



ETAT DE FRIBOURG
STAAT FREIBURG

Nom/Name :

Prénom/Vorname :

Examen d'admission : session mars 2026

Aufnahmeprüfung : Termin März 2026

École 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 maximum 50 Punkte als Maximalpunktzahl
Remarques <i>Bemerkungen</i>	
Nombre de pages incluant celle-ci <i>Seitenanzahl inklusive dieser Seite</i>	8 pages 8 Seiten

PART ONE: Listening Comprehension**/10pts****A. Climate Change****/ 5pts**

Read the questions 1-5 carefully, then listen to Joan talk about a natural disaster and answer the questions briefly but with precision.

You'll hear Joan twice. You now have 30 seconds to prepare.

1. What does she call the natural disaster? _____
2. Where is Joan's house? _____
3. What industry did she "accuse" of "inventing" the storm? _____
4. Which food item could people not buy? _____
5. What happened in a park near Joan's house? _____

B. Sports**/ 5pts**

Read the table below carefully, then listen to Beth talking about two popular sports in Britain. Are the statements (1.-10.) about cricket, netball, or both (cricket AND netball)? Put a cross in the correct column(s).

You'll hear Beth twice. You now have 1 minute to prepare.

Note: In a sport or game, if a player SCORES a goal or a point, they gain a goal or point.

		Cricket	Netball
1.	You need more than ten players total to play a game.		
2.	The rules say you cannot touch your rival in this sport.		
3.	Points are called "goals" in this sport.		
4.	There are international matches.		
5.	Beth doesn't mention how old this sport is.		
6.	A player's bib (uniform) signals his/ her position.		
7.	You play this sport for 60 minutes.		
8.	You have to run if you want to score.		
9.	Only a very small number of players can score.		
10.	Many students play this sport.		

A. Read the texts below and circle the letter which best completes the gap.**Emma's Dream****/6pts**

Emma is a 14-year-old girl who loves football more 1. _____ anything. Every afternoon after school, she 2. _____ with her local team. She plays as a midfielder and is known for her speed and determination. Her dream is to become a professional football player and play for the national team one day.

Emma knows that the path to success is not easy. She wakes up early to go running before school and spends her weekends practicing her technique. Her parents support her, but 3. _____ also remind her to focus on her studies.

Last month, Emma was selected to join a regional training camp for young talents. She was nervous at first, but she quickly 4. _____ friends and learned 5. _____ from the coaches. Emma believes that with hard work and passion, she 6. _____ achieve her goal.

- | | | |
|-------------------|-----------|---------------|
| 1. A) that | B) than | C) as |
| 2. A) is training | B) trains | C) will train |
| 3. A) their | B) them | C) they |
| 4. A) made | B) make | C) makes |
| 5. A) many | B) a lot | C) more |
| 6. A) has | B) did | C) can |

B. Luca's year as an au-pair**/9pts**

Luca is a 15-year-old boy from Germany. At the moment, he isn't in Germany as he 1. _____ as an au-pair for a Swiss family who 2. _____ close to Lugano. They have two small kids, Anna and Marco. 3. _____ morning, Luca helps the children get ready for school. He 4. _____ breakfast and walks with the two kids to the bus stop. In the afternoon, he plays with 5. _____ in the garden or helps with homework.

Luca is very happy with his au-pair year so far: "The best thing is that I am learning a new language. When I started my au-pair year, I 6. _____ a word of Italian, and it was hard, but I have made a lot of progress and communication has become much 7. _____ already. I have also become 8. _____ independent and responsible: I have learned how to cook and how to look after young kids. My parents 9. _____ so proud when I go back home this summer."

- | | | |
|-------------------|----------------|-----------------|
| 1. A) is working | B) works | C) worked |
| 2. A) are living | B) live | C) lived |
| 3. A) all | B) in | C) every |
| 4. A) do | B) takes | C) makes |
| 5. A) they | B) their | C) them |
| 6. A) don't speak | B) don't spoke | C) didn't speak |
| 7. A) more easily | B) worse | C) easier |
| 8. A) most | B) more | C) much |
| 9. A) are | B) were | C) will be |

Read the following text, which is the beginning of a novel called *Foul Play* (by Tom Palmer) and answer the questions that follow.



Danny looked carefully over the top of the wall. There were two men. Both dressed head to foot in black. Both wearing ski hats low over their hair, their ears, their eyebrows. This was it. What Danny had been waiting for, sitting out in the cold every night for the past week. He felt excited. Or afraid. He wasn't sure which.

Danny watched the men, not moving a muscle. Neither man spoke. They communicated with nods and quick hand gestures. At first, Danny couldn't be absolutely sure the two men were not just drinkers returning late from a night out, going round the back of the shops in search of a quiet place where they could pee. But it would have been a coincidence that it was the back of an electrical store at 3:00 in the morning, in the same month that a dozen other similar shops had been burgled.

Anyway, whatever they were doing, they certainly wouldn't like being watched by a 14-year-old boy.

Danny held his breath as the two men studied the door and windows, shining a torch through one. The beam of the torch highlighted the old window frames. It was a typical rundown neighborhood with various empty buildings.

Danny watched how one of the two men pulled a long piece of metal out of his bag – a crowbar. Then he began to force the crowbar blade into the window frame.

This was definitely it.

Danny took out his video camera. He looked over the wall again. The two men were still busy. So Danny checked the camera was on night sight and put it on top of the wall, the mini-screen angled down so he could see it. He felt as if he was in a submarine, looking through a periscope.

Danny filmed the men, now focusing on their faces. He was getting good detail. This would be useful. Very useful.

He was shocked to see the low-battery sign come up on the mini screen. He knew he had a second to switch the camera off before it made the sound to register a loss of power. But his hands weren't quick enough.

PING. PING. PING.

Danny felt like his heart had stopped. He raised his head very slightly above the top of the wall.

The two men looked in his direction and froze for a second. Then, frowning, the larger man began to move slowly towards Danny.

Danny shoved his camera into his jacket pocket. Then he was running.

Are the following sentences TRUE or FALSE according to the text? Underline the correct answer.

- 1) Danny knows immediately that the two men are burglars. TRUE / FALSE
- 2) Danny isn't surprised to see the burglary. TRUE / FALSE
- 3) Danny is so excited to see the burglars that he has no fear. TRUE / FALSE
- 4) The burglars are breaking into a commercial building. TRUE / FALSE
- 5) There have been other break-ins lately. TRUE / FALSE

Complete the following sentence.

- 6) Before concluding that the two men must be burglars, Danny thinks that they could be _____

Answer the following questions with a short answer.

- 7) Why does Danny know that the two men are burglars? (Name 2 reasons)

- 8) How do the burglars communicate with each other? (Name 2 ways)

- 9) Describe the building the burglars are breaking into. (Name 2 different aspects)

- 10) How do the burglars realise that Danny is there?

Write a short letter (about 100 words) to your English penfriend.

- Tell him/her about what you love doing most (your passion).
- Write about your hopes for the future: do you want to make this passion your job, or just keep it as something fun you do in your free time? Why?
- Make sure your letter feels friendly and personal, like you're really writing to a friend.

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, subordinate clauses
- Adequacy of the communication + use of the correct words
- Variation of vocabulary, use of vocabulary specific to the context, phrases specific to the context.

3. Formal aspects: syntax - conjugation - spelling - punctuation

	5 points	4 points	3 points	2 points	1 point	0 points
Task	Totally respected	Mostly respected	Sufficiently respected	Partially respected	Barely respected	Not respected
	5 points	4 points	3 points	2 points	1 point	0 points
Communi- cation	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 reading but not communication.	A lot of errors that greatly impair communication.	The text is barely understandable.	The text is incomprehensible.

[illegible]