b>	<b>C (35-36)</b>
<b>9</b>	<b>B False (38-39)</b>
<b>10</b>	<b>B False (46)</b>

<b>11</b>	<b>B (50-52)</b>
<b>12</b>	<b>B (53-54)</b>
<b>13</b>	<b>A (60-62)</b>

### 3. Partie Expression – Grille d'évaluation

*Half-points can be given if appropriate.*

<b>1. CONTENT</b>	<b>points</b>
The student mentions the most important <b>events</b> of the story (no = 0 pts ; only partially = 1 pt ; yes = 2 pts)	/ 2 pts
They explain <b>the importance of the telegram for Homer / his family</b> (no = 0 pts ; only partially = 1 pt ; yes = 2 pts)	/ 2 pts
They explain <b>the importance of the telegram for Grogan</b> (no = 0 pts ; only partially = 1 pt ; yes = 2 pts)	/ 2 pts
They explain <b>the meaning of Homer tearing up the telegram</b> (no = 0 pts ; only partially = 1 pt ; yes = 2 pts)	/ 2 pts
The student has obviously <b>understood</b> the themes of the story. (no = 0 pts ; partially = 1 pt ; yes = 2 pts)	/ 2 pts
The text is <b>well structured</b> and organized into <b>coherent paragraphs</b> (not at all = 0 pts ; partially = 1 pt ; yes = 2 pts)	/ 2 pts
<b>Total content :</b>	<b>/ 12 pts</b>
<b>2. LANGUAGE</b>	
<b>Grammar (range and accuracy):</b> very poor = 1 pt / poor = 2 pts / satisfactory = 3 pts / good = 4 pts / very good = 5 pts	/ 5 pts
<b>Vocabulary (range and accuracy):</b> very poor = 1 pt / poor = 2 pts / satisfactory = 3 pts / good = 4 pts / very good = 5 pts	/ 5 pts
<b>Sentence structure / clarity:</b> poor = 0 pt / satisfactory = 1pt / good = 2 pt	/ 2 pts
<b>Total language:</b>	<b>/ 12 pts</b>
<b>Total writing :</b>	<b>/ 24 pts</b>