



ETAT DE FRIBOURG  
STAAT FREIBURG

Nom/Name : .....

Prénom/Vorname : .....

**Examen d'admission : session mars 2025**  
**Aufnahmeprüfung : Termin März 2025**

Ecole de commerce de Fribourg et Bulle  
Handelsmittelschulen Freiburg und Bulle

**Anglais**  
**Englisch**

|   |   |
|---|---|
| Durée de l'épreuve<br><i>Dauer der Prüfung</i>                                  | 60 minutes<br>60 Minuten                          |
| Ouvrages/matériel autorisés<br><i>Erlaubte Hilfsmittel</i>                      | -   |
| Barème<br><i>Bewertung</i>  | 50 points total<br>50 Punkte als Maximalpunktzahl |
| Remarques<br><i>Bemerkungen</i>   |   |
| Nombre de pages incluant celle-ci<br><i>Seitenanzahl inklusive dieser Seite</i> | 9 pages<br>9 Seiten                               |

**A: Listening**

..... / 10

**Part 1**

..... / 5

**You will hear a conversation two times. For each question, circle the correct answer, A, B, C or D.**

1. Diana can't come to class because ...
  - A. she has a different class.
  - B. she has a mid-term exam.
  - C. she needs to go and see her doctor.
  - D. she has an appointment with a friend.
  
2. For homework, she has to read ...
  - A. read chapters 17 to 20; read some articles and record a video.
  - B. read chapters 17, 19 and 20; read some article and watch a video.
  - C. read chapters 17 and 20; read some articles and watch a video.
  - D. read chapters 17 to 20; read some articles and record a video.
  
3. The articles and video are available ...
  - A. online.
  - B. via email.
  - C. In a book in the library.
  - D. online and in a book.
  
4. The teacher can give Diana the practice test ...
  - A. on Friday.
  - B. On Wednesday by email.
  - C. After the mid-term exam.
  - D. by email a couple of days before the other students receive it.
  
5. The office needs ...
  - A. a note from the doctor.
  - B. an email from Diana.
  - C. the mid-term exam.
  - D. to bring a certificate for the doctor.

**Part 2**

..... / 5

**You will hear a conversation two times. Answer the following questions.**

1. What time was the meeting first planned?

.....

2. What is the new meeting time?

.....

3. Who is in charge of the agenda?

.....

4. How does Lucy feel about her presentation?

.....

5. Who will tell the other people about the change?

.....

**B: Reading**

..... /10

**Part 1**

..... / 7

**Read the text about Sophia and decide if the information in sentences 1 to 7 is true or false. Circle “T” for true or “F” for false.**

Sophia is a 16-year-old girl with a big dream. She wants to become a champion figure skater. But Sophia did not always skate. When she was younger, she was a gymnast. She started gymnastics when she was five years old and trained very hard. Sophia loved gymnastics, but she had to stop after an injury. It was a sad time for her and she felt depressed.

One day, Felicity, her best friend, invited her to the ice rink to watch her show. The following day, Sophia tried skating for the first time. She loved it right away. She liked how the ice felt under her skates. She also liked how skating was a little like gymnastics because she could jump and spin.

Sophia started training with Felicity and her coach. At first, it was difficult. She fell many times and felt frustrated. But she did not give up. She practiced every day after school for two hours. On weekends, she trained even more. Slowly, Sophia got better. After about a year, she was much better than Felicity.

Now, Sophia competes in figure skating competitions. She has already won a few medals! She feels proud of herself, but she knows she can do even better. Her dream is to skate in the Olympics one day. To do this, she needs to work very hard. She practices her jumps, spins, and routines again and again.

Sophia also studies videos of famous skaters to learn from them. She knows that every champion was once a beginner, just like her. Sophia believes in herself and her dream. With her hard work and love for skating, she feels ready for the future. Her coach thinks so, too.

|   |   |   |
|---|---|---|
| 1. Sophia stopped gymnastics because she lost interest in the sport.                      | T | F |
| 2. Sophia started figure skating after being inspired by a competition she watched on TV. | T | F |

|  |   |   |
|--|---|---|
| 3. Sophia and Felicity trained together.                               | T | F |
| 4. Sophia practices more on weekends than on weekdays.                 | T | F |
| 5. Sophia has big ambitions about her skating career.                  | T | F |
| 6. Sophia studies other skaters' videos to analyze their performances. | T | F |
| 7. Sophia does not have a coach. It is enough to watch tutorials.      | T | F |

**Part 2**

..... / 3

**For each question, circle the correct answer, A, B, C or D.**

- 1 What is the writer trying to do in the text?
  - A. explain why gymnastics is harder than figure skating
  - B. describe Sophia's sports career move from gymnastics to figure skating
  - C. give advice to readers about how to become a figure skater
  - D. A, B and C are true.
  
- 2 What would a reader learn about Sophia from the text?
  - A. Sophia is younger than Felicity.
  - B. She started figure skating because of her love for winter sports.
  - C. She won her first medal as a gymnast, not a figure skater.
  - D. She had to deal with challenges to become successful in figure skating.
  
- 3 Which of these statements about Sophia is not true?
  - A. Sophia dreams of competing in the Olympic games one day.
  - B. For Sophia, there are parallels between gymnastics and figure skating.
  - C. Sophia has always found figure skating easier than gymnastics.
  - D. None of the statements are true.

**C: Grammar**

..... / 15

**Part 1**

..... / 7.5

**Conjugate the verb in the best tense (present simple, present continuous, past simple, past continuous, future simple or going to).**

Anna: Hi, Tim! How was your weekend?

Tim: Good. On Saturday, I **1)** ..... (visit) my grandparents. How about you?

Anna: I **2)** ..... (go) to the beach with my family. While we **3)** ..... (swim), we **4)** ..... (see) dolphins.

Tim: Cool! What **5)** ..... (do, you) at the moment?

Anna: I **6)** ..... (wait) for my sister. She is a manager. She **7)** ..... (work) in this building. I think we **8)** ..... (go) to a bar for a drink. What about joining us?

Tim: I can't. I **9)** ..... (watch) a film with Jack at 8 o'clock. Did you know that Jack **10)** ..... (break) his leg last week? He **11)** ..... (bike) to work when a car **12)** ..... (hit) him.

Anna: Oh no! How **13)** ..... (do, he) now?

Tim: Better. Look! Your sister **14)** ..... (cross) the street. I **15)** ..... (say) hi to her before meeting Jack.

**Part 2**

..... / 4

**Write questions so that the underlined words in the next sentence are the answer to your questions.**

**Example:** - *How many siblings do you have?* - I have 2 sisters.

1. ....

Peter went to London.

2. ....

The children are building a sandcastle.

3. ....

We like chocolate ice-cream.

4. ....

They are late because they missed the bus.

**Part 3**

..... / **3.5**

**In the table below, circle the correct answer.**

Switzerland is a small country in Europe, but it has many things to see. Switzerland is famous **1)** ..... its high mountains, beautiful lakes, and clean cities. Many tourists come to **2)** ..... nature.

**3)** ..... winter, visitors love to ski and snowboard in the Alps. When there is no snow, people can go hiking - **4)** ..... foot, of course - to explore the green hills and forests. The country is also great for food lovers. Swiss chocolate and cheese are two things you must try!

When tourists visit, they often ask, "**5)** ..... are Swiss people like?" Swiss people are usually very friendly, and they like things to be on time. They also care a lot **6)** ..... the environment.

**7)** ..... you like to visit Switzerland one day? It's a perfect place for an adventure or a relaxing holiday. Many visitors say it is one of the most beautiful places they have ever seen!

|           | <b>A.</b> | <b>B.</b> | <b>C.</b> | <b>D.</b> |
|-----------|-----------|-----------|-----------|-----------|
| <b>1.</b> | by        | for       | with      | without   |
| <b>2.</b> | taste     | be        | enjoy     | have      |
| <b>3.</b> | On        | For       | In        | At        |
| <b>4.</b> | on        | by        | with      | at        |
| <b>5.</b> | How       | What      | They      | Who       |
| <b>6.</b> | of        | with      | to        | about     |
| <b>7.</b> | Would     | Did       | Do        | Could     |





**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

|                              | <b>5 points</b>   | <b>4 points</b>                           | <b>3 points</b>  | <b>2 points</b>                                   | <b>1 point</b>                    | <b>0 points</b>              |
|------------------------------|---|---|--|---|-----------------------------------|------------------------------|
| <b>Task realisation</b>      | Totally respected                                       | Mostly respected                          | Sufficiently respected                                   | Partially respected                               | Barely respected                  | Not respected                |
|                              | <b>5 points</b>   | <b>4 points</b>                           | <b>3 points</b>  | <b>2 points</b>                                   | <b>1 point</b>                    | <b>0 points</b>              |
| <b>Communicative Design*</b> | Totally appropriate                                     | Mostly appropriate                        | Sufficiently appropriate                                 | Only partially appropriate                        | Barely appropriate                | Inappropriate                |
|                              | <b>5 points</b>   | <b>4 points</b>                           | <b>3 points</b>  | <b>2 points</b>                                   | <b>1 point</b>                    | <b>0 points</b>              |
| <b>Formal aspects</b>        | 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 |