

# Cambridge International A Level

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**FRENCH (MAURITIUS)**

**9094/06**

Paper 6 Transfer of Meaning

**October/November 2025**

MARK SCHEME

Maximum Mark: 80

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **11** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Section 1: 40 marks****Section 1, Question 1**

The candidate is asked to render the sense of the original without necessarily providing a word-for-word translation. As long as communication of the main points required is achieved, paraphrase and circumlocution are acceptable.

16 marks are given, on the basis of 3 for elements of content for each question and 4 for the correctness of French.

Each question requires 3 statements drawn from the text and each correct statement will be awarded 1 mark for content. No half marks are to be awarded for content. Note that more than 1 statement may occur within one sentence.

The annotations ✓1, ✓2, ✓3, ✓4 are used to signal a correct statement.

Award a language mark of up to 4, using the grid on page 2.

Question	Answer	Marks
1(a)	<p><b>Qu'est-ce qu'on apprend au sujet des autres exemplaires de la Tour Eiffel mentionnés dans le premier paragraphe ?</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• Other places have tried to copy it because the Eiffel Tower is (for many) the iconic symbol of Paris.</li> <li>• There are some 50 similar towers <u>around the world</u>.</li> <li>• (Most) are not exact replicas and are not as tall.</li> <li>• <u>The (most) similar</u> copy is the <u>Tokyo Tower / in Minato / Japan</u>, at 333 metres.</li> <li>• <u>The (most) interesting</u> is an Eiffel Tower made of bamboo, in Indonesia, (which is approximately 36 metres high)</li> </ul>	3
1(b)	<p><b>Quels détails sur la Tour Eiffel trouve-t-on dans le deuxième paragraphe?</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• The tower is named after Gustave Eiffel, a <u>French entrepreneur and engineer</u>.</li> <li>• It was built for the <u>Universal Exhibition</u> in Paris in <u>1889</u>.</li> <li>• The height of the tower varies with the seasons.</li> <li>• In summer it is a <u>few centimetres</u> taller / in winter it shrinks <u>by few centimetres</u>.</li> <li>• <u>When the sun shines on it</u>, the top of the tower leans away from the sun / moves round in a more or less circular curve (with a maximum diameter of 15 centimetres).</li> <li>• Many (urban) legends exist about the Parisian tower <u>+ 1 example</u>.</li> </ul>	3

Question	Answer	Marks
1(c)	<p><b>D’après le troisième paragraphe, comment la Tour Eiffel a-t-elle été utilisée au cours de son histoire?</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• The <u>centenary</u> of Gustave Eiffel’s death has (recently) been commemorated at his tower.</li> <li>• <u>Eiffel</u> (himself, in the latter years of his life,) used the tower as a laboratory.</li> <li>• He indulged his interest in / he studied / it was used for the study of wireless technology, meteorology and aeronautics. (any 2)</li> <li>• Radio (broadcasts) began from the tower in 1921</li> <li>• It transmits 45 television stations and 32 radio channels.</li> <li>• There has been a skating rink on the first level.</li> <li>• There has been a (n 800-metre) zip wire from the second floor.</li> </ul>	3
1(d)	<p><b>En quoi l’état de la Tour Eiffel est-il inquiétant selon le quatrième paragraphe ?</b></p> <p>3 marks, 1 each for any of the following:</p> <ul style="list-style-type: none"> <li>• (Recent reports suggest that) the Eiffel Tower is suffering (badly) from rust.</li> <li>• The tower is in need of costly repair works.</li> <li>• ‘If Gustave Eiffel visited the place, he would have a very nasty shock’, <u>commented one of the tower’s managers.</u></li> <li>• <u>Lead</u> is present in the paint used in the past.</li> <li>• The old paint (<i>if not previously mentioned</i>) needs <u>to be</u> (completely removed and) <u>replaced</u> with more modern paint.</li> <li>• <u>The work would require the tower being closed</u> (to the public) for a lengthy period / resulting in millions of Euros in lost revenue.</li> </ul>	3

### Quality of language – Section 1, Question 1

4	<b>Very good.</b> Consistently accurate. Only a few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
3	<b>Good.</b> Higher incidence of error than above, but clearly has a sound grasp of grammar in spite of lapses. Some capacity to use more complex structures accurately.
2	<b>Sound.</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems with adjectival agreements. Difficulty with irregular verbs, use of prepositions.
1	<b>Below average.</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0	<b>Poor.</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Constant and repeated error.

In the event of a candidate receiving a mark of 0 overall for content, the quality of language mark should also be 0.

## Section 1, Question 2

Question	Answer	Marks
2	<p><b>Donnez vos réactions personnelles aux <u>trois</u> idées du dernier paragraphe que vous trouvez les plus intéressantes.</b></p> <p><b>N'écrivez pas plus de 140 mots en tout.</b></p> <p>Four separate marks are awarded for Q2:</p> <ul style="list-style-type: none"> <li>• two marks for the candidate's <b>Response to the Text</b> (out of 10), divided between: <ul style="list-style-type: none"> <li><b>Reference to the text</b> (out of 5)</li> <li><b>Personal response</b> (out of 5)</li> </ul> </li> <li>• two marks for <b>Quality of Language</b> (out of 14), divided between: <ul style="list-style-type: none"> <li><b>Accuracy</b> of language (out of 5)</li> <li><b>Fluency and Range</b> of language (out of 9)</li> </ul> </li> </ul> <p>Please refer to the grids below.</p> <p><b>Response to the Text: 10 marks</b></p> <p>Accept any 3 of the following:</p> <ul style="list-style-type: none"> <li>• There is a project to <u>improve the visitor experience</u> by building <u>tourist facilities and offices</u> adjacent to the tower.</li> <li>• There is a petition (against the project) with some 140 000 <u>signatures</u>.</li> <li>• The project would involve <u>removing</u> (22 plane) <u>trees</u>.</li> <li>• An <u>arborist</u> has set up <u>camp</u> (surrounded by ropes,) in a 200-year-old <u>tree</u>.</li> <li>• It's wrong that we prefer to pay attention to an iron monument which provides no oxygen and doesn't decarbonise the planet – rather than this poor (plane) tree (that does a great job).</li> <li>• A former French Prime <u>Minister</u>, when she was ecology minister, tweeted <u>support for the protester</u>.</li> <li>• The future of the project may depend on whether the Prime Minister's successors take the same view.</li> </ul>	24

Question	Answer	Marks																						
2	<p><b>Refer to the following grids:</b></p> <p><b>Response to the text: 10 marks.</b> (Reference to the text: 5 marks, Personal response: 5 marks)</p> <p><b>Reference to the text</b></p> <table border="1" data-bbox="308 483 1321 974"> <tr> <td><b>5</b></td> <td>Clearly communicated reference to 3 ideas from the final paragraph.</td> </tr> <tr> <td><b>4</b></td> <td>Clearly communicated reference to 2 ideas, and ambiguous reference to other idea(s) from the final paragraph.</td> </tr> <tr> <td><b>3</b></td> <td>Clearly communicated reference to 2 ideas from the final paragraph.</td> </tr> <tr> <td><b>2</b></td> <td>Clearly communicated reference to 1 idea and ambiguous reference to other idea(s) from the final paragraph.</td> </tr> <tr> <td><b>1</b></td> <td>Clearly communicated reference to 1 idea from the final paragraph.</td> </tr> <tr> <td><b>0</b></td> <td>No clearly communicated reference to ideas from the final paragraph.</td> </tr> </table> <p><u>Annotations:</u> Clearly communicated reference = <b>C</b> Ambiguous/incomplete reference = <b>?</b></p> <p><b>Personal response</b></p> <p>This will be marked like a mini essay, according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.</p> <table border="1" data-bbox="308 1346 1321 1906"> <tr> <td><b>5</b></td> <td><b>Very good.</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td><b>4</b></td> <td><b>Good.</b> Not the flair and imagination of the best candidates, but still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</td> </tr> <tr> <td><b>3</b></td> <td><b>Sound.</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</td> </tr> <tr> <td><b>2</b></td> <td><b>Below average.</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</td> </tr> <tr> <td><b>0–1</b></td> <td><b>Poor.</b> Few ideas to offer on the theme. Banal and pedestrian. No element of response to the text. Repeated error.</td> </tr> </table> <p><u>Annotations:</u> Good response = <b>+</b> Weak / ambiguous response = <b>–</b></p>	<b>5</b>	Clearly communicated reference to 3 ideas from the final paragraph.	<b>4</b>	Clearly communicated reference to 2 ideas, and ambiguous reference to other idea(s) from the final paragraph.	<b>3</b>	Clearly communicated reference to 2 ideas from the final paragraph.	<b>2</b>	Clearly communicated reference to 1 idea and ambiguous reference to other idea(s) from the final paragraph.	<b>1</b>	Clearly communicated reference to 1 idea from the final paragraph.	<b>0</b>	No clearly communicated reference to ideas from the final paragraph.	<b>5</b>	<b>Very good.</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	<b>4</b>	<b>Good.</b> Not the flair and imagination of the best candidates, but still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.	<b>3</b>	<b>Sound.</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.	<b>2</b>	<b>Below average.</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.	<b>0–1</b>	<b>Poor.</b> Few ideas to offer on the theme. Banal and pedestrian. No element of response to the text. Repeated error.	
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2	<p><b>Quality of language: 14 marks</b> (Accuracy: 5 marks, Fluency and range: 9 marks)</p> <p><b>Accuracy</b></p> <table border="1" data-bbox="308 416 1326 1077"> <tr> <td data-bbox="308 416 400 548">5</td> <td data-bbox="400 416 1326 548"><b>Very good.</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</td> </tr> <tr> <td data-bbox="308 548 400 680">4</td> <td data-bbox="400 548 1326 680"><b>Good.</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use more complex structures accurately.</td> </tr> <tr> <td data-bbox="308 680 400 846">3</td> <td data-bbox="400 680 1326 846"><b>Sound.</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.</td> </tr> <tr> <td data-bbox="308 846 400 978">2</td> <td data-bbox="400 846 1326 978"><b>Below average.</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</td> </tr> <tr> <td data-bbox="308 978 400 1077">0–1</td> <td data-bbox="400 978 1326 1077"><b>Poor.</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</td> </tr> </table> <p><b>Fluency and range</b></p> <table border="1" data-bbox="308 1178 1326 1809"> <tr> <td data-bbox="308 1178 400 1279">8–9</td> <td data-bbox="400 1178 1326 1279"><b>Very good.</b> Uses language articulately and fluently, with a confident use of a variety of sentence patterns. Wide range of vocabulary.</td> </tr> <tr> <td data-bbox="308 1279 400 1411">6–7</td> <td data-bbox="400 1279 1326 1411"><b>Good.</b> Genuine attempt to rise to the demands of fluent expression in French, but not quite the confidence and flair of the best candidates. Good range of vocabulary.</td> </tr> <tr> <td data-bbox="308 1411 400 1543">4–5</td> <td data-bbox="400 1411 1326 1543"><b>Sound.</b> Expression rather forced and clumsy, perhaps somewhat anglicised. Limited range of sentence patterns. Adequate range of vocabulary.</td> </tr> <tr> <td data-bbox="308 1543 400 1675">2–3</td> <td data-bbox="400 1543 1326 1675"><b>Below average.</b> Almost all sentence patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.</td> </tr> <tr> <td data-bbox="308 1675 400 1809">0–1</td> <td data-bbox="400 1675 1326 1809"><b>Poor.</b> Only able to produce the simplest sentence patterns. Complete lack of fluency. Very halting and at times incoherent. Vocabulary weak</td> </tr> </table>	5	<b>Very good.</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).	4	<b>Good.</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use more complex structures accurately.	3	<b>Sound.</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.	2	<b>Below average.</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.	0–1	<b>Poor.</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.	8–9	<b>Very good.</b> Uses language articulately and fluently, with a confident use of a variety of sentence patterns. Wide range of vocabulary.	6–7	<b>Good.</b> Genuine attempt to rise to the demands of fluent expression in French, but not quite the confidence and flair of the best candidates. Good range of vocabulary.	4–5	<b>Sound.</b> Expression rather forced and clumsy, perhaps somewhat anglicised. Limited range of sentence patterns. Adequate range of vocabulary.	2–3	<b>Below average.</b> Almost all sentence patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.	0–1	<b>Poor.</b> Only able to produce the simplest sentence patterns. Complete lack of fluency. Very halting and at times incoherent. Vocabulary weak	
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## Section 2 (prose exercise): 40 marks

Question	Answer	Marks
3	<p><b>Traduisez le texte suivant en français.</b></p> <ul style="list-style-type: none"> <li>No half marks.</li> <li>Do not penalise incorrect or missing accents unless this leads to a different meaning of the word or to confusion or ambiguity.</li> <li>The first narrative tense used will be the main tense. The first deviation (only) from the main narrative tense <u>in a section where a mark would otherwise be awarded</u> should be penalised. Where this occurs, annotate with a 'T'.</li> <li>Please place a <b>tick</b> in the body of the script (above the last word in the phrase) clearly indicating the section which has been credited.</li> </ul>	<b>40</b>

	English Text	Targeted response	Acceptable alternatives	Reject
1	Gérard contemplated again	Gérard contempla à nouveau	de nouveau encore (une fois)	recontempla
2	the awful photo on his passport,	la photo affreuse sur son passeport	l'horrible photo l'affreuse vilaine épouvantable misérable	de son passeport accablante
3	which had just arrived	qui venait ((tout) juste) d'arriver		
4	a few days before,	quelques jours (aupar)avant / plus tôt	il y a quelques jours (de cela)	quelques jours de cela t.c.
5	and smiled to himself.	et sourit intérieurement.	à lui-même se sourit à lui-même	se sourit t.c..
6	At the age of 18	À l'âge de dix-huit ans	âgé de 18 ans	À l'âge de dix-huit t.c. À 18 ans t.c.
7	he was preparing	il préparait	se préparait pour	il préparait <u>pour</u>
8	for his first trip	son premier voyage		
9	on an aeroplane,	en avion,	à bord d'un avion par avion	dans un avion
10	but the excitement he was feeling	mais l'excitation qu'il (res)sentait	éprouvait	
11	was mixed with uncertainty.	était mêlée d'incertitude.	était mélangée avec / à de l'incertitude. se mélangeait	

	English Text	Targeted response	Acceptable alternatives	Reject
12	Having chosen to attend	Ayant choisi de fréquenter Après avoir choisi de	d'aller à d'étudier à de s'inscrire à intégrer (à)	Assister rejoindre partir à En ayant Avoir choisi
13	a university overseas,	une université à l'étranger,	dans un autre pays d'outre-mer	l'université étrangère
14	he kept wondering	il se demandait sans cesse / arrêt il n'arrêtait pas de se demander continuait à se demander	toujours continuellement incessamment constamment	
15	why he had made that decision.	pourquoi il avait pris cette décision.	fait	
16	It would have been much easier	Il aurait été beaucoup plus facile	Cela bien simple	Ça
17	to study in his own country.	d'étudier dans son propre pays.	pays natal	à lui
18	The prospect of the adventure	La perspective de l'aventure	possibilité Le propos	prospect aspect
19	had seemed like a good idea	avait semblé être une bonne idée	avait eu l'air d'	comme
20	at the time.	à l'époque.		à ce moment-là
21	In the end,	En fin de compte	Finally À la fin Enfin Au final	
22	Gérard had wanted	Gérard avait voulu	eu envie de	
23	to experience independence,	faire l'expérience de l'indépendance,	expérimenter	expérencier
24	away from the influence of his family.	loin de l'influence de sa famille.	familiale éloigné de	
25	He knew that his parents	Il savait que ses parents		

	<b>English Text</b>	<b>Targeted response</b>	<b>Acceptable alternatives</b>	<b>Reject</b>
26	were feeling anxious.	se sentaient inquiets.	étaient inquiets / anxieux / soucieux s'inquiétaient ressentaient l'inquiétude	nerveux angoisse perturbés
27	So, he had read	Il avait donc lu	Alors	
28	all the advice on the internet	tous les conseils sur Internet	avis le net en ligne Tol: l'internet toutes les astuces	
29	and shared the positives with them.	et (avait) partagé les (points / aspects) positifs avec eux.		
30	Yesterday, Gérard had made his choices	Hier Gérard avait fait ses choix		le / son choix
31	about what to take with him.	sur ce qu'il allait emporter avec lui.	quant à / concernant / à propos de devait emporterait prendre / prendrait	quoi prendre avec lui emmener apporterait
32	He was limited	Il était limité	restreint	
33	by the size and weight of his suitcase.	par la taille et le poids de sa valise.	grosseur grandeur largeur	
34	He had also had	Il avait aussi eu	également	
35	the last-minute meetings with friends	les réunions de dernière minute avec les amis	rencontres rendez-vous	des ses
36	he wouldn't see again this year.	qu'il ne reverrait plus / pas cette année.	qu'il n'allait plus / pas revoir cette année. ne verrait plus pas encore / plus encore retrouverait	ne verrait pas trouverait
37	He looked out of the window	Il regarda par la fenêtre	hors de	en dehors de à travers de

	<b>English Text</b>	<b>Targeted response</b>	<b>Acceptable alternatives</b>	<b>Reject</b>
38	and saw the taxi	et vit le taxi		
39	pull up in front of the house.	s'arrêter devant la maison.	à l'extérieur de	arriver se garer
40	'It's here,' called his dad.	« Le voici, » (s'é)cria son père.	C'est / il est ici / là appela Il est arrivé Le voilà (qui arrive)	exclama annonça