

# STAPSGEWIJS NAAR EEN GEÏNTEGREERDE EVALUATIE

## MODERNE VREEMDE TALEN

Frans, Engels en Duits

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## **ALGEMEEN:**

**-doel:** eigen vraagstelling kritisch bekijken

- Reproductie
- Transfer
- Productie

**-in het kader van** de nieuwe leerplannen (aanluitend bij de **visietekst MVT 2007**):

- het nieuwe leerplan Frans 1ste graad (sept 2010) D/2010/7841/014
- het nieuwe leerplan Frans 2de graad (sept 2012)
- het nieuwe leerplan Frans 3de graad (sept 2014)
- het nieuwe leerplan Engels 1ste graad (sept 2011) D/2011/7841/002
- het nieuwe leerplan Engels 2de graad (sept 2012)
- het nieuwe leerplan Engels 3de graad (sept 2014)

Te downloaden via [www.vvksso.be](http://www.vvksso.be), leerplannen

**-de uitdaging:** accent progressief verleggen richting productie (ook in lespraktijk!)

## **HULPMIDDELEN:**

**- Evaluatie: een genuanceerd verhaal**

<http://www.vicog.be>

- DPB
- secundair onderwijs
- onderwijsthema's
- evaluatie leerlingen
- "Evaluatie: een genuanceerd verhaal"

**-Sessies met begeleider in eigen school of scholengemeenschap**

**-Concreet: WERKFICHE + checklist**

# DE VISIETEKST MVT 2007

<b>1. De aanbreng van kenniselementen</b>	
<u>1.1. Vertrekpunt: taal in context</u> communicatieve oefening (een lees- of een luisteroefening) waarbij de aandacht gaat naar de boodschap (betekenis)	Niet: grammaticaregels, woordenlijsten (los van context)
<u>1.2. Tweede fase: regels afleiden</u> observeren van wetmatigheden en taalstructuren, van taal in context	
<u>1.3. Derde fase: overzicht</u> duidelijke overzichten (hulp voor leerlingen, studiemateriaal)	
<b>2. Inoefenen van kenniselementen</b>	
<u>2.1. Eerste fase: reproductieve oefeningen</u> gesloten, vormgerichte oefeningen doel: vastzetten van de kennis, inzicht in functioneren van wetmatigheid in een beperkte context.	Geen einddoel!
<u>2.2. Tweede fase: transferopdrachten</u> halfopen oefeningen waarbij de aandacht gaat naar vorm en betekenis	Geen einddoel!
<u>2.3. Derde fase: communicatieve oefeningen (spreken, schrijven)</u> situationele opdracht <ul style="list-style-type: none"> <li>- gericht op het geven van een boodschap (wat?)</li> <li>- aan iemand (voor wie?)</li> <li>- in een bepaalde vorm (hoe?)</li> </ul> → voor wie spreek / schrijf ik in welke vorm om welke boodschap te geven? → welke kennis moet ik daarbij inzetten?	(Eventueel)met de nodige ondersteuning (modellen, woordenboek, ...)

De **beheersing van de kenniselementen** zal men ook **evalueren** aan de hand van drie soorten opdrachten:

- **reproductieve opdrachten** (minimaal op het examen)
- **transferopdrachten**
- **communicatieve opdrachten**

## TERMINOLOGIE

### REPRODUCTIE / TRANSFER / CREATIEF-COMMUNICATIEVE FASE

→ daaraan gekoppelde opdrachten

KENNISGERICHTE OPDRACHTEN REPRODUCTIEF	TRANSFEROPDRACHTEN REPRODUCTIEF / PRODUCTIEF	COMMUNICATIEVE OPDRACHTEN PRODUCTIEF
geïsoleerde taalelementen, geen of heel beperkte context	beperkte context	context: situationele opdracht
gesloten antwoord	gestuurd of halfopen antwoord; ruimte voor persoonlijke inbreng van de leerling	open antwoord
enkel gericht op één bepaald aspect van taalbeheersing	gericht op een combinatie van een aantal aspecten van taalbeheersing: formele en inhoudelijke elementen (integratie van kennis en vaardigheden in een begin-niveau)	gericht <ul style="list-style-type: none"> <li>• op het geven van een boodschap / het overbrengen van informatie (wat?)</li> <li>• aan iemand (voor wie?)</li> <li>• in een bepaalde vorm (de tekstsoort : hoe?)</li> </ul>

*Een visie op het onderwijs in Moderne Vreemde Talen, M-VVKSO-2007-062*

→ gesloten, vormgerichte opdrachten (kennisopdrachten)

- bij het inoefenen in de klas
- bij korte, tussentijdse testen, controletesten
- hebben de leerlingen de leerstof gestudeerd? Of hebben bepaalde regels begrepen?

→ een examen (of eindevaluatie) zal hoofdzakelijk bestaan uit transfer- en communicatieve opdrachten

- opdrachten waarbij zowel de inhoud (boodschap) als de vormcorrectheid en de taalvariatie (of taalrijkdom) belangrijk zijn
- een examen (of eindevaluatie) moet de taalbeheersing evalueren: dit is meer dan "de beheersing van kenniselementen"

Geïntegreerd toetsen: -- > Taaltaken

TAALTAAK - een realistische taak  
 - in een zo authentiek mogelijke context  
 - die moet leiden tot een concreet resultaat of product.

De leerlingen worden begeleid door middel van opdrachten en oefeningen.

Taaltaken zijn taken waarin kennis en vaardigheid volledig geïntegreerd zijn.

Voor toetsen betekent dat 'geïntegreerd toetsen'.

# NIEUWE UITDAGING:

## een kritische blik

Hoe zien we de volgende opdrachten en hoe passen we ze eventueel aan?

### ANALYSE VAN EEN TOETS / EEN PROEFWERK

**Zijn kennis en vaardigheden voldoende geïntegreerd?  
Welke opdracht is een...**

**Denk aan een eventuele aanpassing om de opdracht communicatiever te maken.**

	kennisopdracht	transferopdracht	communicatief	eventuele aanpassing
1				
2				
3				
4				
5				
6				
...				

**1. Complétez par la forme correcte du verbe.** Subjonctif ou indicatif ?

1. Nous ne sommes pas sûrs que tu (savoir) ..... ce texte par cœur.
2. Je ne comprends pas que vous y (aller) .....

**2. Find the word that matches the following descriptions.**

- a. feeling sympathy for people who are suffering and being very nice, thoughtful and considerate for them (adjective)
- b. the fixed period of time in which you are someone who works for an employer in order to learn a particular skill or job (noun)

**3. Les vacances.**

Een oefening over "les vacances"  
Leerlingen krijgen woorden als richtlijnen te gebruiken.  
Eerst een tekst maken (cfr tekst handboek) , dan leesoefening ,  
en nadien als spreekoefening voor de klas brengen.  
Het betreft ook het gebruik van de P.C. in hun tekst ( nieuwe tijd )

**4. Traduisez. Attention à la forme correcte du verbe.**

1. Dankzij je hulp, j'ai réussi.
2. Uit schrik dat je laat bent, elle criait.

**5. Where can you go...** **/4**

- 1 if you want fresh bread, not from a supermarket? \_\_\_\_\_
- 2 if you want to play videogames? \_\_\_\_\_
- 3 if you want to go shopping indoors? \_\_\_\_\_
- 4 if you want to see a music performance? \_\_\_\_\_

**6. Du stellst dich vor auf einer Website für Deutschlerner. Du schreibst einen Text (in vollständigen Sätzen!!) und du antwortest auf Deutsch auf diese Fragen:**

*(in je tekstje geef je op al deze vragen een antwoord. Let op werkwoorden, persoonlijke en bezittelijke voornaamwoorden en eigenaardigheden van de Duitse taal...)*

Hoe heet je?

Waar woon je?

Hoe oud ben je?

Wat zijn je hobby's?

Hoe heten je ouders, broer(s) en zus(sen) en hoe oud zijn ze?

Wat zijn de namen van je beste vrienden? Wat doen jullie zoal samen?

Wat doe je zoal in het weekend?

Wat kan je(niet) goed?

Wat lust je graag en wat lust je niet?

Welk seizoen vind je leuk en waarom?

Om hoe laat ga je 's avonds slapen?



**7. Ecrire le dialogue.**

Schrijfopdracht : dialoog 'une réclamation' : in de dialoog moeten minimum 3 zinnen met subjonctif voorkomen en 5 gestudeerde taalstructuren om 'se plaindre'

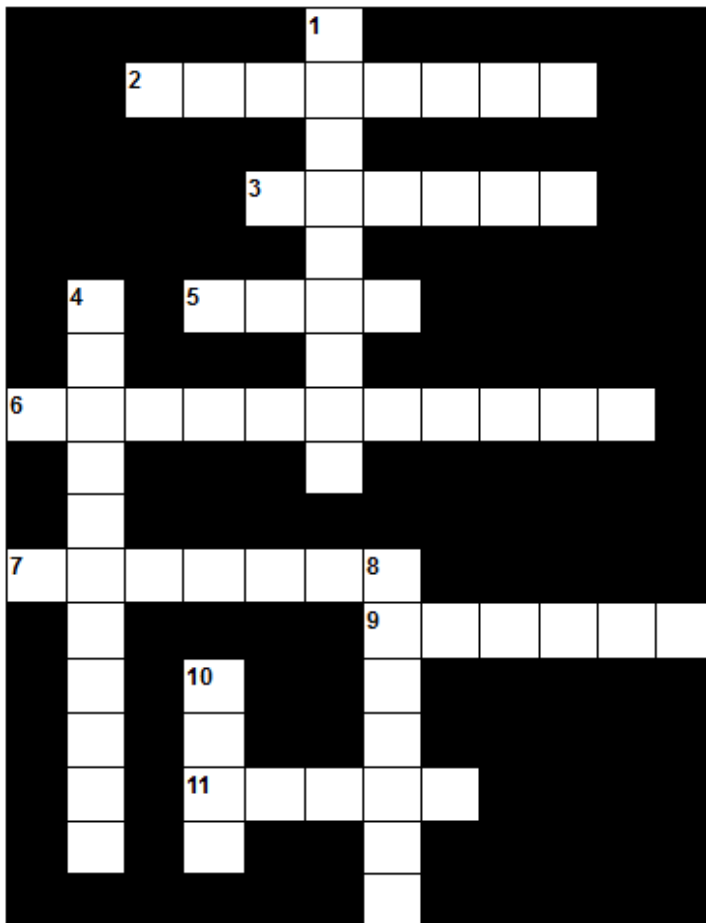
punten : /3 subjonctif /5 taalstructuren /2 en général

**8. Ein Haustier zu besitzen bringt nicht nur Freude mit sich, sondern manchmal auch Probleme. Geben Sie 6 Argumente pro und 6 Argumente kontra:**

**9. Ecrire un article.**

Ecrivez un article sur "les fermes verticales", en vous basant sur l'information que vous avez reçue dans les textes de base et celle que vous trouverez sur Internet.

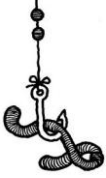
**10.**



**Across:**

**2** Clydegrove Travel Wheelchair Accessible Holidays offer holidays for the ... (handicapped).

**3** crawling deep under the ground in dark holes in the mountains



**5**

**6** the sport of following a route around a coast by climbing, jumping off cliffs and swimming



**7**

**9** If you pull the ripcord of your parachute, a ... will deploy itself, making sure that you land safely.



**11**

**Down:**



**1**

**4** the sport or activity of swimming underwater with a **tube** that you can breathe air through when you are swimming under the surface of the water

**8** We stopped on the mountain pass to admire the s... and watch the beautiful mountains, valley and river.

**10** A ... is a change of the skin which affects its color, appearance or texture. It may be localized in one part of the body, or affect all the skin.



**11. Übersetze (Vertaal)**

Wir warten schon lange.  
Das ist Spitze!  
Er geht jetzt ins Kino.  
Wohnen Sie in der Schweiz?  
Mathematik findet sie langweilig.

**12.**

**Reading**

Read and write short answers! ( /10)

Hi Jakob!

How are you? I'm fine. Here's an email in English. It's good practice for you and me!

I have classes in English at the Sydney Language School. I live in a big flat with two other people: Kylie is software designer and Danny is a nurse. They are from Australia and they speak very fast! Kylie's boyfriend is my teacher and Danny's girlfriend Isabel is a student in my class! She's from Spain.

The flat isn't cheap but it's lovely and it's near the centre. The restaurants and bars are expensive but the cafés are cheap. Sydney is 42°C!

Write to me soon - I want to learn about London.

Love





Silvia

EXAMPLE : Who is in Sydney?

Silvia

- 1. What's Sylvia's job? .....
- 2. Is Kylie a nurse? .....
- 3. Where are Danny and Kylie from? .....
- 4. Are Kylie and Danny married? .....
- 5. Who's Isabel? .....
- 6. Is Isabel in Australia? .....
- 7. Is the flat horrible? .....
- 8. Are the cafés expensive? .....
- 9. Is Sydney hot or cold? .....
- 10. Who is in London? .....

**13. Écoutez bien. Notez les prix. Au magasin de jouets**

1	€	2	€	3	€	4	€
							

**14. Write a short interview with your idol. First write 3 question word questions you would like to ask him / her. Then use your imagination and answer them. Use the simple present tense. /6**

*Interview with my idol (name) ...*

Question 1:

\_\_\_\_\_

Answer:

\_\_\_\_\_

\_\_\_\_\_

Question 2:

\_\_\_\_\_

Answer:

\_\_\_\_\_

\_\_\_\_\_

Question 3:

\_\_\_\_\_

Answer 3:

\_\_\_\_\_

**15. Réécrivez la petite histoire au passé en mettant les verbes en gras au temps qui convient. Faites attention à l'accord !**

«X-files»

Monsieur Renard **est (1)** un homme de 74 ans qui **vit (2)** seul dans la forêt d'Orléans, une immense forêt en plein cœur de la France. Il **perd (3)** sa femme quand il **a (4)** 60 ans. Peu après, il **décide (5)** de quitter la ville pour aller vivre dans la nature.

Un jour, il **se réveille (6)** à cause d'une bizarre lumière bleue qui **flotte (7)** au-dessus de lui. Il ne **sait (8)** pas bouger pendant plusieurs secondes ni crier. C'est comme si le temps s'était arrêté. Après quelque temps, l'apparition **sort (9)** de la chambre par le trou de la serrure. Tout de suite Renard **saute (10)** de son lit et il **ouvre (11)** la porte. De loin, il **voit (12)** qu'il n'y **a (13)** pas qu'une seule lumière mais au moins une dizaine. Il a toujours été très curieux depuis son enfance et **veut (14)** savoir ce qui **se passe (15)**. Alors, il **se met (16)** à courir et **suit (17)** les petites flammes mystérieuses.

**16. The American writer Ernest Hemingway claimed to have written the shortest novel ever, consisting of just six words.**

'For sale. Baby shoes. Never worn.'

The British singer Steve Harley turned this 'novel' into a song.

I want you to write a story about it in at least three hundred words (about thirty lines in a normal handwriting).

This is a writing assignment. You can gain extra marks for a highly original or entertaining story, but even if you write a boring one, you will not lose any marks.

You will however, be sanctioned for spelling mistakes, mistakes against basic grammar rules and garbled syntax.

Since this is your first writing assignment, I shall be mild. Completing it will gain you a pass.

Afterwards, we shall analyse the most frequently made mistakes.

**17. Ergänze eine persönliche Antwort. Achte auf die Wortfolge! /5**

1. Wenn \_\_\_\_\_, bin ich glücklich.

2. Ich bin schlecht gelaunt, wenn

\_\_\_\_\_

3. Ich bin eifersüchtig, wenn

\_\_\_\_\_

4. Hausaufgaben finde ich \_\_\_\_\_, denn

\_\_\_\_\_

**18. Last week you became a member of 'Friends of the Earth'. You want to convince your friends and family to become a member as well.**

**a) First of all you want to convince them by telling the predictions of many scientists about our future environment. Complete their predictions by using the correct future tense. (2p)**

- There (to be) ..... more and longer traffic jams.
- Every morning people (to get up) ..... earlier to arrive on time.
- Companies (to spend) ..... more money on the purchase of computers.
- They (to need) ..... more electricity to run plenty of complicated programmes on those computers.

**b) Secondly you want to give your friends some environmentally friendly tip-offs, related to their daily life. Write down six things they can do to save the world which are NOT mentioned in this exam. Create good sentences, pay attention to vocabulary, spelling, structures, ...**

- .....
- .....
- .....
- .....
- .....
- .....

**19. Présentez-vous.**

- O Ik herlees de tekstjes van Branché 1.1.
- O Ik denk na hoe ik mezelf kan voorstellen in het Frans:
  - naam,
  - leeftijd,
  - woonplaats,
  - broers, zussen,
  - school, klas,
  - vrienden, ...
- O Ik oefen eerst met mijn partner en doe het daarna voor de klas.

**20** Have you already tried something very adventurous? What? Why(not)? \_\_\_\_\_ ... /  
2

**21 Comparez.**

Comparez l'idéologie de l'architecte "Luc Schuiten" avec celle de "Le Corbusier" au niveau des fonctions urbaines. Expliquez bien l'idéologie en vos propres mots et élaborez bien les différentes fonctions urbaines.

**22. Can you fill in the missing words in this description of a house? /13**

My name is Angela Petersen.  
I live in Vancouver, Canada. I live in a large house, just outside the city centre.  
When you enter our house through the front door, you will enter the ...(1)..  
From there I can enter the living room / ...(2)...,  
which has a ...(3)... (to store twelve books), a large TV and 2 sofas.  
In the ...(4)... I have a sink, a toaster, a water tap, a ...(5)... to reheat my dinner and a ...(6)..., to keep my drinks cold.  
I have several ...(7)... as well, to store all of my equipment.  
In the ...(8)... I can read a book, as I get a lot of light through the many windows.  
If we use the stairs we get to the ...(9)... (not a room).  
There we have four bedrooms, two bathrooms and an extra toilet.  
Our bedroom is fantastic. The view from our bedroom ...(10)... outside, is amazing.  
I sometimes sit there, with a drink, watching the lights in the centre of Vancouver.  
I have a double bed and a ...(11)..., with mirrors on the doors, so I can look at myself whenever necessary.  
I have a garage too, to put my ...(12)... in. I drive a beautiful blue Dodge Neon.

I have some wine under my house, in my ...(13)...  
The wine remains cool in this part of the house.  
I keep them for special occasions. Cheers.

**23 Wortschatz : Übersetze (vertaal) (10 punten)**

- |                                         |               |
|-----------------------------------------|---------------|
| Das Enkelkind                           | Het kleinkind |
| 1. Bist du in einem Verein ?            |               |
| 2. Das machen wir immer im Frühling.    |               |
| 3. Die Musik ist hässlich.              |               |
| 4. Tine zeichnet viel und spielt Geige. |               |
| 5. Vielleicht kommt sie noch.           |               |

**24 Open woordenschattoefening (naar aanleiding van les over poetry: in de klas)**

- Write two lines of alliterative verse
- Write two lines of blank verse
- Write a rhyming couplet
- Write a poem using the rhyme scheme of a Shakespearean sonnet

**25. Donnez un mot dérivé et faites une phrase avec ce mot dérivé.**

Faites en sorte que la signification du mot soit claire dans la phrase.

- La limitation

**26 Use the following words in a sentence so that the meaning becomes clear. Don't just give a definition, you won't earn yourself any marks with that!**

\_\_\_\_\_ ... / 3

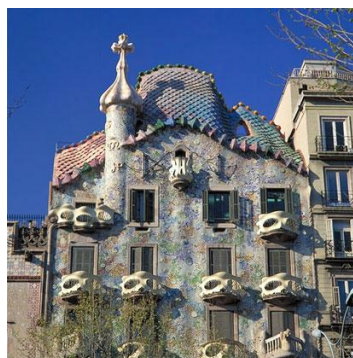
- Overwhelming
- off the beaten track

**27. Traduisez la phrase suivante.**

Om een stad leefbaar te maken, moet men een beroep doen op een landbouwbedrijf zodat de maatschappij levensvatbaar blijft.

**28. Décrivez ce bâtiment.**


Pensez à la forme, les couleurs, la matière et l'aspect esthétique!



**29. WRITING: CLOTHES (3p)**

**Describe what she is wearing. Use the present continuous!**

**/3**

	Name 3 items of clothing: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------

**30. Traduis et réponds avec une phrase complète.** (= sujet + verbe + ...)

14 dagen / met de trein / een dropping / in Brazilië / trektochten / zwemmen / de kathedraal / een vakantiehuisje

Tu pars où en vacances ? .....

Tu dors où en Suisse ? .....

**31**

**PART A: READING AND WRITING, GRAMMAR, VOCABULARY UNIT 7 AND 10**

**Attention!**  
**Read this first!**

- The questions in this part of the exam have all been based on a story called **"Seventeen oranges"**. It was written by Bill Naughton over 60 years ago, so it's not a modern story.
- The main character, a young man, works at the harbour (= haven) and drives a pony cart (= een kar getrokken door een klein paard). Something unusual happens to him in this story...
- You will read the story in 4 parts. Before each part we have provided a small glossary (= word list with translations) of difficult words or expressions.



**PART ONE**

**Glossary**

- dock: dok aan de haven

- red-handed: op heterdaad
- load: lading
- mare: merrie
- fiddler: bedrieger
- bunch: hoop, bepaalde hoeveelheid
- to make a quick grab: ergens snel naar grijpen
- to shove: verschuiven, duwen

I used to be so fond of oranges that I **can/could/should** suck one after the other the whole day long – until that time the policeman gave me a scare at the dock gates when he caught me almost red-handed with seventeen hidden away [redacted] my various pockets, and he locked me up, and ever since then I've never looked [redacted] an orange – because that gave me my fill of them.

I was driving a little pony-cart for the Swift Delivery Company in those days, and lots of my pick-ups were at the docks, where I could put on a handy sample load and be back at the depot before the other carters had watered their mares.

Now I was not what you call a proper fiddler and I did not make a practice of knocking things off just because they didn't belong to me, like some people do, but just the same, it was very rare I came of /off (circle the correct preposition) those docks without a bit of something to have a chew at during the day.

Say they were unloading a banana boat; well, I used to draw my little cart alongside. There were often loose bunches that had dropped off the main stalks. And when the chance came I would either make a quick grab, or some friendly foot would shove them me. Then I used to duck them out of /off (circle the correct preposition) sight. And for the rest of that day I'd be munching away at bananas, even though I hadn't a passion for them like I had for oranges.

### Prepositions (5p)

Fill in the gaps (= [redacted]) with the correct prepositions.

### Modal auxiliaries (1p)

Circle **the correct modal auxiliary** in the text. There's only one correct answer!

### Content: circle the correct statement. (2p)

1.
  - a. The man stole anything he came across.
  - b. The man stole sometimes.
  - c. The man never stole a thing.
2.
  - a. The man liked oranges and bananas.
  - b. The man didn't like oranges.
  - c. The man didn't like bananas.

### Vocabulary (4p)

1. **Find** two expressions from the text which are synonyms of "to eat something":

- a. ....
- b. ....

2. Lots of my **pick-ups** were at the docks. The word **pick-up** means (circle a, b or c:)

- a. a large truck
- b. goods to be picked up and delivered
- c. a horse-cart

3. **Translate** into fluent Dutch (use the context!!)

"...because that gave me my fill of them"

.....

### **32. You spent a splendid holiday in Switzerland and practised several extreme sports.**

Your friend is eager to hear about your experiences. Write a conversation in which you use 10 new words related to that subject.(5p)

### **33. Mettez les verbes en italique au mode et au temps qui conviennent.**

- |                                               |  |                              |
|-----------------------------------------------|--|------------------------------|
| 1) La police ..... de cet homme suspect.      |  | ( <i>se méfier</i> ) ind. PC |
| 2) Ces livres ? Je les ....., si j'étais toi. |  | ( <i>jeter</i> ) cond. passé |

**34** How would you explain these activities: \_\_\_\_\_... / 3

Angling

Trekking

### **35 Wechselpräpositionen (Präpositionen mit Akkusativ oder Dativ) /10**

Beschrijf de afbeelding in 10 zinnen. Elke zin moet één van de volgende voorzetsels



(met accusatief of datief) bevatten: **aan, naast, achter, voor, op, onder, over / boven, tussen, onder**

Je moet in het totaal minstens 5 *verschillende voorzetsels* gebruiken.



Enkele woorden die je kan gebruiken (niet verplicht): der Hund: hond, die Katze: kat, die Vase: vaas, das Radio, der Teppich: tapijt, das Telefon, der Sessel: zetel

**36. Voici des questions et des réponses. Dans chaque question il y a une faute. (in elke vraag zit een fout). Corrige la faute, note la question correcte.**

(est-ce que) Est-ce que elle joue au basket ? - Oui, c'est son sport préféré.

.....

(inversion) Les voisins ont des enfants ? - Bien sûr, un garçon et une fille.

.....

**37. Vragen mondeling examen over het boek Atonement**

- Tell the story from the point of view of Briony.
- Tell the story from the point of view of Cecilia.
- What do you think about Paul Marshall's actions?
- What do you think about Lola's?
- How did Briony achieve atonement?
- In the end, it was Robbie who suffered most: do you agree?
- What does the contrast between Briony's room and Cecilia's tell us about their character, and ultimately about what would happen to both of them

**38. Ecrivez pour chaque événement un petit article qui résume ce qui s'est passé.**

- Traduisez et employez aussi le vocabulaire donné.
- Mettez aussi un titre au-dessus de votre article.



**Employez ces mots:**

- opvolgen
- besparen
- draconische besparingsmaatregelen

**39. Setze die Verben ein. (werkwoordsvormen invullen)**

Mia \_\_\_\_\_ (besuchen) ihre Oma oft.  
\_\_\_\_\_ (gehen) ihr auch zum Markt?  
Warum \_\_\_\_\_ (rauchen) du so viel Zigaretten?  
Herr Mönch, \_\_\_\_\_ (wohnen) Sie wirklich in Hamburg?  
\_\_\_\_\_ (sein) deine Eltern zu Hause?

**40.**

**A. Read the texts A, B and C in the annex (= bijlage) very carefully. The following questions all relate to them.**

1. **Read text A** and fill in the gaps, transforming the adjectives into adverbs **if necessary**. **Copy** the fitting adjectives/adverbs here:

(5p)

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

2. **Read texts A and B**. Are the following statements true or false? Write **true or false**. **Correct** false statements (no need to copy the entire sentence!).

(6p)

1 Roald Dahl was born in Norway.

.....

2 Roald Dahl began writing while he was working as a pilot.

.....

3 Roald Dahl first wrote children's books.

.....

4 In the book *Revolting Rhymes* are fairy tales like we all know them.

5 Some of his stories were written especially for Dahl's own children.

6 Roald Dahl still writes children's books.

3. **Read text C:** form the correct **simple past or past participle** of the **left-out verbs** (they are numbered **a to j**). Here are the infinitives:

(5p)

a. go:

.....

..

b. see:

.....

c. say:

.....

.

d. be:

.....

..

e. eat:

.....

.

f. begin:

.....

g. run:

.....

h. eat:

.....

.

i. come:

.....

j. think:

.....

4. **Text C: find** words with more or less the same meaning.

(4p)

- a wide smile:

.....

- "it doesn't make a difference":

.....

- to point sth. in the direction of:

.....

- to meet:

.....

5. **In text C, find** the bold, underlined **words and translate** them into fluent Dutch. (4p)

- decent:

.....

- tough:

.....

- silly:

.....

.

- note:

.....

6. **Text C:** what if? **Choose** the correct **conditionals (type 1, 2 or 3)** to rephrase the following sentences. You can use the words between brackets. The first one has been done for you as an example. (8p)

a. *You have to be careful in the woods because there are a lot of wolves there!*  
(not to be careful – the wolf – eat you)  
If you ... aren't careful, the wolf will eat you.

b. *I don't understand why grandma let that nasty wolf into her house!*  
(to be grandma – the wolf – not to let – into my house)  
If I ...

.....  
.....

c. *The wolf was just so terribly greedy (= gulzig), and that caused all the trouble!*  
(not to be – greedy – lose his warm fur (= vacht) )  
If the wolf... (type 3!)

.....  
.....

d. *Luckily, Little Red Riding Hood survived the attack by the big bad wolf because she had a gun.*  
(not to bring – a gun – be dead)  
But if she ... (type3!)

.....  
.....

e. *You feel sorry for the wolf and want to rescue him:*  
(not to wear – a bulletproof vest)  
You'll die if ...

.....  
.....

7. Little Red Riding Hood (based on Dahl's story, text C). Can you complete this story using the right **tenses**? Choose between **simple past** – **past perfect** (simple) and **past perfect continuous**.

**(16p)**

Before Little Red Riding hood (leave) [ ] home,  
her mother (fill) [ ] her basket with all sorts of delicious food.  
She (walk) [ ] for hours when she finally  
(to arrive) [ ] at her grandma's house.  
By the time Little Red Riding Hood got there, the big bad wolf

(to eat, already) [redacted] her grandmother  
and (lie) [redacted] (past continuous!) in the bed.  
The wolf (to be) [redacted] very hungry: all he  
(eat) [redacted] that day was our small and tough Grandma!  
He (wait) [redacted] for ages to eat that delicious red-hooded  
snack!

When she came in, our little girl (not recognise) [redacted] her  
grandmother because she (lose) [redacted] so much weight and  
(grow) [redacted] a beard. She looked totally different since the last  
time!

But then it got exciting!

When the wolf (jump) [redacted] at Little Red Riding hood,  
it turned out that our Missie (carry) [redacted] a gun  
during the entire story! The wolf (die) [redacted] and our power chicks (live)  
happily ever after!

**A. Writing exercise (see comic in the annex)**

In the original story, the [redacted] (= jager) finds Little Red Riding Hood just  
in time. He cuts open the wolf's belly and rescues grandmother and the little girl. He fills the  
wolf's belly with stones. In some versions, the wolf then drowns in the river when he tries to  
have a drink of water, in other versions he just falls over because of the weight of the stones  
and dies.

Have a careful look at the comic in the annex, and **retell the ending you find there.**

Tell it **from the point of view of the wolf**, and make it **fun** to read!

**Attention:** stories are mostly told using **past tenses!**

(snoring = snurken)

.....

.....

.....

**41. Answer the following questions** about Ireland and Saint Patrick IN FULL SENTENCES.

- Why is Ireland called "the Emerald Isle"? And what is an "emerald"?
- Why has the shamrock become the national symbol of Ireland?
- Saint Patrick is said to have something to do with snakes. What anecdote is told about him in this respect? Is it true?

**42. La phrase interrogative. Lis le texte et traduis les questions.**

*Henriette Sulon habite dans le Quartier Latin. Elle a 75 ans. Elle n'a pas d'enfants. Son chanteur préféré est Adamo. Elle aime parler avec les gens qui passent.*

Waar woont Henriette Sulon? (Intonation).

Hoe oud is zij? (Est-ce que).

**43. Are these True (T) or False? (F) - (circle the correct letter)**

- Boxer shorts, thongs and bras are all undergarments: T-F  
The new law would only deal with how you wear your pants: T-F  
Sagging pants can mean that you've been in jail: T-F  
The shopping centre links wearing a hood to being in a gang: T-F  
Most shoppers don't care much about whether or not youngsters wear hoods: T-F  
Youngsters can only wear hoods when it's raining: T-F  
In Tulsa, a T-shirt with the text "Touch Me" would be allowed: T-F  
You cannot have any piercings that are not covered by your clothes: T-F

Which TWO explanations are there for the 'origin' of sagging, baggy pants?  
(Answer in your own words!!! don't copy text!!)

**44. Gib die Antonyme der fett gedruckten Wörter: /3**

- Ist das ein Gedicht über **die Liebe**? – Nein, \_\_\_\_\_ ist das Hauptthema des Gedichts.
- Ich bin heute nicht \_\_\_\_\_, sondern sehr **fröhlich**!
- Für manche Leute ist das Leben eine Vermengung von **Hoffnung** und \_\_\_\_\_
- Es ist zu warm und niemand liegt **in der Sonne**. Alle liegen \_\_\_\_\_

**45. WRITING: "You are what you wear":**

your personal view on how people dress & if it means /can/should mean anything, giving arguments to motivate your opinion. (minimum 10 lines)

**46. Complétez ce texte par le pronom relatif qui convient.**

La Grèce est un pays ... attire beaucoup les étrangers. \_\_\_\_\_  
Des millions de touristes ... y vont chaque année, le croient. \_\_\_\_\_  
Ce pays, ... la nature et le climat séduisent les amateurs du \_\_\_\_\_  
soleil semble être créé pour le tourisme. Les étrangers ... \_\_\_\_\_  
cherchent, non seulement l'animation mais aussi le calme \_\_\_\_\_  
se rendent aux îles grecques ... ils passent des moments \_\_\_\_\_  
inoubliables.

**47. Complete the dialogue.**

A prospective guest arrives at the hotel.

*1<sup>st</sup> part: conversation between the receptionist(R) and the guest (PG)*

R Good afternoon, madam.  
PG Good afternoon. I'm looking for a place to stay for the weekend. Are there still .....in your hotel?  
R But of course! Nobody else wants to spend the night here!  
PG Great! And ..... is a single room?  
R That depends. Do you want half or .....?  
PG I'm on a diet, so I just want to eat in the morning.  
R That would be £23.  
Y Is breakfast.....? (*inbegrepen*)  
R Sorry, it isn't. You see, every time there's food around, the rats eat it all. But.....? (*hoe wilt u betalen?*)  
Y Well, I've got a credit card.  
R Fine. Would you please give me the number and the .....? (*vervaldag*)  
The room isn't ..... yet, but you can have a drink in our .....bar: there are some local people you might like to meet, and you may need a strong whisky!

**48. Write a letter or an email** to a friend of yours in which you tell him or her about your plans for the near future (the holidays, studies) and also mention what your goals, plans,... are in the long run ('In 20 years time .....By that time.....') Use the future tenses we've discussed (Simple Future, going to-future, Present Continuous, Future Perfect,.....).

**49. Welches Possessivpronomen passt?**

Da wohnt Johann. Das ist sein/ihr/seine/ihre Haus.  
Ine ist 9 Jahre alt euer/seine/ihr/ihre Hobbys sind Judo und Musik.  
Hallo, Karl, ist dein/deine/euer/eure Vater zu Hause?

**50. Match these words out of the text with their synonyms, explanations:**

*bald - conform to - divine - double standard - filthy - foster home - geriatric - offspring - out of the blue - page three girl - parenthood - patronise - phase - reward - ring true - scruffy*

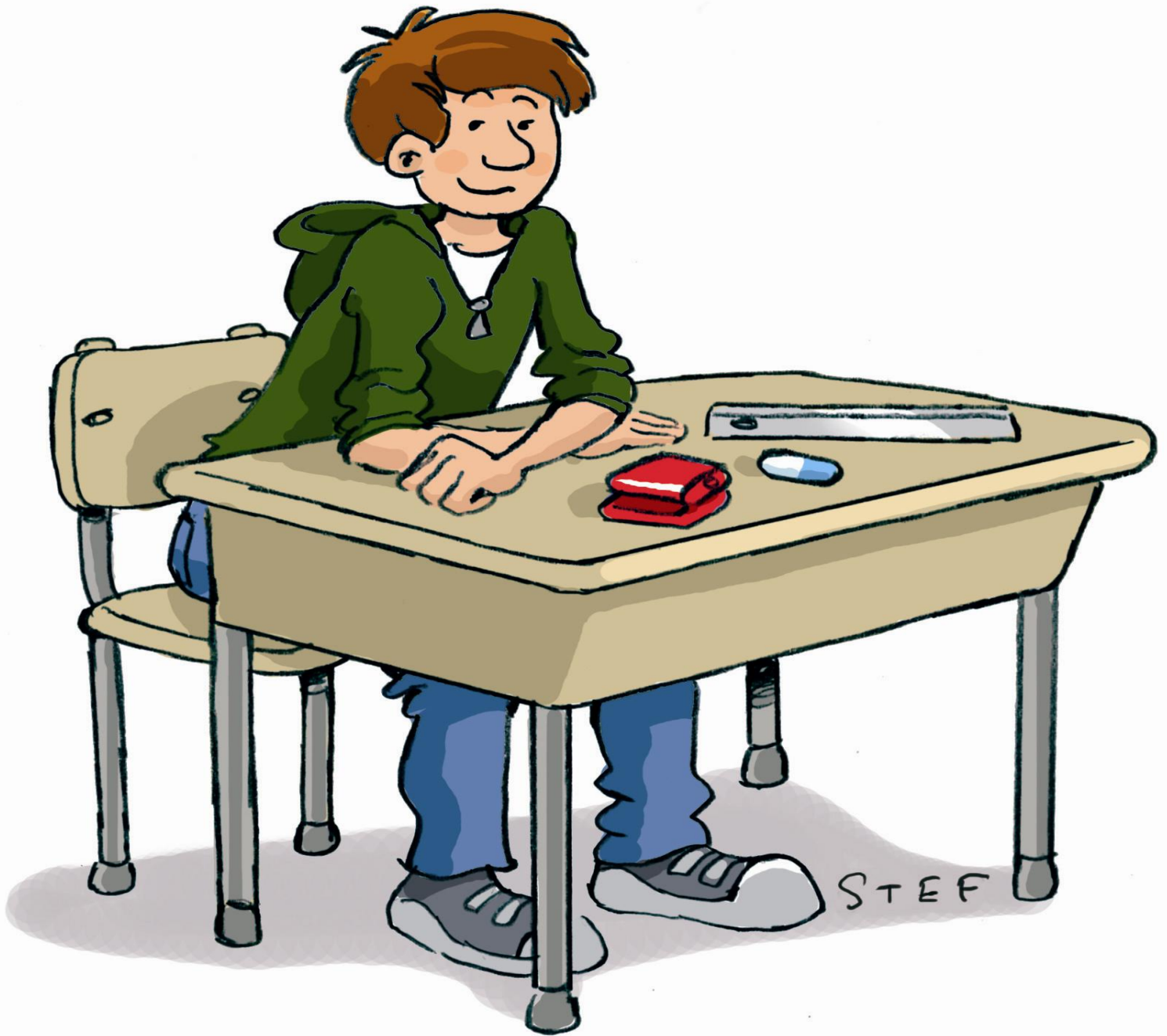
Word from text	synonym, explanation
	being a father or mother, having children
	children
	to obey, to match, to be on the same level

	to thank, to give back after a service
	very dirty, disgusting
	uncared for, worn, in need of some attention
	not having any hair on your head
	to talk down to smb, show you know better
	just a temporary period that will pass
	completely unexpected
	coming from God, godlike
	for/about very old people
	to sound ok, not sound fake
	temporary home elsewhere when there's trouble
	hypocrisy, not being fair,
	sexy half naked young girl in newspapers

**51.** You write for a magazine that offers its readers reviews on restaurants. Yesterday you paid a rather expensive and fancy restaurant an unexpected visit. You had 3 courses; You expected a lot of it, but unfortunately you had a bad experience, only your dessert was fine. Write a review in which you discuss the food itself (e.g. bereiding, uitzicht, versheid), and the restaurant (e.g. decoration and staff). Use as many 'specific' words as you can (min 15 lines / you can use this page and the next one)

**52. Describe what you see on the picture.**





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