

Aufnahmeprüfung Juni 2019 Englisch

Kandidaten – Nr.: _____

Name: _____

Vorname: _____

Geburtsdatum: _____ / _____ / _____

A Reading Comprehension, Vocabulary (~ 20 min) _____ / 12

B Grammar, Structures (~ 10 min) _____ / 18

C Writing (~ 15 min) _____ / 10

Points: _____ / 40

Mark: 

Examiner: _____ Co-Examiner: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen, unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

..... / 8 points

**1. First read the text below carefully. Are the following statements (a.-h.) true or false?
Put a cross (X) into the correct box.**

Pupils react to French phone ban

At the end of lessons at the Claude Debussy Middle School in Paris, teenagers poured out of the gates. Several 13-year-olds quickly reached into their bag to check their

5 mobile phones, which had been turned off for eight hours.

The new French president, Emmanuel Macron, kept his election promise given in 2016. Children's phones have been banned

10 from all state middle schools in France to help detox teenagers from their screens.

Although the majority of students was surprised to find out that it did not bother them as much as they had expected, one of

15 them explains that there was still a physical reflex to grab your phone once in a while.

Prior to the introduction of this law, the Debussy School introduced phone-free Mondays. After a couple of weeks, staff

20 observed that students started to play cards and spent more time chatting again. Apart from more social interaction, the students also seemed to show more empathy and a readiness to learn at the beginning of the

25 lessons.

Under the new law, the phones are not only banned from classrooms – except for teaching purposes – but everywhere on school premises, including playgrounds,

30 corridors, and school canteens. Schools with students aged 18 and more could ban mobile phones too, but they do not have to.

The education minister said he was aware of the problem of phone addiction. But there

35 are other important problems such as growing class sizes, job cuts and the lack of teaching staff, which also need to be talked about.

A teacher from Paris said that she hadn't

40 noticed complaining about the ban. When talking to teenagers themselves, though, one girl felt that adults should give more credit to teenagers. "There is the idea that our generation cannot concentrate or has

45 lost the ability to socialise. That's not true," she said. "When I'm with friends, showing them a picture on my phone or looking something up just adds to our conversation. It's a shame that I can't do that inside school

50 anymore."

	true	false
a. Mobile phones have been banned in all schools in France.		
b. The <i>Claude Debussy School</i> prepared its pupils by forbidding mobile phones for one day		
c. The response of the students of the <i>Claude Debussy School</i> was surprisingly positive.		
d. The teachers get the impression that students are more focused when the class starts.		
e. Pupils cannot use their mobile phones in the classroom anymore.		
f. According to the education minister, phone addiction receives too much public attention.		
g. The Parisian teacher believes pupils cannot concentrate anymore.		
h. One of the students thinks that mobile phones are not as bad as adults believe.		

2. Vocabulary. Find a word in the text matching the following definitions: / 4 points

- a. various (*lines 1-11*)
- b. reduce the amount of something harmful (*l. 1-11*)
- c. pick up (*l. 12-25*)
- d. understanding for other people (*l. 12-25*)
- e. ground (*l. 26-37*)
- f. reduction (*l. 26-37*)
- g. protest (*l. 38-48*)
- h. pity (*l. 38-48*)

B Grammar and Structures

1. **Choose the correct answer.** / 6 points

a. Ostriches are birds but they
 are flying fly aren't flying don't fly

b. When Michael was a boy, he often fishing with his father.
 had gone has gone went was going

c. Can you tell me students participated in the fundraising event?
 a few how much how many a lot of

d. George attend the meeting, but his car broke down on the way.
 has gone to is going to used to was going to

e. Brody plays the piano very
 good bad well fastly

f. I enjoy bar of chocolate now and then.
 eating a to eat some to eat a eating some

g. Fortunately, our trip was than we thought it would be.
 as expensive less expensive little expensive more expensive

h. Robert thinks he in the lottery tonight.
 is winning will win is going to win wins

i. While he the attic, Jim came across some old photos.
 cleaned was cleaning is cleaning cleans

j. By the time Jason arrived at the station, the train
 had already left is already leaving has already left was going

k. His new novel is going to next month.
 be published publish published have published

l. If you press that button, the machine
 stopped didn't stop stops would have stopped

2. Fill in the correct verb forms.

..... / 8 points

The robbery

It was 40 degrees in the shade on a very hot Thursday afternoon. A man (wear) a heavy army jacket, a pullover wool cap, jeans and dark sunglasses when he (walk) into Fox River Bank.

After (enter) the bank, the man walked up to the teller and held up a gun he (buy) from a friend the day before. When the people in the bank saw the gun, they understood that trouble (come) their way. Suddenly, the robber pointed the gun at the teller in order to make her frightened. She was so afraid that she did whatever he told her to do. While everyone in the lobby (scream), the security guard (try) to make them silent but everyone (run) towards the door. The robber shouted: "Recently, I (lose) a lot of money gambling in Las Vegas and I (not have) anything to lose anymore. I (shoot) immediately if you want to stop me!" Nervously, the teller said: "Please, don't hurt me. I (get) married soon and I don't want to risk anything. I promise I (give) you all the cash we have." Then she handed the man three big bags which were full of money. He took the money and walked out the door. Luckily, nobody was injured.

Ten minutes later, the police (arrive) at the bank, but of course, the robber (disappear). He (travel) to Las Vegas to spend the money.

3. **Make questions about the underlined words.** / 2 points

Examples: *I'm working from 8 am. to 5 pm.* → *When are you working?*
The girls are shocked about the robbery. → *Why are the girls shocked?*

a. The robber pointed the gun at the teller.

.....

b. He has had a lot of trouble lately.

.....

4. **Make negative sentences.** / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The robber often travels to Las Vegas.

.....

b. Maybe he will get away with his robbery.

.....

C Writing

1. Choose one of the following two subjects and write a text:
 - a. A month without my smartphone.
 - b. Do smartphones make our life easier or more complicated?
- Write between 80-100 words.
- Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

language, vocabulary / 5 points

content, structure / 5 points

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- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen, unleserliche oder zweideutige Lösungen gelten als falsch.

- Die Aufgaben A2, B1 und B2 werden mit $\frac{1}{2}$ Punkt pro richtige Lösung bewertet.
- Die Aufgaben A1, B3 und B4 werden mit 1 Punkt pro richtige Lösung bewertet.
- Die Aufgabe C1 wird mit *halben oder ganzen Punkten* bewertet (s. hinten)

A Reading Comprehension and Vocabulary / 8 points

1. First read the text below carefully. Are the following statements (a.-h.) true or false?
Put a cross (X) into the correct box.

Pupils react to French phone ban

	true	false
a. Mobile phones have been banned in all schools in France. → only middle schools		X
b. The <i>Claude Debussy School</i> prepared its pupils by forbidding mobile phones for one day → one day per week		X
c. The response of the students of the <i>Claude Debussy School</i> was surprisingly positive. → majority was surprised to find out it didn't bother them that much	X	
d. The teachers get the impression that students are more focused when the class starts. → students seemed to show a readiness to learn at the beginning of the lesson	X	
e. Pupils cannot use their mobile phones in the classroom at all. → it's okay to use them for teaching purposes		X
f. According to the education minister, phone addiction receives too much public attention. → there are other serious problems too (job cuts, class sizes, etc.)	X	
g. The Parisian teacher believes pupils cannot concentrate anymore. → she didn't say that; it was mentioned by the girl.		X
h. One of the students thinks that mobile phones are not as bad as adults believe. → It's not true that they can't socialize or concentrate; phones add to their conversations	X	

2. Vocabulary. Find a word in the text matching the following definitions: / 4 points

a. various (lines 1-11)	several
b. reduce the amount of something harmful (l. 1-11)	detox
c. pick up (l. 12-25)	grab
d. understanding for other people (l. 12-25)	empathy
e. ground (l. 26-37)	premises
f. reduction (l. 26-37)	cut
g. protest (l. 38-48)	complain
h. pity (l. 38-48)	shame

B Grammar and Structures**1. Choose the correct answer.** / 6 points

a. Ostriches are birds but they
 are flying fly aren't flying don't fly

b. When Michael was a boy, he often fishing with his father.
 had gone has gone went was going

c. Can you tell me students participated in the fundraising event?
 a few how much how many a lot of

d. George attend the meeting, but his car broke down on the way.
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f. I enjoy bar of chocolate now and then.
 eating a to eat some to eat a eating some

g. Fortunately, our trip was than we thought it would be.
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k. His new novel is going to next month.
 be published publish published have published

l. If you press that button, the machine
 stopped didn't stop stops would have stopped

2. Fill in the correct verb forms. / 8 points**The robbery**

It was 40 degrees in the shade on a very hot Thursday afternoon. A man **was wearing** a heavy army jacket, a pullover wool cap, jeans and dark sunglasses when he **walked** into Fox River Bank.

After **entering** the bank, the man walked up to the teller and held up a gun he **had/d bought** from a friend the day before. When the people in the bank saw the gun, they understood that trouble **was coming** their way. Suddenly, the robber pointed the gun at the teller in order to make her frightened. She was so afraid that she did whatever he told her to do. While everyone in the lobby **was screaming**, the security guard **tried** to make them silent but everyone **was running** towards the door. The robber shouted: "Recently, I **have lost** a lot of money gambling in Las Vegas and I **don't have** anything to lose anymore. I **will/I'll shoot** immediately if you want to stop me!" Nervously, the teller said: "Please, don't hurt me. I **am/m going to get/am/m getting** married soon and I don't want to risk anything. I promise I **will/I'll give** you all the cash we have." Then she handed the man three big bags which were full of money. He took the money and walked out the door. Luckily, nobody was injured.

Ten minutes later, the police **arrived** at the bank, but of course, the robber **had/d disappeared**.

He **was travelling** to Las Vegas to spend the money.

3. **Make questions about the underlined words.** / 2 points

Examples: *I'm working from 8 am. to 5 pm.* → *When are you working?*
The girls are shocked about the robbery. → *Why are the girls shocked?*

a. The robber pointed the gun at the teller.

Who did the robber point the gun at?

b. He has had a lot of trouble lately.

What has he had lately?

4. **Make negative sentences.** / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The robber often travels to Las Vegas.

The robber doesn't often travel to Las Vegas.

b. Maybe he will get away with his robbery.

Maybe he won't/will not get away with his robbery.

Korrekturhinweise für Exercises 3 und 4

½ points: spelling
word order

She didn't completely understand...
She completely didn't understand...

0 points for grammar mistakes /
wrong verb forms / wrong question word:

Which is the whole story about?
About what is the whole story?
Where is he never been?
She didn't completely understood...
She doesn't completely understand...
etc.

C Writing

1. Choose one of the following two subjects and write a text:

a. A month without my smartphone.

b. Do smartphones make our life easier or more complicated?

- Write between 80-100 words.
- Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

language, vocabulary / 5 points

content, structure / 5 points

- Die folgenden Lösungen sind *mögliche Musterlösungen*.
- Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.
- *Sprachnote*: Sind verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- *Inhaltsnote*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

a) Sample answer

Living without my smartphone for a month wouldn't be such a big issue for me. I rarely use it anyway, so I wouldn't really bother that much. Of course, I would miss texting my friends every now and again, but I believe that I would organize myself differently. Probably, I would fix appointments with my friends at school rather than from home. I might also use our landline phone a bit more again to get in touch with them. In general, I believe that I would be able to cope without my smartphone quite well for such a limited period.

(100 words)

b) Sample answer

A smartphone has got lots of advantages. You can contact your friends whenever you want and ask them for help. In addition, it is very useful because it always shows us the latest news or offers information we need for school.

But there are also some problems with smartphones. It's hard to concentrate on a task if your friends text you all the time. Another downside is that we talk less and just hang out with our smartphone instead.

If you have a little bit of self-discipline and limit your use of apps, I believe the smartphone makes life easier.

(100 words)

Notenskala

Punkte	Note
37.5 - 40	6
33.5 - 37	5.5
29.5 - 33	5
25.5 - 29	4.5
21.5 - 25	4
17.5 - 21	3.5
13.5 - 17	3
9.5 - 13	2.5
5.5 - 9	2
1.5 - 5	1.5
0 - 1	1

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A Reading Comprehension and Vocabulary

..... / 8 points

1. First read the text below carefully. Are the following statements (a.-h.) true or false? Put a cross (X) into the correct box.

More young adults now live with parents

Nearly a million more young adults in the UK are living with their parents than twenty years ago, says a new study. This figure, published by a thinktank, will increase worries that the 5 government is doing too little to protect young people from Britain's housing crisis.

The study looked at average household sizes over long periods. The average size fell from 3.3 people per household in 1951 to 2.36 in 2001. But it 10 remained at 2.36 in the early 2000s and rose to 2.39 people per household by 2017, the highest level since 1999. In the UK, the percentage of 15 people aged 20 to 34 who live with their parents increased by about 6.5% from 1997 to 2017. The study also describes a significant fall in the number of people living alone because young 20 people are far more likely to live with partners or friends now.

All this has important implications for the 25 government's housebuilding targets and affects the decision of how many houses need to be built in the future. It calculates how many new households there will be in the future by looking at patterns over recent decades. The report says that if the government fails to recognize the fall in the 30 number of young people moving out or living alone, there will not be enough affordable houses for many years to come.

The growth in young people living with their 35 parents has been strongest in London. In London, there was a 41% increase between 1996-98 and 2014-2015. "Jeffrey Patrick", 26, who didn't give

his real name, moved back in with his parents in north London in August 2018, because he was 35 unable to find a steady job.

The most frustrating thing about it is, when you're 26, you should have done so much in life, but you're back at home living with your parents. It's also unfair on my parents – they have a 26-40 year-old back in the house, which creates all sorts of pressures on them," he said. "It has an enormous effect on your social life. It's difficult to have a relationship when you're with your parents, you're a long way from your friends and you're in 45 an area that's really grim. I hardly know anyone younger than 30 who has bought a home."

A member of the renters' union said: "High rents and house prices mean that young people, families and poorer people are unable to take 50 many of the steps adults normally take. They don't have the independence and confidence that come with making your own home. They often depend on their parents, and this leads to increased stress and mental health problems for everyone in the 55 family." Polly Neate, who runs the housing and homelessness charity *Shelter*, agreed and said: "Decades of failed housing policy mean that it's difficult for young families and poorer people to find somewhere to live. In fact, we have found that 60 we need three million new social homes in the next 20 years. This requires brave action. The cost of not acting is far greater."

Adapted from the *Guardian*, 2019

	true	false
a. The percentage of people living with their parents has risen because the government wants to protect them.		
b. The average household size is lower now than it was back in 1951.		
c. The government analyzes a lot of data about housebuilding activities for more than 10 years before taking action.		
d. London has seen a similar rise in the number of people living with their parents compared to the UK average.		
e. Patrick knows several people younger than 30 who have bought homes in London.		
f. Many young people cannot afford to live on their own because rents and house prices are very high.		
g. If young adults live at home for a long time, it reduces their sense of autonomy.		
h. According to the charity organization, the UK needs 20 million new homes in the next three years.		

2. Vocabulary. Find a word in the text matching the following definitions:**..... / 4 points**

- a. dramatic situation (*lines 1-6*)
- b. remarkable; can't be ignored (*l. 7-18*)
- c. consequences (*l. 19-28*)
- d. to notice (*l. 19-28*)
- e. permanent (*l. 29-35*)
- f. unpleasant (*l. 36-46*)
- g. association; club (*l. 47-62*)
- h. unsuccessful (*l. 47-62*)

B Grammar and Structures**1. Choose the correct answer. / 6 points**

a. The people launch the fireworks, but the police stopped them.

have gone to are going to used to were going to

b. If you turn this switch, the machine

started didn't start starts would have started

c. Jeremy and his brother go to school because of the storm.

don't had to didn't have to hadn't to didn't must

d. Our biology teacher says that frogs carrots.

are eating eats aren't eating don't eat

e. Lisa thinks she a promotion soon.

is getting will get is going to get gets

f. I'm glad to say that the flight was than everyone told me.

as tiring less tiring little tiring more tiring

g. Does anyone know books there are on the shelf?

a few how much how many a lot of

h. I don't know anybody who drives their car as as Susan does.

good bad well fastly

i. This is the city in I would like to study English after I finish school.

which who what that

j. The new timetable will probably to the website next week.

be uploaded upload uploaded have uploaded

k. As a little child, Steve always cycling with his three sisters.

had gone has gone went was going

l. As they for the key, Paul and Nelly discovered a lot of other things they had lost.

looked were looking are looking look

2. Fill in the correct verb forms. / 8 points**A strange night by the riverside**

Last night I (walk) home along a small river, when something strange (happen) to me. It was late at night and I (have) a long and difficult day at school. There was a large full moon in the sky, and everything was quiet. As I had just eaten a delicious burger at a local fast food restaurant and (feel) like getting some fresh air, I decided to stop by the riverside and look at the moon for a while. I was very tired, so I closed my eyes and after a few minutes, I fell asleep.

While being asleep, the moon moved behind a cloud and it was very dark and cold. The wind (blow), and an owl hooted in a tree above me. Someone jumped onto the stairs next to me. He (wear) strange clothes and he had a crazy look in his eyes. I was so scared that I couldn't move. I (never/be) so scared in my whole life. Then, I heard a voice say "Look, someone (lie) on the floor here, he (not/seem) to hear anything, he's so fast asleep. Let's steal his money and get away from here." – "Are you crazy? I (never/steal) anything and besides, what (you/do) if he (wake) up and can see our face?" – "You're such a chicken. But I (think) you would back out. Well, I can do this myself and I know exactly what I could do with his money: I (buy) new trainers." Having said that, the guy (move) closer and closer to me and I could barely stand the suspense when suddenly I woke up and realized that it was just a dream.

I (rub) my eyes and wondered what I would have done if the dream had been real. I quickly picked up my belongings and walked home as fast as possible.

3. **Make questions about the underlined words.** / 2 points

Examples: *I'm working from 8 am. to 5 pm.* → *When are you working?*
The girls are shocked about the robbery. → *Why are the girls shocked?*

a. He had found out the time by looking at the moon.

.....

b. The man decided to stop by the riverside.

.....

4. **Make negative sentences.** / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The man will tell his family about what has happened to him by the riverside.

.....

b. He looked up at the big yellow moon.

.....

C Writing

1. Choose one of the following two subjects and write a text:
 - a. Would you prefer to live alone or with friends? Why?
 - b. My home is my castle – I couldn't live without ...
Say what is important to you and why.
 - Write between 80-100 words.
 - Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

language, vocabulary / 5 points

content, structure / 5 points

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- Die Aufgabe C1 wird mit *halben oder ganzen Punkten* bewertet (s. hinten)

A Reading Comprehension and Vocabulary / 8 points

1. First read the text below carefully. Are the following statements (a.-h.) true or false?
Put a cross (X) into the correct box.

More young adults now live with parents

	true	false
a. The percentage of people living with their parents has risen because the government wants to protect them. → The government is thought to do too little to deal with the housing crisis		X
b. The average household size is lower now than it was back in 1951. → It was higher than 3 in 1951, now it's slightly below this value	X	
c. The government analyzes a lot of data about housebuilding activities for more than 10 years before taking action. → They look at patterns over recent decades	X	
d. London has seen a similar rise in the number of people living with their parents compared to the UK average. → 41% in London, 'only' 6.5% in the UK		X
e. Patrick knows several people younger than 30 who have bought homes in London. → I hardly know anyone = almost nobody		X
f. Many young people cannot afford to live on their own because rents and house prices are very high. → High rents (...) mean that young people (...) are unable to take many of the steps adults normally take	X	
g. If young adults live at home for a long time, it reduces their sense of autonomy. → They do not have as much confidence as their 'independent' peers.	X	
h. According to the charity organization, the UK needs 20 million new homes in the next three years. → 3 million homes in the next 20 years		X

2. Vocabulary. Find a word in the text matching the following definitions: / 4 points

a. dramatic situation (l. 1-6)	crisis
b. remarkable; can't be ignored (l. 7-18)	significant
c. consequences (l. 19-28)	implications
d. to notice (l. 19-28)	recognize
e. permanent (l. 29-35)	steady
f. unpleasant (l. 36-46)	grim
g. association; club (l. 47-62)	union (charity)
h. unsuccessful (l. 47-62)	failed

B Grammar and Structures**1. Choose the correct answer.** / 6 points

a. The people launch the fireworks, but the police stopped them.

have gone to are going to used to were going to

b. If you turn this switch, the machine

started didn't start starts would have started

c. Jeremy and his brother go to school because of the storm.

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i. This is the city in I would like to study English after I finish school.

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k. As a little child, Steve always cycling with his three sisters.

had gone has gone went was going

l. As they for the key, Paul and Nelly discovered a lot of other things they had lost.

looked were looking are looking look

2. Fill in the correct verb forms.

..... / 8 points

A strange night by the riverside

Last night I **was walking** home along a small river, when something strange **happened** to me. It was late at night and I **had had** a long and difficult day at school. There was a large full moon in the sky, and everything was quiet. As I had just **eaten** a delicious burger at a local fast food restaurant and **felt** like getting some fresh air, I decided to stop by the riverside and look at the moon for a while. I was very tired, so I closed my eyes and after a few minutes, I fell asleep.

While being asleep, the moon moved behind a cloud and it was very dark and cold. The wind **was blowing**, and an owl hooted in a tree above me. Someone jumped onto the stairs next to me. He **was wearing** strange clothes and he had a crazy look in his eyes. I was so scared that I couldn't move. I **had never been** so scared in my whole life. Then, I heard a voice say "Look, someone **is lying** on the floor here, he **doesn't seem** to hear anything, he's so fast asleep. Let's steal his money and get away from here." – "Are you crazy? I **have never stolen** anything and besides, what **will you do** if he **wakes** up and can see our face?" – "You're such a chicken. But I **thought** you would back out. Well, I can do this myself and I know exactly what I could do with his money: I **am going to buy** new trainers." Having said that, the guy **moved/was moving** closer and closer to me and I could barely stand the suspense when suddenly I woke up and realized that it was just a dream.

I **rubbed** my eyes and wondered what I would have done if the dream had been real. I quickly picked up my belongings and walked home as fast as possible.

3. **Make questions about the underlined words.** / 2 points

Examples: *I'm working from 8 am. to 5 pm.* → *When are you working?*
The girls are shocked about the robbery. → *Why are the girls shocked?*

a. He had found out the time by looking at the moon.

How had he found out the time?

b. The man decided to stop by the riverside.

Where did the man decide to stop?

4. **Make negative sentences.** / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The man will tell his family about what has happened to him by the riverside.

The man won't/will not tell his family about what has happened to him by the riverside.

b. He looked up at the big yellow moon.

He didn't look up at the big yellow moon.

Korrekturhinweise für Exercises 3 und 4

½ points: spelling
word order

Were did the man decide to stop?
How had he found the time out?

0 points for grammar mistakes /
wrong verb forms / wrong question word:

Who/Why did the man decide to stop?
He didn't looked up at the moon.
He wasn't/hadn't look up at the moon.
etc.

C Writing

1. **Choose one of the following two subjects and write a text:**

- a. **Would you prefer to live alone or with friends? Why?**
- b. **My home is my castle – I couldn't live without ...**
Say what is important to you and why.
- **Write between 80-100 words.**
- **Use different adverbs (always, never, sometimes, etc.) and conjunctions (because, etc.) to structure your text.**

language, vocabulary / 5 points

content, structure / 5 points

- Die folgenden Lösungen sind *mögliche Musterlösungen*.
- Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.
- *Sprachnote*: Sind verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- *Inhaltsnote*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

a) Sample answer

I could never live alone because I'm the type of person who needs to have people to talk to. If I had a flat on my own, I believe I would get bored and feel lonely pretty soon. It's not fun to watch movies or have dinner all by yourself. If you live with friends, you might have less privacy, but there is always someone around to cheer you up, play video games or just hang out on the couch. Besides, you can also share housework and cooking. So, it's a win-win situation for everyone.

(95 words)

b) Sample answer

When I move into my first flat, I definitely need to have a huge couch and dinner table because I often invite people so we can hang out together in the evening or at weekends. The kitchen equipment doesn't have to be very modern, but it should have an oven and a microwave so (that) I can prepare some pizza or Thai curry for my guests. Finally, I could never live without a computer and fast internet because I always stream music and films when I want to relax after work/school.

(91 words)

Notenskala

Punkte	Note
37.5 - 40	6
33.5 - 37	5.5
29.5 - 33	5
25.5 - 29	4.5
21.5 - 25	4
17.5 - 21	3.5
13.5 - 17	3
9.5 - 13	2.5
5.5 - 9	2
1.5 - 5	1.5
0 - 1	1

BM1

Aufnahmeprüfung 2021

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true or false? If there is not enough information to answer "True" or "False", choose "Doesn't say". Put a cross (x) into the correct box.

..... / 12 points

The Gadget Generation

Children today would find it hard to imagine life without mobile phones, iPods, computer games and the Internet, and there are very few who aren't technically literate and skilled at using them.

5 Technology has advanced rapidly, particularly over the last decade, and gadgets and gismos will have an ever-increasing influence on children's lives. A survey of young people between the ages of eight and 18 in America showed that the average time children spend 10 using electronic gadgets has risen dramatically to around seven hours and 38 minutes a day. And some are consuming up to ten hours' electronic content a day, because they use more than one gadget at the same time.

15 Technology has without question improved the quality of children's lives. Children's television can be informative as well as entertaining, and in schools, computers are increasingly used as an aid to learning. Educational software frequently offers children the 20 chance to work together, take turns, discuss and solve problems, and all computer games help to improve motor skills and hand-eye co-ordination. Computers and the Internet offer children a sense of empowerment and provide them with the tools 25 and information needed to solve problems or find things out. Texting, emailing and blogging all drive children to be more experimental with the written word. A recent British survey showed that children who use technology are much more confident about 30 their writing skills. Technology also has a social role. Over 25% of British eight- to 11-year-olds who have a Computer are members of an online social network

like Facebook or Bebo. They make new friends and chat online, and consider this important, although it 35 can also have downsides. Furthermore, good computer skills are essential in today's job market, so the more confident children are with computers, the greater the advantage they will have when looking for a job.

40 Despite these considerable advantages, there is a widely held opinion that technology makes children lazy. While this isn't technically true, it can reduce or replace the opportunity for physical activity for some children. But is there an even darker side?

45 Dr Susan Greenfield believes that spending too long in cyberspace can actually alter the chemistry of the brain. As some children spend between six to nine hours daily staring at a screen, she thinks that their minds are developing differently. The more we play 50 games, the more we are focused on the process and the thrill of attaining the goal. When we win at something, a chemical called dopamine is released in the brain, which makes you feel happy and so becomes addictive. What does not count here is the 55 meaning and content – what does the game mean? Who are the characters in the game and why are they there? This is another level of understanding and reasoning that the brain needs and which is omitted in many computer games. Dr Greenfield is 60 concerned that if we don't do enough of the right type of thinking, our brains could become less able to function on all levels.

	True	False	Doesn't say
a. The US survey showed that American children spend more time with gadgets than other children			
b. According to the text, technology can help children develop mentally and physically.			
c. Children who use computer programs for studying at school are more creative.			
d. More than a quarter of British children (8-11 years of age) have a Facebook account.			
e. Another important advantage computer skills give children is that they help with future employment.			
f. Dr. Greenfield says that computer games are not dangerous.			

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

- a. in a fast or sudden way (*lines 1-10*)
- b. help or support (*l. 11-20*)
- c. being certain of your abilities (*l. 25-34*)
- d. important or necessary (*l. 35-44*)
- e. to change something (*l. 45-53*)
- f. to reach or succeed in getting something (*l. 50-59*)

B Grammar and Structures

1. **Choose the correct answer.** / 5 points

a. Who the car at the time of the accident?
 was driving drives has driven has been driving

b. Laura missed the party because nobody her about it.
 telled was telling had told has told

c. Excuse me, the newspaper at the moment? Could I borrow it?
 did you read do you read are you reading have you been reading

d. This is Jack, sister is staying with us.
 that whose who's her

e. It is said that the Vikings North America 1000 years ago.
 had discovered were discovering discovered were discovered

f. If there is too much snow, the match will
 have cancelled be cancelled cancel being cancelled

g. You leave work before you have finished all your tasks.
 don't have to mustn't had to should

h. There's nobody in our class who runs as as he does.
 fast fastly faster the fastest

i. Do you think young children are much than older children?
 noisier noisyer noisiest more noisy

j. I don't believe that this song by Ed Sheeran in 2016.
 is written was written is wrote had written

2. **Fill in the correct verb forms.**

..... / 8 points

Brand-new dad

..... you (hear) the story about the man yet whose wife had just had a baby? Tim lived in Newcastle, which (be) in the north-east of England, not far from the Scottish border but when he (receive) the call from hospital, he (work) in London. As soon as he heard the news, he rushed to King's Cross Station, (buy) his ticket and jumped onto the first train north. He was so excited at the news that he told the woman who (sit) next to him: "I (just/become) a dad. I think I (cry) when I see my baby for the first time." She asked him if he lived in Edinburgh, as that was where the train (go) and was surprised when he said that he lived in Newcastle. The man realized he (make) a terrible mistake when she said, "But this train (not stop) in Newcastle. I'm sorry to tell you that you currently (sit) on a train that goes straight to Edinburgh." Despite the man's pleas and offers of money, the driver of the train (refuse) to stop, but he did agree to slow the train down to 15 mph as it went through Newcastle station so that the man could jump off with the ticket collector's help. Two and a half hours later and the train was approaching Newcastle station. The ticket collector (hold) the man out of a window at the front of the train, and the man began running in mid-air. When the platform appeared, the ticket collector gently (drop) the man onto it. Just then, the guard at the back of the train looked out and saw a man running very fast along the platform. Putting his hand out, he pulled the man onto the train. "Lucky I saw you," he said. "You almost (not make) it onto the train."

3. **Make questions about the underlined words.**

..... / 2 points

Examples: *I'm working from 8 am. to 5 pm.* → *When are you working?*
The girls are shocked about the robbery. → *Why are the girls shocked?*

a. Tim and his wife lived in Newcastle.

.....

b. Tim's wife had just had a baby.

.....

4. **Make negative sentences.**

..... / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The train was approaching Newcastle station.

.....

b. Tim heard the news.

.....

C Writing

1. Choose one of the following two subjects and write a text:

a. Are school uniforms a good idea? Explain why (not).

b. What I'd save in a fire
Say which item you'd take with you when leaving the house and explain why.

- *Write between 100 - 120 words.*
- **Write clear paragraphs and come up with a title of your own**
- *Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.*

Content / 5 points

Organisation / 5 points

Language / 5 points

BM1

Aufnahmeprüfung 2021

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

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2. Grammar, Structures _____ / 17 (10 minutes)

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Punkte _____ / 50

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	True	False	Doesn't say
a. The US survey showed that American children spend more time with gadgets than other children → No information given in the text			X
b. According to the text, technology can help children develop mentally and physically. → All computer games help to improve motor skills and hand-eye co-ordination. Computers and the Internet offer children a sense of empowerment and provide them with the tools and information needed to solve problems or find things out..	X		
c. Children who use computer programs for studying at school are more creative. → No information given in the text			X
d. More than a quarter of British children (8-11 years of age) have a Facebook account. → Over 25% of British eight- to 11-year-olds who have a Computer are members of an online social network like Facebook or Bebo.			X
e. Another important advantage computer skills give children is that they help with future employment. → ..., the more confident children are with computers, the greater the advantage they will have when looking for a job.			X
f. Dr. Greenfield says that computer games are not dangerous. → Dr Greenfield is concerned that if we don't do enough of the right type of thinking, our brains could become less able to function on all levels.		X	

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

a. in a fast or sudden way (lines 1-10)	rapidly
b. help or support (l. 11-20)	aid
c. being certain of your abilities (l. 25-34)	confident
d. important or necessary (l. 35-44)	essential
e. to change something (l. 45-53)	alter
f. to reach or succeed in getting something (l. 50-59)	attaining

B Grammar and Structures**1. Choose the correct answer.** / 5 points

a. Who the car at the time of the accident?

was driving drives has driven has been driving

b. Laura missed the party because nobody her about it.

telled was telling had told has told

c. Excuse me, the newspaper at the moment? Could I borrow it?

did you read do you read are you reading have you been reading

d. This is Jack, sister is staying with us.

that whose who's her

e. It is said that the Vikings North America 1000 years ago.

had discovered were discovering discovered were discovered

f. If there is too much snow, the match will

have cancelled be cancelled cancel being cancelled

g. You leave work before you have finished all your tasks.

don't have to mustn't had to should

h. There's nobody in our class who runs as as he does.

fast fastly faster the fastest

i. Do you think young children are much than older children?

noisier noisyer noisiest more noisy

j. I don't believe that this song by Ed Sheeran in 2016.

is written was written is wrote had writte

2. Fill in the correct verb forms.

..... / 8 points

Brand-new dad

Have you **heard** (hear) the story about the man whose wife had just had a baby? Tim lived in Newcastle, which **is** (be) in the north-east of England, not far from the Scottish border but when he **received** (receive) the call from hospital, he **was working** (work) in London. As soon as he heard the news, he rushed to King's Cross Station, **bought** (buy) his ticket and jumped onto the first train north. He was so excited at the news that he told the woman who **was sitting** (sit) next to him: "I **have just become** (just/become) a dad. I think I **will cry** (cry) when I see my baby for the first time." She asked him if he lived in Edinburgh, as that was where the train **was going** (go) and was surprised when he said that he lived in Newcastle. The man realized he **had made** (make) a terrible mistake when she said, "But this train **doesn't stop** (not stop) in Newcastle. I'm sorry to tell you that you **are currently sitting** (sit) on a train that goes straight to Edinburgh." Despite the man's pleas and offers of money, the driver of the train **refused** (refuse) to stop, but he did agree to slow the train down to 15 mph as it went through Newcastle station so that the man could jump off with the ticket collector's help.

Two and a half hours later and the train was approaching Newcastle station. The ticket collector **held / was holding** (hold) the man out of a window at the front of the train, and the man began running in mid-air. When the platform appeared, the ticket collector gently **dropped** (drop) the man onto it. Just then, the guard at the back of the train looked out and saw a man running very fast along the platform. Putting his hand out, he pulled the man onto the train. "Lucky I saw you," he said. "You almost **didn't make** (not make) it onto the train."

3. Make questions about the underlined words.

..... / 2 points

Examples: I'm working from 8 am. to 5 pm. → When are you working?
The girls are shocked about the robbery. → Why are the girls shocked?

a. Tim and his wife lived in Newcastle.

Where did Tim and his wife live?

b. Tim's wife had just had a baby.

Who had just had a baby?

4. **Make negative sentences.**

..... / 2 points

Examples: *She is very good at English.* → *She isn't very good at English.*
There have been lots of robberies. → *There haven't been lots of robberies.*

a. The train was approaching Newcastle station.

The train wasn't approaching Newcastle station.

b. Tim heard the news.

Tim didn't hear the news.

C Writing1. **Choose one of the following two subjects and write a text:**

a. **Are school uniforms a good idea? Explain why (not).**

b. **What I'd save in a fire**

Say which item you'd take with you when leaving the house and explain why.

- **Write between 100 - 120 words.**
- **Write clear paragraphs and come up with a title of your own**
- **Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.**

Content / 5 points

Organisation / 5 points

Language / 5 points

- Die folgenden Lösungen sind *mögliche Musterlösungen*.
- Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.
- *Content*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- *Organisation*: Hat der Text einen Titel? Gibt es mindestens zwei klare Abschnitte? Wurden verschiedene Adverbien und Konjunktionen verwendet?
- *Language*: Sind verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich, organisatorisch oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

a. Sample answer

Do we need school uniforms in Switzerland?

On the one hand, school uniforms are a great idea. You never have to figure out what to wear for school. They look quite smart and everyone at school appears to be equal. That means that you can't see any differences between students from richer or poorer families. That's fantastic and fair!

On the other hand, the uniforms might not be so comfortable to wear sometimes, e.g. in summer. It isn't fair when the school forces you to wear what they want. Everybody looks the same and that's rather boring. We should be allowed to show that we are individuals. Since I grew up without school uniforms, I'd rather not wear one. (119 words)

b. Sample answer

My necklace

I can't imagine how horrible it would be to lose everything in a fire. If I only had a few seconds to take something, I'd definitely grab my favourite necklace since it is a memory of my grandma. I always wear it when I have to write a difficult test and so far, I never failed an important one when I wore it.

My grandmother died two years ago and I miss her very much. She gave me the necklace on my first day of school and told me that it would always protect me. If I lost it in a fire, it would be like losing my grandma again and that would make me very sad. (119 words)

Notenskala Punkte Note

46-50	=	6.0
43-45.5	=	5.5
38-42.5	=	5.0
33-37.5	=	4.5
28-32.5	=	4.0
23-27.5	=	3.5
18-22.5	=	3.0
13-17.5	=	2.5
8-12.5	=	2.0
3-07.5	=	1.5
0-02.5	=	1.0