

DOCUMENT D'INFORMATION

ÉPREUVE UNIQUE

ANGLAIS, LANGUE SECONDE

Cinquième année du secondaire

156-544

Juin	2009
Août	2009
Janvier	2010

IMPORTANT

Veillez lire attentivement les
nouveau  s aux pages 6 et 7.

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Ministère de l'Éducation, du Loisir et du Sport, 2008

Le présent document se retrouve dans le site du ministère de l'Éducation, du Loisir et du Sport :
[<http://www.mels.gouv.qc.ca/dgfj/de>].

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INTRODUCTION

Ce document d'information présente des renseignements importants concernant les épreuves uniques d'anglais, langue seconde, de 5^e secondaire. On y trouve notamment des renseignements sur la nature et la correction des épreuves.

Il est important que ce document soit distribué à l'ensemble des enseignantes et enseignants d'anglais, langue seconde, de 5^e secondaire, aux conseillères et conseillers pédagogiques, ainsi qu'à tout autre membre du personnel concerné.

1 BUT

L'examen d'anglais, langue seconde, de 5^e secondaire a pour but de vérifier l'atteinte de l'objectif global du programme, qui est le suivant : « **À la fin de ses études secondaires, l'élève devra être capable de communiquer en anglais afin de se tirer d'affaire dans des situations de la vie courante.** »

Cela signifie que l'élève qui exploite les technologies de l'information et de la communication (TIC) et qui évolue dans un contexte de mondialisation peut :

- entretenir une conversation avec un anglophone, communiquer son point de vue de façon efficace et faire la distinction entre les détails pertinents et les détails non pertinents;
- comprendre un message authentique provenant d'un média, par exemple la radio ou la télévision. (Ce message est livré en anglais par un anglophone, avec un débit naturel.);
- lire et écrire différents types de textes (textes à caractère informatif, éditoriaux, textes littéraires, etc.) dans le but de s'informer ou de se divertir.

Ces habiletés sont exploitées à partir de sujets qui sont familiers ou non à l'élève.

2 CODES, PONDÉRATION ET CONDITIONS DE RÉUSSITE

L'examen d'anglais, langue seconde, préparé sous la responsabilité du Ministère, est composé de quatre épreuves qui correspondent aux quatre volets du programme.

Le code et la pondération utilisés pour chacune des épreuves sont les suivants :

Épreuve	Points par épreuve	Pondération des épreuves	Anglais, langue seconde 156-544
156-510 Production d'un discours oral	100	25 %	100 %
156-520 Production d'un discours écrit	100	25 %	
156-530 Compréhension d'un discours oral	100	25 %	
156-540 Compréhension d'un discours écrit	100	25 %	

Les organismes scolaires devront transmettre les notes au Ministère comme suit :

- pour chacun des quatre volets, une note-école sur 100 points;
- les quatre notes obtenues à l'examen ministériel de la 5^e secondaire.

Pour réussir en anglais, langue seconde, l'élève doit obtenir une note globale de 60 % pour l'ensemble des quatre épreuves (156-544). L'élève qui obtient une note globale inférieure à 60 % pour le code 156-544 n'est pas tenu de reprendre l'ensemble de l'examen, mais devrait reprendre les épreuves non réussies.

3 DATE ET DURÉE DES ÉPREUVES

L'horaire et les modalités de passation de chacune des épreuves varient selon le moment où a lieu la session d'examen. Pour l'examen de juin 2009, l'horaire est le suivant :

- Production d'un discours oral (156-510) : mai 2009
- Production d'un discours écrit (156-520) : 27 mai 2009, de 9 h à 11 h
- Compréhension d'un discours oral (156-530) : 16 juin 2009, de 9 h à 10 h
- Compréhension d'un discours écrit (156-540) : 16 juin 2009, de 10 h 15 à 12 h

Au moment de l'administration des épreuves de compréhension d'un discours oral et de compréhension d'un discours écrit, il est important de respecter le calendrier prescrit par le Ministère, lequel calendrier prévoit une pause de 15 minutes entre les deux épreuves.

L'horaire officiel des examens d'août 2009 et de janvier 2010 sera accessible à l'adresse suivante : [www.mels.gouv.qc.ca/sanction/index.html].

Épreuve	Date	Durée	Présence des élèves dans la salle d'examen
Production d'un discours oral	L'épreuve de juin doit être administrée au mois de mai, avant l'épreuve de production d'un discours écrit.	De 1 à 2 périodes	Aucun élève ne doit être admis dans la salle d'examen lorsque l'épreuve est commencée.
	L'épreuve d'août doit être administrée selon la date, l'heure et la durée inscrites à l'horaire de la session d'examen du Ministère.	75 minutes	
	L'épreuve de janvier doit être administrée en décembre ou en janvier, avant la date de passation des autres épreuves.		
Production d'un discours écrit	Les épreuves doivent être administrées selon la date, l'heure et la durée inscrites à l'horaire de la session d'examen du Ministère.	120 minutes	Aucun élève ne doit être admis dans la salle d'examen 30 minutes ou plus après le début de l'épreuve.
Compréhension d'un discours oral		60 minutes	Aucun élève ne doit être admis dans la salle d'examen lorsque l'épreuve est commencée.
Compréhension d'un discours écrit		105 minutes	Aucun élève ne doit être admis dans la salle d'examen 30 minutes ou plus après le début de l'épreuve.

Cinq minutes supplémentaires par heure prévue à l'horaire officiel doivent être accordées.

(Tiré du *Guide de gestion de la sanction des études secondaires en formation générale des jeunes*)

4 PRINCIPES D'ÉLABORATION DES ÉPREUVES

Les épreuves sont élaborées en collaboration avec des enseignantes et enseignants ainsi que des conseillères et conseillers pédagogiques.

L'élaboration des épreuves respecte les principes suivants :

POUR L'ENSEMBLE DES ÉPREUVES

- Mesurer l'atteinte des objectifs terminaux du programme.
- Utiliser du matériel authentique.
- Présenter une variété de types de textes et de questions.
- Permettre l'utilisation de dictionnaires anglais et de dictionnaires bilingues (anglais et **autre** langue).

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ORAL

- Fournir un document qui sert d'élément déclencheur pour une des deux discussions.
- Présenter des activités **obligatoires**, l'une d'elles étant liée au sujet proposé sur un support vidéo, audio ou papier.
- Présenter des activités sous forme de discussion entre élèves.

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ÉCRIT

- Offrir un choix de sujets dans deux types de textes : un texte d'opinion et un texte narratif.
- Privilégier une production structurée et cohérente : introduction, développement et conclusion pour le texte d'opinion et, pour le texte narratif, suite **logique** du point de départ, séquence **logique** d'événements et fin.
- Exiger un nombre **minimal** de mots, soit entre 200 et 225, afin que les élèves développent le sujet choisi. Le texte peut avoir plus de 225 mots.
- Permettre l'utilisation d'une variété de ressources prédéterminées (voir la section 5 à la page suivante).

POUR L'ÉPREUVE DE COMPRÉHENSION D'UN DISCOURS ORAL

- Présenter une bande sonore (par exemple, l'enregistrement d'une émission radiophonique) où la langue est authentique et le débit, naturel. La personne qui parle peut avoir un léger accent et faire des fautes. Le texte est répété afin de permettre à l'élève de vérifier l'exactitude de ses réponses.
- Présenter différents types de textes (reportages, entrevues, etc.) et exploiter leur contenu par des questions à réponse choisie (choix de réponses) ou à réponse construite (mots ou phrases).
- Offrir à l'élève l'occasion de démontrer sa compréhension de diverses façons : en tirant la réponse directement du texte ou en répondant en ses propres mots (reformulation).
- Présenter des questions touchant différentes habiletés : repérage, inférence, comparaison, déduction et compréhension du message global.
- Présenter des questions dont les réponses ne se trouvent pas toujours à la suite l'une de l'autre dans le texte.

POUR L'ÉPREUVE DE COMPRÉHENSION D'UN DISCOURS ÉCRIT

- Présenter différents types de textes (informatifs, littéraires, etc.) et exploiter leur contenu par des questions à réponse choisie (choix de réponses) ou à réponse construite (mots ou phrases). Il est à noter que l'ordre de présentation des différents types de textes peut varier d'une épreuve à l'autre.
- Offrir à l'élève l'occasion de démontrer sa compréhension de diverses façons : en tirant la réponse directement du texte ou en répondant en ses propres mots (reformulation).
- Présenter des questions touchant différentes habiletés : repérage, inférence, comparaison, déduction et compréhension du message global.
- Présenter des questions dont les réponses ne se trouvent pas toujours à la suite l'une de l'autre dans le texte.

5 MATÉRIEL

Un seul guide d'administration est fourni pour les quatre épreuves.

Il est souhaitable que chaque élève dispose d'un dictionnaire.

	Matériel			
	Fourni par le Ministère	Autorisé	Interdit	Précisions
Production d'un discours oral 156-510	<ul style="list-style-type: none"> • <i>Consignes à la personne responsable de l'évaluation dans l'école</i> • <i>Guide d'administration</i> • DVD (juin et janvier) • DVD ou CD audio ou document écrit (août) 	<ul style="list-style-type: none"> • Dictionnaire anglais • Dictionnaire bilingue (anglais et autre langue) 	<ul style="list-style-type: none"> • Support électronique • Cahiers d'activités • Matériel photocopié ou manuscrit 	L'utilisation du dictionnaire est permise essentiellement si : <ul style="list-style-type: none"> • un élève désire connaître quelques mots-clés durant la période de réflexion individuelle qui précède la discussion en groupe; • le groupe d'élèves doit connaître quelques mots-clés pour continuer la discussion.
Production d'un discours écrit 156-520	<ul style="list-style-type: none"> • <i>Consignes à la personne responsable de l'évaluation dans l'école</i> • <i>Consignes à la personne responsable de la surveillance</i> • <i>Student Booklet</i> (Cahier de l'élève), à l'intérieur duquel se trouve un <i>Answer Booklet</i> (Cahier de réponses) pour chaque élève • <i>Answer Key</i> (Clé de correction) 	<ul style="list-style-type: none"> • Dictionnaire anglais • Dictionnaire bilingue (anglais et autre langue) • Dictionnaire de synonymes • Précis de grammaire anglaise 	<ul style="list-style-type: none"> • Support électronique • Cahiers d'activités • Matériel photocopié ou manuscrit 	La seule grille de révision (<i>Student Checklist</i>) autorisée est celle fournie dans le <i>Student Booklet</i> (Cahier de l'élève).

	Matériel			
	Fourni par le Ministère	Autorisé	Interdit	Précisions
Compréhension d'un discours oral 156-530	<ul style="list-style-type: none"> • <i>Consignes à la personne responsable de l'évaluation dans l'école</i> • <i>Consignes à la personne responsable de la surveillance</i> • <i>Question Booklet</i> (Cahier de l'élève), à l'intérieur duquel se trouve un <i>Answer Booklet</i> (Cahier de réponses) pour chaque élève • CD • <i>Answer Key and Transcript</i> (Clé de correction et texte de l'enregistrement) 	<ul style="list-style-type: none"> • Dictionnaire anglais • Dictionnaire bilingue (anglais et autre langue) 	<ul style="list-style-type: none"> • Support électronique • Cahiers d'activités • Matériel photocopié ou manuscrit 	Il est interdit aux élèves d'échanger leurs dictionnaires.
Compréhension d'un discours écrit 156-540	<ul style="list-style-type: none"> • <i>Consignes à la personne responsable de l'évaluation dans l'école</i> • <i>Consignes à la personne responsable de la surveillance</i> • <i>Question Booklet</i> (Cahier de l'élève), à l'intérieur duquel se trouve un <i>Answer Booklet</i> (Cahier de réponses) pour chaque élève • <i>Reading Booklet</i> (Cahier de textes) • <i>Answer Key</i> (Clé de correction) 	<ul style="list-style-type: none"> • Dictionnaire anglais • Dictionnaire bilingue (anglais et autre langue) 	<ul style="list-style-type: none"> • Support électronique • Cahiers d'activités • Matériel photocopié ou manuscrit 	Il est interdit aux élèves d'échanger leurs dictionnaires.

6 CORRECTION DES ÉPREUVES

Les épreuves sont corrigées par les enseignantes et enseignants d'anglais, langue seconde, des commissions scolaires et des établissements d'enseignement privés.

Pour chaque épreuve, le résultat sur 50 doit être converti en un résultat sur 100.

Pour les deux épreuves de compréhension, l'enseignante ou enseignant **doit** respecter la clé de correction et la répartition des points.

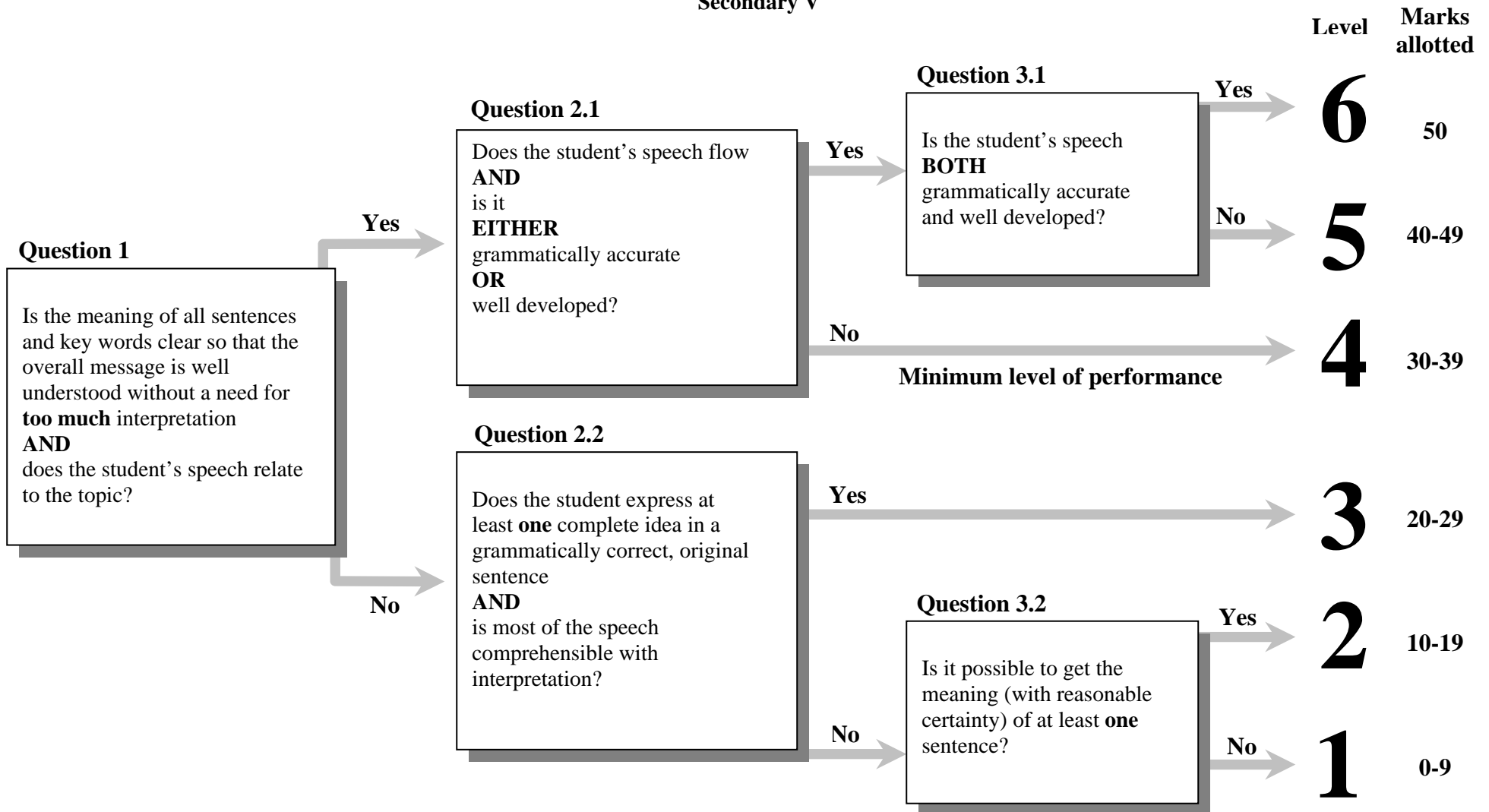
Pour les deux épreuves de production, l'enseignante ou enseignant **doit** utiliser les grilles d'évaluation fournies par le ministère de l'Éducation, du Loisir et du Sport.

Les grilles, les précisions sur ces grilles et l'attribution des points pour la correction des épreuves sont présentées aux annexes I et II. (Ces grilles sont disponibles en français dans Internet à l'adresse suivante : [www.mels.gouv.qc.ca/dgfv/de].) **Il est important que les élèves se familiarisent avec ces grilles dès le début de l'année afin qu'ils connaissent les critères à partir desquels ils seront évalués.**

Fall 2008

**ORAL PRODUCTION
RATING SCALE
English as a Second Language
Secondary V**

Annexe I



Note: The final grade for oral production is out of 100 marks (50 x 2).

NOTES ON THE ORAL PRODUCTION RATING SCALE

The number of marks that can be allotted for each level of performance is indicated on the far right of the grid. The maximum score that can be allotted for oral production is 50 marks.

During the evaluation, the student must have the opportunity to attempt expressing several ideas related to the topic. If this condition is not met, another sample of the student's speech must be obtained.

QUESTION 1

Is the meaning of all sentences and key words clear so that the overall message is well understood without a need for **too much** interpretation **AND** does the student's speech relate to the topic?

If YES, go to Question 2.1. If NO, go to Question 2.2.

Notes:

- Almost all of the student's speech will require some degree of interpretation. Interpretation refers to "guessing" at a student's intended meaning. For example, the teacher may have to guess about the time of reported events when the student uses only the present tense. Interpretation is accomplished by means of the teacher's knowledge of French, the teacher's own knowledge of the topic, or the verbal context. Sometimes **a lot of** interpretation is needed to understand what the student is saying.
- Understanding requires **too much** interpretation when the student's speech has some of the following characteristics:
 - French is used for a key word (note: this may be acceptable when a student's intonation shows that she or he is asking other students for the English word).
 - Pronunciation of a key word is unintelligible.
 - Student depends too much on help from others (i.e. student does not independently express complete ideas) or needs to write down prepared sentences.
 - There is a large number of unfinished sentences.
 - Speech is largely comprised of content words that are not clearly connected to form sentences (i.e. *pizza good me; show funny music*).
 - Most of the ideas expressed are unrelated to one another, except for their relation to the topic.
- Students' conversation must be related to the topic presented.

QUESTION 2.1

Does the student's speech flow **AND** is it **EITHER** grammatically accurate **OR** well developed?

If YES, go to Question 3.1. If NO, score Level 4.

Notes:

- Flow refers primarily to timing. The speech is delivered without long pauses or hesitation. It is not choppy.
- A student's speech can still be considered grammatically accurate if the errors are superficial. In other words, these errors would not likely lead to lack of understanding or misunderstanding. They are typical of those that good second-language speakers continue to make in English (e.g. not pronouncing the 's' in the third person singular of a verb in the simple present tense).

The teacher can consider the student's speech as grammatically accurate even though it is not error-free.

- A student's speech is well developed if it includes a variety of ideas and each is clearly related to the other ideas presented (rhetorical), and to ideas expressed by other students (conversational).

QUESTION 3.1

Is the student's speech **BOTH** grammatically accurate and well developed?

If YES, score Level 6. If NO, score Level 5.

QUESTION 2.2

Does the student express at least **one** complete idea in a grammatically correct, original sentence **AND** is most of the speech comprehensible with interpretation?

If YES, score Level 3. If NO, go to Question 3.2.

Notes:

- A complete idea is expressed by a subject and a predicate. It is more than an appropriate one-word or single-phrase reply to a question.
- A sentence is considered grammatically correct if errors are superficial and do not hinder comprehension.

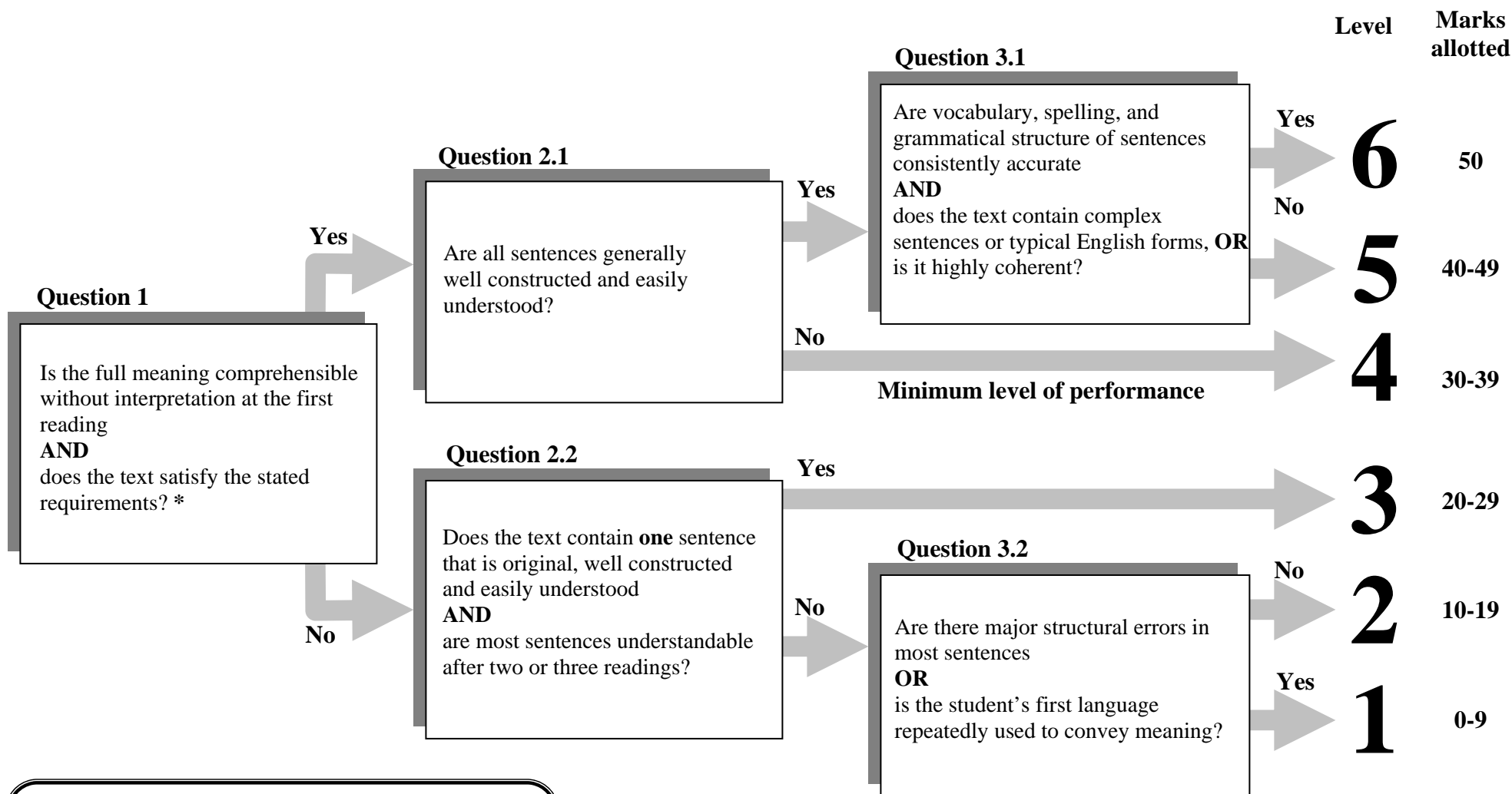
QUESTION 3.2

Is it possible to get the meaning (with reasonable certainty) of at least **one** sentence?

If YES, score Level 2. If NO, score Level 1.

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WRITTEN PRODUCTION
RATING SCALE
 English as a Second Language
 Secondary V



- * Requirements**
- On topic
 - In student's own words
 - **Minimal** range: 200-225 words

Note: The final grade for written production is out of 100 marks (50 x 2).

NOTES ON THE WRITTEN PRODUCTION RATING SCALE

The number of marks that can be allotted for each level of performance in written production is indicated on the far right of the grid. The maximum score that can be allotted for written production is 50 marks.

Students must meet the stated requirements in order to obtain a passing grade. These requirements are found on the Rating Scale, as well as in the Student Booklet and Answer Key.

Please note that the **maximum** level that can be assigned for an off-topic text is 3.

QUESTION 1

Is the full meaning comprehensible without interpretation at the first reading **AND** does the text satisfy the stated requirements?

The answer is **YES** if:

- The full meaning of the text is comprehensible, without interpretation, from the very first reading (i.e. from a single reading). However, a sentence that is not understandable at the first reading could be acceptable, provided it is **not** a key sentence.

“Without interpretation” means that the teacher:

- **does not have to interrupt his or her reading** to figure out, using the context, a meaning which differs from that conveyed literally by the text
- **does not have to guess the meaning** of a sentence on the basis of vocabulary alone (i.e. from a set of words that provide the content, but are not arranged grammatically)

Note: Some minor errors do not make rereading necessary (e.g. spelling or minor grammatical errors).

AND

- The text satisfies **all** the requirements as stated in the Student Booklet and on the Rating Scale.

Note: For the narrative text, “on topic” means that the text **logically** continues from the story starter with a **logical** sequence of events.
There is an example of an off-topic story on p. 37.

QUESTION 2.1

Are all sentences generally well constructed and easily understood?

This question concerns ease of comprehension.

The answer is **YES** if:

All sentences are generally well constructed and easy to understand. However, a few isolated errors could be acceptable insofar as they do not hinder comprehension in any way (e.g. “I have began to work last week.”).

QUESTION 2.2

Does the text contain **one** sentence that is original, well constructed and easily understood **AND** are most sentences understandable after two or three readings?

The answer is **YES** if:

- The text contains at least **one** sentence that is original, not copied from the prompts, well constructed and easily understood, without necessarily being perfect (e.g. a missing “s” in the third person singular of a verb in the simple present tense).

Note: To be able to recognize an original sentence, the teacher must be familiar with the material the student has seen or heard during the exam.

AND

- Most, if not all, sentences should be understandable after two or three readings.

QUESTION 3.1

Are vocabulary, spelling, and grammatical structure of sentences consistently accurate **AND** does the text contain complex sentences or typical English forms, **OR** is it highly coherent?

A text is rated Level **6** if:

- It is characterized by consistent accuracy in vocabulary, spelling and sentence structure, although a few isolated minor errors that do not affect meaning are tolerated (e.g. a missing “s” in the third person singular in the simple present tense, *hieght* for *height*).

Note: The text is not expected to be error-free.

AND

- It contains complex sentences (i.e. is not limited to simple sentences) or typical English forms (i.e. expressions).

OR

It attains a high level of coherence. This last characteristic implies that the relationships among all sentences are very clear and contribute to the comprehension of the overall meaning of the text.

QUESTION 3.2

Are there major structural errors in most sentences **OR** is the student's first language repeatedly used to convey meaning?

The text is rated Level **1** if it exhibits any of the following characteristics:

- Most sentences contain major errors that require a lot of interpretation in order to guess the meaning.

OR

- An English reader would have to know some French, or have some knowledge of the student's first language, to have a reasonable idea of the meaning of the text.

OR

- It is impossible for the teacher to form a reasonable idea of the message the student is trying to convey.

**STUDENT CHECKLIST
FOR WRITTEN PRODUCTION**

My text satisfies all the requirements:

- I chose only ONE of the four topics.
- I wrote the text in my own words.
- I wrote at least 200 to 225 words.
- I made sure my text is on topic.

If I chose:

<p>an opinion text – Topic A or B</p> <ul style="list-style-type: none"> <input type="checkbox"/> I stated my opinion. <input type="checkbox"/> I supported my opinion with arguments: facts and/or details, reasons, examples and/or personal experience. <input type="checkbox"/> I wrote a text that is coherent. <input type="checkbox"/> I did not copy the prompts.

OR

<p>a narrative text – Topic C or D</p> <ul style="list-style-type: none"> <input type="checkbox"/> I wrote a story that logically continues from the story starter. <input type="checkbox"/> I wrote a story that has a logical sequence of events and is complete. <input type="checkbox"/> I did not include the words from the story starter in my word count.
--

My text contains the following:

- English words only
- Vocabulary related to the topic of my text
- Synonyms to vary the vocabulary
- Correct spelling
- Transition words to connect my ideas
- Coherent sentences
- Complete sentences
- Correct verb tenses
- Correct subject-verb agreement
- Correct word order
- Correct punctuation and capitalization
- Points that I personally need to correct, for example “s” for the 3rd person singular, simple present tense:
 - _____
 - _____
 - _____

Remember to write your final copy in the designated space in the Answer Booklet.

THE WRITTEN PRODUCTION TASKS

Use of prompts and story starters

The purpose of the written production tasks is to provide students with a context in which they are to demonstrate their writing skills.

If they choose an **opinion text**, students are expected to express opinions, ideas, and/or thoughts on the chosen topic. A number of prompts presenting different aspects of the topic are given and serve the following functions:

- to clarify the topic
- to generate ideas
- to provide background information
- to offer a broader perspective

The prompts are meant to act as a “springboard” for writing. Although students are not meant to copy the prompts directly, personalizing or paraphrasing a prompt is acceptable.

Prompts copied verbatim, however, must not count towards the total number of written production words. Teachers are to demonstrate the proper use of prompts throughout the school year in order to prepare students adequately for the written production exam.

Teachers are to use their professional judgment where the use of prompts is concerned.

If they choose a **narrative text**, students should write a story that:

- **logically** continues from the starter
- presents a **logical** sequence of events
- is complete

The purpose of the story starter is to provide students with a context they will use to develop a narrative. The student must write a story that continues from the starter, has a **logical** sequence of events and is complete. The story starter must not be included in the word count.

EXEMPLES-TYPES DE TEXTES D'OPINION

Production d'un discours écrit

Vous trouverez dans les pages qui suivent, à titre d'exemples, des textes d'opinion authentiques (appelés *exemples-types*) rédigés par des élèves et illustrant les niveaux de performance de 1 à 6.

Ces textes ont été produits lors de l'épreuve de 5^e secondaire de juin 2005. Les trois sujets ainsi que les éléments déclencheurs qui ont servi à la rédaction de ces textes ont également été intégrés. Enfin, vous trouverez des notes explicatives pour chacun des niveaux de performance.

Veillez noter que l'évaluation de chacun des textes a été faite selon la grille d'évaluation utilisée à l'automne 2004.

Topics and Prompts

TOPIC A:

Is road safety more important than a person's privacy?

Explain your opinion by providing arguments.

Canadian Motor Vehicle Traffic Collision Statistics: 2003

Year	Collisions	Fatalities
2000	158,569	2,927
2001	154,268	2,781
2002	159,667	2,930
2003	156,721	2,778

Source: <www.tc.gc.ca/roadsafety/tp/tp3322/2003/page1.htm>

. . . [drivers] admitted they use their commuting time for . . . applying make-up, combing their hair or shaving . . . Another 67% confessed that a yellow light simply means 'go faster.'

Source: <fyiedmonton.com/cgi-bin/niveau2.cgi?s=generic1&p=43332.html>

Almost 200,000 people have perished on our roads in the last 50 years . . . that exceeds the total number of Canadians killed in two world wars.

Source: <www.tc.gc.ca/roadsafety/rssrinfo/aboutrs.htm>

"We all have the right to privacy as protected by the Charter of Rights . . . I think [being followed by the police] flies in the face of that constitutional protection."

Source: <www.ctv.ca/servlet/ArticleNews/story/CTVNews/1077896832846_73306032/?hub=WFive>

If you are ever confronted with a situation where protecting an individual's privacy may conflict with . . . safety, never hesitate: safety first.

Source: <www.yourprivacy.info/topics/nc1012.htm>

. . . laws give police the right to ask people their name and jail those who don't cooperate. Once officers have a name, they can use computer databases to learn all kinds of personal information about the person . . .

Source: <www.dojgov.net/supreme_court_privacy.htm>

If you've got nothing to hide and you aren't a criminal, what's wrong with allowing police . . . to search your vehicle . . . ?

Source: <www.mapinc.org/newstcl/v05/n070/a05.html>

TOPIC B:

Should smoking be banned in all public places?

Explain your opinion by providing arguments.

“A smoke-free by-law for public places is legislation which protects citizens from the dangers of second-hand smoke in . . . public places . . . such as restaurants, bars, arenas . . . shopping malls and other places of public assembly . . .”

Source: <www.hc-sc.gc.ca/hecs-sesc/tobacco/facts/blueribbon/sfpp_1.html>

“Exposure to second-hand smoke causes at least 1 000 deaths per year in Canada . . . and [second-hand smoke] contains a mixture of nearly 4 000 chemicals . . .”

Source: <www.hc-sc.gc.ca/hecs-sesc/tobacco/facts/blueribbon/sfpp_1.html>

“One year after a smoking ban was introduced in restaurants and bars in Victoria, B.C., . . . the public was frequenting these places as often or more often.”

Source: <www.hc-sc.gc.ca/hecs-sesc/tobacco/facts/blueribbon/sfpp_1.html>

“Smokers have the same rights as everyone else . . . but you wouldn't know it from the way they are treated.”

Source: <www.ctv.ca/servlet/ArticleNews/story/CTVNews/1096406954479_91816154/?hub=CTVNewsAt11>

“Does it make sense . . . to ban smoking on open air patios when the air is already full of exhaust fumes and other pollutants?”

Source: <www.mychoice.ca/display_page.asp?page_id=204>

Concerning restaurants:

77% of people	Want smoking restrictions.
42% of people	Believe smoking should be banned completely.
35% of people	Think smoking should be allowed only in an enclosed area.
4% of people	Think smoking should be completely unrestricted.

Source: <www.hc-sc.gc.ca/hecs-esc/tobacco/research/ctums/2001/2001ets.html>

TOPIC C:

Should people boycott companies that use sweatshops?

Explain your opinion by providing arguments.

“We use "sweatshop" to describe jobs which are low paid, [non]-unionised, unsafe or where workers work for long hours.”

Source: <www.nosweat.org.uk>

“American (not to mention Canadian and German) workers make about 25 times what an average Chinese factory worker earns.”

Cooper, Dr. Sherry. Don't Blame China for U.S. Job Losses

Source: <www.bmonesbittburns.com/economics/vpoint/200310/>

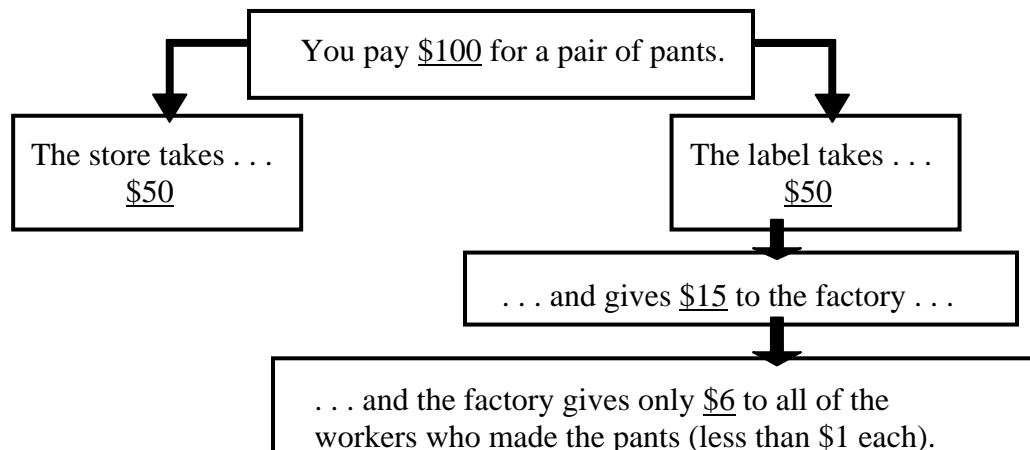
“Sweatshops offer jobs to many people in third world countries, who might not be able to get a job anywhere else.”

Source: <www.sweatshopspotlight.741.com/Pro.htm>

“[Sweatshop] factories in less developed countries . . . generally offer higher wages and better working conditions than are the norm in these countries.”

“[In an October 2000 study, it was found that]. . . working conditions were relatively poor in . . . factories located in China, El Salvador, Mexico, Pakistan, South Korea, Thailand, and the United States.”

Source: <www.swlearning.com/economics/policy_debates/sweatshops.html>



Source: <<http://sweatshopwatch.org/swatch/questions/#sweatshops>>

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 1

TOPIC B

In the life present, too much people consume all of the nicotine. For the smoking stop in this public place, the smoke will be end. This population who used the cigarette. For know the dad effect. In this text. I saying my opinion give the smoke. They must preserve their health but also, the best advantage of this trouble.

First, this problème make a lot of person only the consumer. The healt is the avantage that this folk decide preserve. The smoke is the dependance harmful by they. If each user smoke the quality of air will good. In the restaurant, only av have completly unrestriction the smoking. The danger bring this outrageous dependance is énorme. I know that for hard but when the person desire real he cant's. I think really that abolish this production be the best action for the drive in car. Also, each problème have this désavantage. Give advantage improved all the public place. If the banish this consommation more the ailment progressed. He had very place for the person who cared stop. Since while in our country the cigarette catch of vast and that accessible over the juvenile increase. I think really that same if the publics place stop the law of smoking the client go again frequent this spot and table.

After all, the smoker gates open their eyes for realize that their health is gravely touchdown. The danger go the population is big. The quality air in the publics place breathing will excelent and for these who is dont smoker find same quality will best. Finally, I they counsciouslty that abolition of the cigarette will good because the life, she break.

(278 words)

Explanation of a Level 1:

- The text satisfies all of the stated requirements.
- There is not one original sentence in the text.
- Most sentences are **not** understandable after two or three readings.
- There are major structural errors in most sentences that affect the degree of comprehension:
 - *First, this problème make a lot of person only the consumer.*
 - *If the banish this consommation more the ailment progressed.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 2

TOPIC C

The week passed, I going to the supermarket with my parents for buy a television and I stay surprised by the diffence price to a product of the China to a product from the United-States. The raison for this difference of price is the price for make productions. My parents decide to buy more for not encourage the consequences for they.

Sweatshops exploite the persons why working at some place. The worker receive a very little salary for is longer and hard hours of working. The boss of the compagnie probably take that her employees cannot have a good quality by life because they spend her money only to pay the bill and going to the groceries. I'm against it the sweatshops because the employee dont have a good working condition and the company owner keep the big parts of his profit. Minus for 10% comeback to the person who have the product. I think is deplorable that a lot of person take this kind buy only for save so much dollars. The third world countries worker make the same job quality then for other person in North America but bring the cheapest price for go the groceries.

In conclusion, in my famille we make a big effort for dont buy the product make for the sweatshops. By me, the owner of this kind of shop steal her employees. I find the boss do for behavior criminel.

(237 words)

Explanation of a Level 2:

- The text satisfies all of the stated requirements.
- There is one original sentence:
 - *I'm against it the sweatshops because the employee dont have a good working condition and the company owner keep the big parts of his profit.*
- Most sentences, however, are **not** comprehensible, even after two or three readings:
 - *My parents decide to buy more for not encourage the consequences for they.*
 - *Minus for 10% comeback to the person who have the product.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 2 (OFF TOPIC)

TOPIC B

*** Should smoking be banned in all public spaces?** *I think than, no! Why? I will give in other paragraph. The other paragraph will contain, respect, choice for all the world.*

First, the choice. If the smokers want die by the smoking, the no-smokers should respect the smokers choice. I'm conciently than is not all the world smokers what respect the people what no smoke but is just for minority, but you can use on other solution for this exemple; put a taxe for smokers (reasonably). For the smokers help pay the frais at the doctor at the hopital.

Second, it's a choice who people do smoke. Many people choice than not smoke. All people try a one time to try. If the second-hand smoke is nocive for people, the gouvernement have just to change the cigarette, that's it that's all. The smokers shoudn't pay because they hang to the cigarettes. They are all people is more strong than other who not live hang to the cigarettes but many people the live hang.

Finally, I understand the no-smokers but the smokers cant have a certain liberty for smoke her cigararete. I'm a smokers and this habitude she difficult to make the total break. I sure than my text will you go to reflection for you because it's very important than respect all people no-smokers and smokers.

(217 words)

*The question does **not** count towards the total number of words.

Explanation of a Level 2 (off topic):

- The text does **not** satisfy all of the stated requirements. It does not answer the question: "Should smoking be banned in all public places?" It vaguely describes the negative effects of smoking.
- Several readings are necessary to understand the full meaning.
- There is not one original sentence that is easily understood.

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 3

TOPIC B

Why should smoking be banned in all public places? I think smoking is a law. Where the people smoker provided smoking? The smoker are everytime smoking in a restaurant, bar, bouling and street. The people who don't smoking are trouble by the secondary smoke.

Personally, I think smoking be banned in all public place is not very good because he have got many people smoker in Québec. I agree when the person say, than sedondary smoke are very dangerous for the health and a lung. But do you think dearly they is just smoking who is dangerous for the people health? I think the cigarette few the restaurant. That is a good idea. But a thing off the smoke in the bar is not very good, because the bar is a place for have got a fun and in the same time is a place for relax. When the people relax and have a fun if you bannet the smoke in all public places?

In conclusion a thing smoking be banned in all public places have got a good and a bad advantage. A good for the restaurant, because eat in a place whithout zero smoke is very pleasant. But for the bars, I don't approve this choice.

(208 words)

Explanation of a Level 3:

- The text satisfies all of the stated requirements.
- The full meaning of the text is **not** comprehensible without interpretation at the first reading.
- Most sentences are understandable after two or three readings.
- The text contains one sentence that is original, well constructed and easily understood:
- *But for the bars, I don't approve this choice.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 3

TOPIC A

You walk on the steet, one step on the road and “bang”. It’s take only a fraction of a second to be a victim of a bad driver. But, should we choose road safety or personal privacy? I think the answer is the road safety. How can we be in security if the road is not safe?

The privacy is very important in all humains life. But the point is that many people die because some persons drive dangerously. Anyone can be a victim of a bad driver, but anyone can be a bad driver too . . . We can’t trust anyone because dangerous drivers are a mistery. It’s dificult to know if the bad driver is an alcoholic or just a person who makes fun on the road. So, I feel that we can violate the personal privacy but just if you have some proofs that the person is a bad driver.

Finaly, I think privacy is important but not enough for say that the life of someone is in danger. We have to be very careful when we take the wheel.

(181 words)

Explanation of a Level 3:

- With only 181 words, the text does not satisfy all of the stated requirements.
- Even though the sentences are generally well constructed and easily understood, the maximum level that can be assigned would be a 3.

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 4

TOPIC C

If we have a look to the labels attached to most of our clothes, we usually read “made in China”! So, why did companies quit their own countries to get installed in third world countries? For money, of course! Should people boycott companies that use sweatshops? I think that we must protest to stop this phenomena and errase the consequences of globalization. In my text, I will treat the economie and human angles.

First, when compagnies are placed in less developped contries, our jobs are in danger. This fait really join our economy taking slow. The unemployment rate will grow. A lot of social problems will follow such as: poverty, homeless, stealing, killing, hunger . . .

According to its name, it is inhuman and unacceptable to buy clothes made in these conditions. It is like we are contribuating to this foolish fact. More than that, where did go the big profits? For sure, to a small group of persons who directs the compagnies. They can do everything for the money. They do not care about the happiness of people, their health, their needs, . . . They do not respect a lot of norms. Now, I understand the reality of some big store, for example, and the secret of his lower prices in comparaision to the Canadian shops.

Finally, I assert that people should boycott compagnies that use sweatshops. So, let’s take profit of our power buying and do something positive to change this situation.

(240 words)

Explanation of a Level 4:

- The text satisfies all of the stated requirements.
- The full meaning of the text is comprehensible without interpretation at the first reading.
- Not all sentences are generally well constructed and easily understood:
 - *This fait really join our economy taking slow.*
 - *So, let’s take profit of our power buying and do something positive to change this situation.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 4

TOPIC A

*Today, with the increase of number of vehicule, the number of accident on canadian roads increase also. The cause of this may be the fact than bad driver protect them self from the police surveillance by using the personal privacy argument. “Is road safety more important than personal privacy?” * According to me, the answer must be: absolutly! Firstly, because more and more people die each year on the road due to a fatal collisions and secondly, if more and more people are protected from the police surveillance, maybe in ten years, the policeman want be able to maintain security on our roads.*

Firstly, according to the web site: www.tc.gc.ca, between years 2000 and 2003, the average of number go down in collision is about 3000 in about too many collisions each year.

Secondly, for me, the safety is more important than the personal privacy. Bad driver are a real danger for anyting on the road. If policeman can arrest a bad driver few time, maybe than this one will learn to drive correctly and stop to be a danger. The police did continiu for protect the society from criminel actions incluing accident causé some bad driver bring.

Finally, the safety is a right of the constitution like the privacy but is more important. What is the importance of the personal privacy if you're died?

(216 words)

*The question does **not** count towards the total number of words.

Explanation of a Level 4:

- The text satisfies all of the stated requirements.
- The full meaning is comprehensible without interpretation at the first reading.
- Not all of the sentences are generally well constructed and easily understood:
 - *Firstly, according to the web site: www.tc.gc.ca, between years 2000 and 2003, the average of number go down in collision is about 3000 in about too many collisions each year.*
 - *The police did continiu for protect the society from criminel actions incluing accident causé some bad driver bring.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 5

TOPIC B

In these days the government of Quebec is discussing about passing a law which will ban smoking in all public places. The opinions about this subject are different but I think that this new law will finally help to protect the non-smoker's health and will even prevent the young from beginning to smoking.

First of all, when I see the statistics of deaths of second-hand smokers I wonder why the government didn't react yet. Every year, very few innocent people die because of the lack of respect of a minority of smokers who kill just with their attitude. The health of a whole society is in danger and finally there will be help. The law has another good effect: it will not only ban smoking in public areas such as restaurants, but also in schools where a lot of smokers start their career. There, the teachers talked about prevention of smoking and during the next break the young students, often not older than twelve years, lit a cigarette in front of them. No reaction. The teachers always help the students, but the new law will do that.

Finally, I think that this law will give us the possibility to raise our children in a non-smoker society where they don't find any negative images to copy. And who wants to be poisoned while having a nice evening with friends?

(228 words)

Explanation of a Level 5:

- The text satisfies all of the stated requirements.
- All sentences are generally well constructed and easily understood.
- The vocabulary, spelling and grammar are somewhat consistent. However, there is a certain lack of coherence:
 - *Every year, very few innocent people die because of the lack of respect of a minority of smokers who kill just with their attitude.*
 - *The teachers always help the students, but the new law will do that.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 5

TOPIC A

For half of a century, there is something that made more victims than the two world's wars reunited. I'm talking about car accidents. This is real and it's mostly because of bad drivers. Often policemen follows those worst and immoral drivers in order to punish them. if they commit an other infraction. From my pont of view, we have to make of road safety our priority even if, for that, we'll have to let go a bit of our privacy.

Even if not all accidents have deadly endings, we should not take this for granted, dangerous driving is a reality. In fact, some drivers say that they do other things while driving, redo their hair for example. This is very desapointing when we know that we should always stay cocentred on the road and not on something else. Furthermore, if those people are losing a part of their privacy while they are being watch by the police, it's only because of themselves. If they aren't able to drive carefully, it means that they aren't responsable enough to have that sort of liberty. I agree that it's part of the Charter of Rights to have privacy, but it's also a right to feel safe no matter where you are.

All I'm saying, it's that the life of a person is more important then the privacy of a dangerous somebody else. I know that feeling being watch all the time is not comfortable, even embarassing, but a pride can be rebuilt, not a life.

(252 words)

Explanation of a Level 5:

- The text satisfies all of the stated requirements.
- All sentences are generally well constructed and easily understood.
- The text contains complex sentences and typical English forms:
 - *Even if not all accidents have deadly endings, we should not take this for granted, dangerous driving is a reality.*
 - *Furthermore, if those people are losing a part of their privacy while they are being watch by the police, it's only because of themselves.*
- Vocabulary, spelling and grammar are not consistently accurate.

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 6

TOPIC B

Nowadays, the debate continues on whether or not we should ban smoking in public places. Restaurants, bars, arenas, bowling alleys, these are all public buildings that, because of the smoke, are like a city on a smoggy day. I'm against smoking and it's toxic effects. I seriously believe it's a wonderful idea to ban it.

First of all, as a high school student, I enjoy going out with my friends, and choosing a place to go that's smokeless is very hard. Everywhere you go you see cigarettes for sale, people smoking in their cars, children being exposed to second-hand smoke, etcetera. What I find unfair is the fact that even if we decide to not be a smoker we can suffer from the same illness as someone who's been smoking all their life. Why should we endure their toxic fumes if we made a decision not to smoke? Secondly, I believe that it's a great idea to ban smoking everywhere especially now with the cigarette prices being so high. It should encourage everyone to stop wasting their money on that junk and put it elsewhere. It's about time that our government takes a good decision. When the law will be respected, business will be booming, according to me. The smell of cigarette smoke is simply atrocious; how can everyone endure it? I don't know much, but one thing is for sure, after they ban smoking in public places our air will be much cleaner.

To conclude, banning smoking in public places is a very good idea. I believe that it would be better for the well-being of our community. What would you think if your doctor told you that you have lung cancer because of second-hand smoke?

(287 words)

Explanation of a Level 6:

- The text satisfies all of the stated requirements.
- All sentences are generally well constructed and easily understood.
- Vocabulary, spelling and grammatical structure are consistently accurate.
- The text is highly coherent and English forms are used:
 - *Nowadays, the debate continues on whether or not we should ban smoking in public places.*
 - *When the law will be respected, business will be booming, according to me.*

Note: There are errors in this text, which is an authentic student exemplar.

EXEMPLAR OF A LEVEL 6

TOPIC C

During the last century, many countries like: United States of America and Japan industrialized themselves and they made a lot of technological progress. They became for their citizens, a country where they are safe and where they don't have to worry constantly about their lives. While in some other parts of the world, people have to struggle to survive. In these countries, qualified as the third world countries, people would do anything to earn the money they need to survive. That's exactly the kind of situation that some companies want, because they can get the same final product by saving millions of dollars.

Should we boycott the companies who are using sweatshops? I think we should, because I'm totally against this kind of act. Taking advantage of such a situation is completely inhuman. These people are so much obsessed by the idea of becoming rich that they don't even care about the conditions of work that they impose to the workers. Did I said workers? Sorry, I wanted to say slaves because they're treated like slaves. Some of them are too young to work, some have to work nearby some really dangerous machines, others are beaten, but all of them have one same thing in common: a miserable salary.

Sweatshops should be banned forever. We live in such a developed society, can't we show them more respect? Can't we do something to help them? If I had all the authority, I would arrest their owners, they should all be jailed for flouting these poor people's human rights. Nowadays, this kind of thing should be unacceptable!

(265 words)

Explanation of a Level 6:

- The text satisfies all of the stated requirements.
- All sentences are generally well constructed and easily understood.
- The text contains complex sentences and typical English forms:
 - *They became for their citizens, a country where they are safe and where they don't have to worry constantly about their lives.*
 - *Taking advantage of such a situation is completely inhuman.*
- Superficial errors are overlooked:
 - *Did I said workers?*

**EXEMPLES DE TEXTES NARRATIFS
EXEMPLE D'UN TEXTE HORS SUJET**

Production d'un discours écrit

Vous trouverez dans les pages qui suivent trois exemples de textes narratifs de niveau de performance 6 et un texte hors sujet. Vous verrez, en début de page, le point de départ qui a servi à la rédaction de ces textes.

FOLLOWED

Monique looked in her rear-view mirror and noticed the mysterious black car again. It was the third time this week that the same car was following her. She could not see the driver's face because the black car had a tinted windshield. Was it a police car, someone stalking her, or just a coincidence? Monique decided she would find out that very same day.

EXAMPLE 1

Her heart was pounding like a drum solo. She kept on wondering who it could be. She didn't recall being rude to any other driver or anybody else. She started accelerating again as a small tear ran down her cheek. She even zigzagged between cars dangerously to try and lose the black car. But, it was still there. She sped to the front of the school even ignoring the last stop sign on her way. She couldn't wait to be in public where she thought she would be safe.

Then she heard: 'Monique! What were you thinking?'

As she looked behind, she saw her dad coming out of the black car looking very upset.

'Dad? What are you doing here? Why were you following me like this?' She didn't know what to think anymore.

'Well, I was in the company car heading to one of my clients in the area. For a couple of days, each time I saw your car, I followed you to school just to see how you drove. You know, you just got your driver's licence. Well, I'm glad I trusted my instinct. You are a reckless driver! We'll talk about it over dinner tonight.'

Monique was breathless. At that moment she didn't know if she was relieved or angry. She just watched her father get back in the black car and drive away.

(228 words)

FOLLOWED

Monique looked in her rear-view mirror and noticed the mysterious black car again. It was the third time this week that the same car was following her. She could not see the driver's face because the black car had a tinted windshield. Was it a police car, someone stalking her, or just a coincidence? Monique decided she would find out that very same day.

EXAMPLE 2

Determined to get to the bottom of this, she took her cell phone and dialled 911.
'My name is Monique Sinclair. I am heading west on Main street near 4th avenue. There is a black car just behind me that's been following me everywhere I go for the last couple of days. I need help.'
'Just keep on driving normally,' said the operator. 'I'll send a police car to check on you. What type of car are you driving and what is your license plate?'
'It's a blue Road Hog, license plate 632 LYM,' Monique said, feeling a little better now. Monique kept looking in her rear-view mirror. After about ten minutes, she finally saw the police car behind the black car. After a few minutes, she wondered why the police did not stop the black car.
The ring on her cell phone startled Monique.
'This is officer Turnbull. Are you the person who phoned 911?'
'Yes,' said Monique. 'Why don't you stop that car?'
'What car?' replied the policeman. 'There is no black car following you. Is this your idea of a joke?'
'But it's right behind me, I can see it in my rear-view mirror!' protested Monique.
The police car flashed its lights, and stopped Monique's car. 'Get out of the car,' said the policeman. 'You are either drunk or under the influence of drugs.'
When Monique looked back, the black car suddenly disappeared. She then realized that the police could not help her. It was not a car, it was a ghost.

(256 words)

FOLLOWED

Monique looked in her rear-view mirror and noticed the mysterious black car again. It was the third time this week that the same car was following her. She could not see the driver's face because the black car had a tinted windshield. Was it a police car, someone stalking her, or just a coincidence? Monique decided she would find out that very same day.

EXAMPLE 3

Monique decided to go on shopping like she planned. First, she stopped at HMV. It was difficult to find a parking space downtown, so she spent about fifteen minutes driving around. Just before she found a parking spot, she looked in the mirror and didn't see the black car. 'Good', she thought.

After she bought the new rap CD a friend had recommended, she got in her car and drove to the video shop to drop off a video. To her surprise, she saw the black car again. This time it was behind two other cars. Maybe the driver didn't want Monique to see him. Monique was starting to be scared. The best thing to do was to be with other people, so she looked for a parking spot again. When she checked in the mirror, she was very surprised to see the mysterious car right behind her again! She tried to look through the tinted glass to see who it was, but she couldn't. When she looked in front again, a skateboarder was crossing the street right in front of her, so she braked suddenly. The black car hit her hard. The bumper was probably damaged. She didn't know what to do, so she took her cell phone to start dialling 911. Then she heard a woman's voice shouting, 'Monique! Don't call the police! It's me!'

'Mom?? ... What are you doing??'

'I'm sorry Monique, but I was worried about you. I borrowed a friend's car to follow you. After all, it's your first week driving alone! I didn't want you to have an accident!!'

(266 words)

FOLLOWED

Monique looked in her rear-view mirror and noticed the mysterious black car again. It was the third time this week that the same car was following her. She could not see the driver's face because the black car had a tinted windshield. Was it a police car, someone stalking her, or just a coincidence? Monique decided she would find out that very same day.

EXAMPLE (OFF TOPIC)

The black car was not as pretty as the car of Monique. She had a nice red car. It was a Honda Civic. It wasn't new but she was very happy with it. She paid only \$4,000 for it from a car dealer. She worked some nights and weekends very hard to pay it. Everybody at school was jealous. Students came to look around the car at recess. She often give lifts to some of her friends and that make her boyfriend really angry.

Monique looked in her rear view mirror and saw that the black car was really close. The black car's sound system was really loud. It was louder than the car's engine! There was a big sticker in the windshield that said "2 fast 4 U". She could see that the car was modified. The bumper was shiny silver metal. The lights were also modified.

She decided to accelerate and go faster. Suddenly she remembered that her mother wanted something from the shopping center. She turned right suddenly and went to the store. She parked where nobody could hit her car and damage it. She went quickly in the store because it was late. When she came out with the ice cream for her mother, she decided to go home before it made a mess in her car.

(221 words)

