



ANGLAIS DF
Examen d'admission en 3^e année du secondaire II

Nom :

Prénom :

NE RIEN INSCRIRE

Pour une entrée en 3^e année de maturité gymnasiale

Durée : 90 minutes

Documents autorisés : aucun

Consignes : N'écrivez pas au crayon
Inscrivez votre nom sur chaque page et gardez les feuilles
agrafées
...

Répartition des points

Première partie / **20 points**

Deuxième partie / **22 points**

Troisième partie / **20 points**

Nombre de points obtenus au total / **62 points**

Seuil de suffisance : **41 points / 62 points**

admissible

non admissible

Remarques :

.....
.....
.....
.....

A. READING COMPREHENSION

Why windows with a view are so important to older people¹

December 19, 2018

Many of us do not realise how important windows are - they're just part of the houses we live in or the buildings we work in. And yet for older people, windows can be vital as a way to access the world, especially for those who spend a lot of time indoors.

In 1981, researcher Graham Rowles found that older people watched the area immediately outside their home from their window, and were able to participate in the community without having to literally be in it.

Based on Rowles' work, I recently interviewed 42 older people in the UK on the importance of having a room with a view. Those I spoke to - all aged over 65, who go outside less than once a week - loved their window so much that many spent a while setting up their space to get a good views. The views were a place of high significance for the observers.

Previous research suggests that older people like to see nature, and studies have found there is a link between nature and stress reduction too. But urban views - factories or telephone and TV masts - are important too. Beauty is subjective.

What was most important for my interviewees was change - both expected (seasons, for example) and non-expected (road works or even storms). One 78-year-old lady with a suburban view said, "I love the way the trees begin to move in the wind". While an 84-year-old man who lived in an urban area said, "I like it when they're digging. They're always digging here. Water, electricity, gas, telephone, all come here. I don't mind it, as long as there's no dust which is no good for my breathing".

While Rowles' study focused on the immediate area outside the house, I found my interviewees really loved a view with different levels. A combination between the immediate and the distant was preferred, for example an urban neighbourhood with hills in the distance.

It was fascinating how much the views helped the people understand life better. What they saw backed up what they had heard on the television or radio. Even something insignificant for most of us, like bad traffic or seeing a hands-free conversation on a mobile phone. A 75-year-old woman said: "I saw a man talking to himself. I was frightened but realised it must be a phone."

I also found that the interviewees did not just watch people, they created stories from what they saw. One 80-year-old man who lives in an urban area explained: "I see the same people going to work every morning and coming home again in the evening. I wonder what they are up to. I call this one here Frank, look at his suit, I think he's a mean business man, probably a manager of some kind."

Some of the observers talked to the people they saw through the window too. An 84-year-old woman told me that she sometimes commented on people's appearance, saying they were "very smart", or telling teenagers to tuck in their shirts and pull up their trousers. There is a downside however. Some of the people I spoke to worried that other people would say they are nosy. One 84-year-old man said, "I don't tell others about it.". But the benefits to these people are still clear.

¹ Adapted from theconversation.com, by Charles Musselwhite, Associate Professor, Center for Innovative Ageing, Swansea University.

In the future, technology may help people access scenes that can't be viewed from their window. For example, one UK care home uses a video of a train journey to allow people to experience the passing views through a virtual window.

A window is so much more than just something to let in light and air for older people. Those I spoke to talked about how they can spend hours there and how it feels good for them to look out. Family members and carers should encourage them to look outside, and help set up clear views where possible. Imagine a home that is set up around the view, rather than one set up around the TV.

QUESTIONS ON THE TEXT

I. Decide if the following statements are true (T) or false (F), and circle the correct alternative.

1. Older people's point of view on windows does not differ from the average people's one.
T F
2. Older people do not care much about the space around their window as long as they have a nice view.
T F
3. Older people like when there is some evolution in the view.
T F
4. Older people don't mind what they can see in the distance.
T F
5. The views enable older people to be aware of the changes in the society in which they live.
T F
6. Older people can develop their imagination thanks to views.
T F
7. Older people tend to be judgmental towards the people they observe.
T F
8. In the future TVs will systematically replace windows.
T F

..... / 8 points

II. Answer the following questions in complete sentences, using your own words. Do not copy from the text but reformulate.

1. According to this article, how can older people feel included in the community they live in? Explain in minimum 20 words. (content: / 2 points; language: / 1 point)

.....
.....
.....
.....

2. What was the main difference between the author's research and Rowles' research in 1981? Explain in minimum 20 words. (content: / 2 points; language: / 1 point)

.....
.....
.....
.....

3. How can technology help according to the author? Explain in minimum 10 words. (content: / 2 points; language: / 1 point)

.....
.....

4. How should we change the way we build older people's homes? Give one example from the text and one from you. Explain in minimum 20 words. (content: / 2 points; language: / 1 point)

.....
.....
.....
.....

..... / 12 points

Total reading comprehension: / 20 points

B. USE OF ENGLISH

I. Mixed tenses

Choose the appropriate option to complete the sentences. Only one alternative is correct.

1. The restaurant I went to last night was the worst I've ever been to. As soon as I , I that awful place.
 - A. finished to eat / left
 - B. had finished eating / left
 - C. have finished eating / have left
 - D. had finished to eat / had left
 - E. finished eating/ had left

2. In class, you all the time. However, it is important to pay attention to what your teacher says.
 - A. need to participate
 - B. mustn't participate
 - C. can participate
 - D. don't have to participate
 - E. must participate

3. The last time I to Henry was two days ago. I him since then.
 - A. have spoken / didn't see
 - B. spoke / hadn't seen
 - C. was speaking / wasn't seeing
 - D. have spoken / didn't see
 - E. spoke / haven't seen

4. According to new studies, scientists expect that the climate faster than what they had thought.
 - A. would change
 - B. changes
 - C. will change
 - D. has changed
 - E. is changing

5. I to Spain tomorrow morning. My plane at 8PM.
 - A. am going / takes off
 - B. will go / is taking off
 - C. go / will take off
 - D. am going / is taking off
 - E. am going to go / will take off

6. If only I this chemistry exam. I much better!
- A. wouldn't have to take / would feel
 - B. had not taken / feel
 - C. didn't have to take / would have felt
 - D. didn't have to take / would feel
 - E. wouldn't have to take / would have felt
7. My bag has disappeared. It
- A. must be stolen
 - B. could be stolen
 - C. must have stolen
 - D. must have been stolen
 - E. can be stolen
8. I promise you that I you as soon as I
- A. will call you / will arrive
 - B. am going to call / am arriving
 - C. will call you / arrive
 - D. am going to call / will arrive
 - E. am calling / am going to arrive
9. When I was young I the guitar four hours a day.
- A. was playing
 - B. used to play
 - C. have been playing
 - D. had played
 - E. played
10. A new bridge across the river. Work started last year, and people it to open next year.
- A. builds / have expected
 - B. was built / have been expected
 - C. is building / expect
 - D. has been being built / were expecting
 - E. is being built / expect
11. I all night. I yet, but I am really exhausted. I need a break.
- A. worked / haven't finished
 - B. was working / didn't finish
 - C. have been working / haven't finished
 - D. have worked / didn't finish
 - E. was working / haven't finished
12. My beard is getting too long and it is becoming ugly. I it!
- A. cut
 - B. must cut
 - C. don't have to cut
 - D. had better to cut
 - E. should have to

13. Last night as I someone unexpectedly at the door.

- A. was cooking / knocked
- B. cooked / was knocking
- C. had cooked / knocked
- D. cooked / knocked
- E. was cooking / was knocking

14. A: We've got a problem because we don't have enough people in our football team.

B: Oh, I've just got an idea! I my friend as he plays football.

- A. am asking
- B. am going to ask
- C. will ask
- D. could have asked
- E. 'd better ask

15. While dinner, John decided to thank his guests for having come to his party.

- A. eaten
- B. was eaten
- C. has been eaten
- D. had been eaten
- E. was being eaten

16. If we some of our habits, the planet hotter.

- A. wouldn't change / would get
- B. don't change / will get
- C. didn't change / will get
- D. change / will get
- E. won't change / gets

Part I: / 16 points

II. Mixed grammar

All of the following questions sentences contain one mistake. Find them and correct them. Write the full correct answer.

1. That's the man I met him last week.

.....

2. My sister asked me did I know Peter?

.....

3. John couldn't believe what he was seeing. He even asked him if he was getting crazy.

.....

4. There isn't nobody here. I've already checked twice!

.....

5. It is getting dark. I don't think we should go more far. Let' s go home.

.....

6. There is a little sugar. Can you go buy some more at the store?

.....

Part II: / 6 points

Total use of English: / 22 points

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Coherence: / 5 points
Content: / 5 points
Vocabulary: / 5 points
Grammar: / 5 points
Total composition : / 20 points

Grand total: /62