

Fachdossier und Musterprüfung **Aufnahmeprüfung Niveau I an die Pädagogische Hochschule Zug** **Anforderungen im Fachbereich Englisch**

Lernziele des Sprachniveaus B2

Das Profil der Sprachenkenntnisse, die auf dieser Stufe geprüft werden, bezieht sich auf die Beschreibungen des Niveaus B2 des Europäischen Sprachenportfolios (First Certificate). Die Kandidatin / der Kandidat ist fähig:

im Hörverstehen folgende Hörtexte zu erfassen:

- längere Redebeiträge, Vorträge und Argumentationen bei einigermaßen vertrauten Themen
- die meisten Nachrichtensendungen, Reportagen und Spielfilme in der Standardsprache

im Leseverstehen folgende Texte zu begreifen:

- Artikel und Berichte über Probleme der Gegenwart, in denen eine Haltung oder ein Standpunkt vertreten wird
- zeitgenössische literarische Prosatexte

im dialogischen Sprechen (Interaktion) Situationen zu bewältigen wie:

- spontanes und fließendes, alltägliches Gespräch
- an Diskussionen teilnehmen und die eigenen Ansichten begründen und verteidigen
- zu einer aktuellen Frage einen Standpunkt zu erläutern und Vor- und Nachteile verschiedener Möglichkeiten anzugeben

im Schreiben:

- in einem Aufsatz Informationen oder Argumente und Gegenargumente zu einem bestimmten Standpunkt darzulegen

Die oben genannten Lernziele werden in einer 5-teiligen Aufnahmeprüfung (detailliert auf Seiten 4-20) getestet und beinhalten Folgendes:

Inhalte

A) Grammatik

- Pronouns, adjectives and adverbs, questions and negations of verbs, modal auxiliaries
- Tenses: simple and continuous forms of: present, present perfect, past, past perfect. Future forms (will future, going to future, present simple and continuous for the future)
- Reported Speech: statements, questions, orders, requests
- Relative Clauses: defining and non-defining clauses
- Conditionals: Types I, II and III
- Passives: active and passive forms
- Verbs followed by infinitives and/or followed by gerunds
- Countable and uncountable nouns
- Prepositions
- Text organisers and linking expressions
- Comparisons: comparative and superlative forms and other comparative structures

B) Themen Wortschatz

- Personal life
- Social and family relationships
- Free time activities
- Travel and holidays
- Education and learning
- Work and employment
- Consumer goods and shopping
- Weather and environment
- Health and sport
- Technology
- Eating and drinking
- Crime and law
- Entertainment

Empfohlene Vorbereitung/Literatur

First Certificate Language Practice 5th Edition (with key), 2017, by Michael Vince (Macmillan)
ISBN: 978-0-230-46375-2

English Grammar in Use Book with Answers and Interactive eBook (Fifth Edition), by Raymond Murphy (Cambridge)
ISBN: 978-1-108-58662-7

Ready for B2 First Fourth Edition Student's Book with Key and Digital Student's Book and Student's App, 2021, by Roy Norris (Macmillan)
ISBN: 978-1-380-05228-5

Prüfungsmodalitäten und Bewertungskriterien

Kompetenz	Inhalt	Zeit	Gewichtung
Leseverständnis	1-2 unterschiedliche Texte (ca. 1000 Wörter total)	30'	15%
Grammatik/Vokabular	siehe Musterprüfung unten	30'	15%
Schreiben	Ein Text <ul style="list-style-type: none"> • 3 Themen zur Auswahl • 180-220 Wörter (ohne Wörterbuch) 	40'	20%
Hörverständnis	2-3 unterschiedliche Texte	ca.20'	20%
Sprechen*	spontane Diskussion zu verschiedenen Themen*	15'	30%

*Je nach Anzahl Studenten findet das Sprachexamen entweder zu zweit oder zu dritt statt.

Bestanden bei durchschnittlich: 60%

Musterprüfung/Musterfragen mit Lösungen/Antworten

Part of Exam	% of total end mark
I. SPEAKING 15 minutes	30 %
II. LISTENING COMPREHENSION approx. 20 minutes 3 parts	20 %
III. READING COMPREHENSION 30 minutes Part 1) Multiple choice Part 2) Missing headings or sentences	15%
IV. GRAMMAR 30 minutes Part 1) Word formation Part 2) Sentence transformations Part 3) Selective cloze	15%
V. WRITING 40 minutes	20%
Pass mark = 60 % = 4.0 (Calculated as a weighted average of Parts I-V, according to the percentages indicated above)	

I. SPEAKING

15-minute examination.

Depending on numbers, the examination will either be taken in pairs, or in groups of three.

You will be asked questions on a range of general topics. You will be expected to present your opinion on the topics, and also to be able to discuss these with your exam partner or partners.

A choice of topics will be chosen by the examiner from the following list:

- Personal life
- Social and family relationships
- Free time activities
- Travel and holidays
- Education and learning
- Work and employment
- Consumer goods and shopping
- Weather and environment
- Health and sport
- Technology
- Eating and drinking
- Crime and law
- Entertainment

II. LISTENING

Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer, (A, B or C)

- 1 You hear a young man talking.
Why did he go back to college?

A He needed a better job.
B He needed an evening activity
C He needed new skills.

- 2 You hear a man talking on the radio.
What is he?

A an inventor
B a company employee
C a writer

- 3 You hear someone talking on the radio about an artist.
How does the artist feel about his work?

A He would like to exhibit it in an art gallery.
B He wants to make his creations last longer.
C He is happy to see his work destroyed.

- 4 You hear a woman talking to her son.
Why is she talking to him?

A to give him a warning
B to refuse permission
C to make a suggestion

- 5 You hear part of a lecture about the role of retired people in the economy.
What is the lecturer describing?

A reasons why something is changing
B errors in statistical information
C disagreements between researchers

- 6 You hear a chef being interviewed on the radio.
Why did he decide to become a chef?

A to follow a family tradition
B to develop a natural talent
C to pursue his love of cooking

- 7 You hear a teenager talking about the sport she plays.
How does she feel while she is playing the sport?
- A uncomfortable
 - B embarrassed
 - C confident
- 8 You hear an explorer talking about a journey he is making.
How will he travel once he is across the river?
- A by motor vehicle
 - B on horseback
 - C on foot

Part 2

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions **9-18**, complete the sentences.

SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

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The summer camp is a chance for teenagers to meet people and learn

	10
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As an example of a practical activity, Helen tells us about a team which built a

	11
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In the next camp, teams will work out problem-solving activities such as a

	12	with clues.
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Helen gives the example of

	13	as the only typical sporting activity at the camp.
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The day when teams can choose their own activities is called

	14
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The summer camp is good for people who don't have opportunities or have little

	15
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On 'Battle of the Bands' day, teams make a record and a

	16
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For the teenagers taking part, the camp lasts for

	17
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You can book for a summer camp that will be held in the month of

	18
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Part 3

You will hear five different people talking about a mistake they recently made. For questions **19-23**, choose from the list (**A-F**) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

A ignoring someone's advice

Speaker 1

	19
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B failing to inform someone about something

Speaker 2

	20
--	-----------

C mistaking someone's identity

Speaker 3

	21
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D arriving somewhere too early

Speaker 4

	22
--	-----------

E getting a particular date wrong

Speaker 5

	23
--	-----------

F losing something important

III. READING

Part 1

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the Veterinary Record each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

1 As he travelled, the writer regretted his choice of

- A seat.
- B clothes.
- C career.
- D means of transport.

2 What had surprised the writer about the job?

- A There had been no advertisement.
- B He had been contacted by letter.
- C There was an invitation to tea.
- D He had been selected for interview.

3 The writer uses the phrase 'I had grabbed the lifeline' (line 14) to show that he felt

- A confident of his ability.
- B ready to consider any offer.
- C cautious about accepting the invitation.
- D forced to make a decision unwillingly.

4 What impression had the writer previously had of Yorkshire?

- A It was a beautiful place.
- B It was a boring place.
- C It was a charming place.
- D It was an unhappy place.

5 What did the writer find unusual about Darrowby?

- A the location of the bus stop
- B the small number of shops
- C the design of the square
- D the lack of activity

6 What did the writer feel the guidebooks had missed about Darrowby?

- A the beauty of the houses.
- B the importance of the bridges.
- C the lovely views from the town.
- D The impressive public places.

7 How did the writer recognise Skeldale House?

- A** The name was on the door.
- B** It had red bricks.
- C** There was a certain plant outside.
- D** It stood alone.

8 How did the writer's attitude change during the passage?

- A** He began to feel he might like living in Darrowby.
- B** He became less enthusiastic about the job.
- C** He realised his journey was likely to have been a waste of time.
- D** He started to look forward to having the interview.

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (**9-15**). There is one extra sentence which you do not need to use.

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success.

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After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September.

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In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene.

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 I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.' When you're riding well, you are right on the edge, as close as you can be to being out of control.

12	
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 However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline.

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But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn.

14	
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 But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go.

15	
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 A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A I've fallen off more times than I care to remember.</p> <p>B I usually have to stop during practice sessions.</p> <p>C The courses were twice as long and the crowds were twice as big.</p> <p>D I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.</p> | <p>E The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?</p> <p>F I finished last, but it didn't matter as I really enjoyed it.</p> <p>G Nothing could be further from the truth.</p> <p>H It's not all stardom and glamour, though.</p> |
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IV. GRAMMAR

Part 1

Word Formation

Use the word given in **bold** at the end of each line to form one new word that fits in the gap in the same line.

THE LONDON UNDERGROUND MAP

The London Underground map is 0) extremely well designed. **EXTREME**

Simple, easy to understand and 1) _____, it performs **ATTRACT**

its primary task of guiding both inhabitants and 2) _____ **TOUR**

round the underground system in London very well. The man behind

this great 3) _____ was called Henry Beck, **ACHIEVE**

an 4) _____ of the London Underground Drawing Office, **EMPLOY**

who designed the map in 1931. The design of the map showed

great 5) _____ because it represented a complex **ORIGINAL**

network of 6) _____ clearly. This design was later used **COMMUNICATE**

by most of the world's underground systems.

The map used before 1931 was messy and 7) _____. **CLEAR**

So Beck decided to sketch out a better one using a diagram rather

than a 8) _____ map. This new map was an enormous **TRADITION**

9) _____ with the public when, in 1933, it made its first **SUCCEED**

10) _____ on underground platforms and at station **APPEAR**

entrances.

Part 2

Sentence transformations

Complete each sentence so that it has the same meaning as the first sentence.
You must use the word in brackets.

1. Do you have good language skills?
(languages)
Are you _____?
2. Painters have painted my house this week.
(painted)
I _____ this week.
3. That's the hotel where we had lunch last Sunday.
(in)
That's the hotel _____ last Sunday.
4. She went to the café because she missed her bus.
(not)
If she _____ to the café.
5. I didn't arrive as early as I expected.
(than)
I arrived _____.
6. It's possible that Bill saw me.
(may)
Bill _____ me.
7. There's a party at Mary's house next week.
(is)
Next week, Mary _____ party at her house.
8. The last time I saw Jim was two months ago.
(I)
_____ two months.
9. The committee are considering a new proposal.
(is)
A new proposal _____.
10. 'I didn't take the handbag!' Katie said.
(denied)
Katie _____ the handbag.

Part 3

Selective Cloze

Fill in the gaps with the correct form of the verb in brackets.

In the past, many people 1) _____ (think) that reality TV
2) _____ (be) a very short-lived phenomenon. However, its
popularity 3) _____ (increase) day by day. Several reality
shows 4) _____ (watch) by millions of viewers every night, and it
5) _____ (be) clear that this form of entertainment 6) _____
_____ (stay) with us long into the future. Indeed, many people 7) _____
_____ (become) famous over the last few years because of their
involvement in these programmes.

There is one main reason why this kind of entertainment 8) _____ (enjoy)
by so many people. John, from Liverpool, 9) _____ (say) 'One
week, when I 10) _____ (be) sick with the flu, I
11) _____ (spend) my time watching TV. By the end of the week,
I 12) _____ (realise) that I 13) _____ (watch)
30 hours of reality shows. It 14) _____ (shock) me how I could not
15) _____ (switch) the TV off, I 16) _____
(become) so addicted to the characters! It 17) _____ (get) so bad
that one day, while I 18) _____ (lie) on the sofa watching my
usual morning show, a friend of mine 19) _____ (come) to visit,
but I 20) _____ (not want) him to stay!

V. WRITING

Choose one of the following questions and write your answer in about 180-220 words.

You may **NOT** use a dictionary for this part of the exam.

- A) What are the **advantages** and **disadvantages** of working part-time?
- B) Learning to take care of the environment should start at home.
What is your opinion?
- C) What is the best place to read the news?

ANSWERS

Listening

Part 1:

1. C 2. A 3. C 4. C 5. A 6. B 7. C 8. B

Part 2:

9. school 10. (new) skills/ a(new) skill 11. tree house 12. mystery 13. (horse) riding
14. (a/the/their) dream day 15. (self-) confidence 16. (pop) video 17. a/on/1 week/ seven/7 days
18. Sept/September

Reading

Part 1:

1. A 2. D 3. B 4. B 5. D 6. C 7. C 8. A

Part 2:

9. F 10. H 11. C 12. A 13. E 14. B 15. G

Grammar

Part 1: Word Formation

- 1) attractive
- 2) tourists
- 3) achievement
- 4) employee
- 5) originality
- 6) communication(s)
- 7) unclear
- 8) traditional
- 9) success
- 10) appearance

Part 2: Sentence Transformations

- 1) good / at languages *or* fluent / in languages
- 2) have had / my house painted
- 3) in which/ we had lunch, *or* which we had / lunch in, *or* we had / lunch in
- 4) had not missed her bus / she would not have gone
- 5) later / than I expected
- 6) may have / seen
- 7) is / having a
- 8) I haven't seen Jim / for
- 9) is being / considered (by the committee)
- 10) denied / stealing

Part 3: Selective Cloze

- 1) thought
- 2) would be/ was going to be
- 3) is increasing/has increased/has been increasing
- 4) are watched
- 5) is
- 6) will stay / is going to stay
- 7) have become
- 8) is enjoyed
- 9) said
- 10) was
- 11) spent
- 12) realised
- 13) had watched
- 14) shocked
- 15) switch
- 16) had become/ was becoming
- 17) got/had got
- 18) was lying
- 19) came
- 20) did not want/didn't want

Writing and Speaking Assessment:

Writing

The writing part of the exam will be assessed according to the following criteria:

- **Content:** how well the task has been fulfilled
- **Communicative Achievement:** how appropriate the writing and register is for the task
- **Organisation:** how logical and ordered the text is, how well linking expressions are used, and cohesion within paragraphs.
- **Language:** range and accuracy of both vocabulary and grammar.

Speaking

The speaking part of the exam will be assessed according to the following criteria:

- **Grammar:** range and accuracy
- **Vocabulary:** range and appropriacy
- **Discourse Management:** how clearly and coherently ideas are presented and organised, and how relevant these ideas are
- **Interactive Communication:** use of discussion phrases, and responding to others' ideas
- **Pronunciation and Fluency:** fluency, accuracy and understandability