

Eignungsprüfung Englisch

Sommersemester 2016

I. Vorkurs / Fundamentum

Arbeitszeit: 45 Min.

A. Reading Comprehension

In 2013 Peter Marsh from York had an accident. A rabbit¹ ran across the road. He tried to stop, but his motorbike came off the road and he landed in a cornfield. No one saw the accident². Peter was stuck³ under his heavy bike and his leg was broken. No one came near the cornfield. No one noticed the motorbike or the man under it, because the corn was very tall.

Peter had nothing to eat, but he licked drops of water from the corn every morning. It was very hot and he had his warm motorbike clothes on. He shouted for help, but no one heard him. He shook the corn, but no one saw it. He was in the cornfield⁴ for three long days and he felt very weak.

On the fourth day, three children went for a bike ride. They stopped near the cornfield and played football. Suddenly the ball went into the cornfield. A girl ran to get it, where she found Peter. She screamed. Was the man dead?

No – Peter March moved one arm. He wasn't dead, but he needed help. Thirty minutes later Peter was in hospital.

When his broken leg is better, Peter wants to ride his motorbike again. Peter said: "I'm not scared. I still love my motorbike – and rabbits and corn, too."

(221 Wörter)

Baer-Engel Jennifer: Kompetenzen, Ernst Klett Verlag GmbH, Stuttgart 2008.

¹ rabbit: Hase, Kaninchen

² accident: Unfall

³ stuck: eingeklemmt

⁴ cornfield: Maisfeld

1. True or false? Tick (✓) the right answer.

Richtig oder falsch? Kreuzen Sie die richtige Antwort an.

	statement	true	false
a.	The text is about an accident.	✓	
b.	Peter had a crash because of a rabbit.	✓	
c.	Peter's only food was his water bottle.		✓
d.	The girl found Peter on the road.		✓
e.	Peter had to stay in hospital.	✓	
f.	Peter is scared of motorbikes now.		✓

____ / 6

2. Choose the suitable heading for this text and tick (✓) it.

Wählen Sie die passende Überschrift für diesen Text aus und kreuzen Sie diese an.

- a. An exciting adventure
- ✓ Drops of water saved him
- c. Peter's 4-day-roadtrip

____ / 1

3. Answer the questions. Write complete sentences.

Beantworten Sie die Fragen. Schreiben Sie vollständige Sätze.

- a. When did Peter have an accident?

Peter had an accident in 2013.

- b. Where was Peter stuck?

Peter was stuck under his heavy bike.

- c. Which part of his body was hurt?

His leg was broken.

- d. What was the weather like?

It was very hot.

- e. Who found Peter?

A girl, who played football near the cornfield, found him.

_____ / 5

4. Write the negative.

Verneinen Sie die folgenden Sätze.

Beispiel: I watch TV every day. – I don't watch TV every day.

1. I like rabbits.

I do not / don't like rabbits.

2. Cindy is riding her bike.

Cindy is not / isn't riding her bike.

3. Carol worked in a pet shop.

Carol did not / didn't work in a pet shop.

4. I will send you a postcard.

I will not / won't send you a postcard.

_____ / 4

5. Ask questions:

Your friend has an accident. Think of 3 questions. What would you like to know?

Ihr Freund hat einen Unfall. Denken Sie sich 3 Fragen aus. Was wollen Sie ihn fragen?

1. What has happened?

2. Do you need help?

3. Do you want me to call the ambulance?

_____ / 6

B. Text Production – Individual answers

Choose 1 or 2. Write 80-100 words.

Wählen Sie Aufgabe 1 oder 2. Schreiben Sie 80-100 Wörter.

1. Life in Germany

Your Australian friend, Bruce, is thinking about spending some time in Germany, but he's never been here before. Write him an e-mail and tell him some important things about Germany.

These aspects may help you:

- interesting places
- things that are different from Australia
- things you should know when you are in Germany

or

2. What do you do in your free time?

Write an e-mail to your new penfriend from Canada and tell him/her what you do in your free time.

These questions may help you:

- How often do you do the activities?
- What's special about your hobby? / Why do you like it so much?
- Who does it with you?

content: _____ / 10

language: _____ / 10

total: _____ / 20

C. Grammar

1. Put in the correct form of "be – have – can – do".

Setzen Sie die korrekte Form von "be – have – can – do" ein.

Peter **is** a very lucky man, because he survived a dangerous situation. Sometimes he **cannot** believe that he is still alive. Peter **had** a lot of luck! The first thing he **did** when he woke up in the hospital was to pray. His parents **were** so happy that the little girl found him. They even say that now they **are** the happiest family in the world!

_____ / 6

he	his	their
they	them	he

2. Put in the correct pronoun. Use the words from the box.

Setzen Sie das richtige Pronomen aus der Box ein.

People are usually very happy, when **they** survived⁵ an accident. Peter was very thankful and relieved (=erleichtert), when **he** woke up in the hospital. **His** family and friends were really glad that **he** was able to cope (=mit etwas klarkommen) with this tragic event. But sometimes people need a few days, weeks or even months to get out of **their** shock and somebody has to help **them** to go back to normal life.

_____ / 6

3. Read the following sentences. Then form the questions.

Lesen Sie die folgenden Sätze. Bilden Sie dann die entsprechenden Fragen.

Example: **A girl** found Peter. – **Who** found Peter?

- a) **Rick** is a happy man.
Who is a happy man?
- b) He was born **in Spain**.
Where was he born?
- c) **The little boy** caused a lot of trouble.
Who caused a lot of trouble?
- d) Mary still likes **snakes and spiders**.
What does Mary still like?

_____ / 4

Part I (Vorkurs) TOTAL: _____ / 58 points

⁵ to survive: überleben

II. Einführungsphase / Additum

Arbeitszeit. 45 Min.

A. Reading Comprehension

Read the following text and do the given tasks.

Big Brother in your school?

Have you ever wondered how teachers know so much about what you are doing in school?

Well, perhaps they are getting a lot of help from CCTV⁶ cameras. More and more schools are using CCTV in playgrounds, corridors, cafeterias and classrooms – and some schools even use them in the toilets!

Teachers think they are a good idea as they can help to solve problems like violence, bullying, graffiti, or pupils stealing or breaking things. And teachers say the children behave better when they know the CCTV cameras are watching them. Some pupils say they feel safer. This is a good point because there have been some terrible shootings in schools in different parts of the world.

But both teachers and pupils think the cameras should not be hidden and there should be rules on how and where the cameras are used. Most people think it is a good idea to have cameras on the outside of the schools – or only at the entrance – but not on the inside. And most people are against cameras in the toilets. Some children say they feel like they are in prison when cameras are watching them all the time. Others say cameras are a good thing because the pupils who behave badly get caught, and if you don't do anything wrong, you have nothing to worry about. Not many teachers like the idea of CCTV in the classroom because the cameras would watch them all the time while they were working.

In Britain, where over 80% of schools have CCTV, over 76% of the cameras are at the entrance to the school, 7% are in the classrooms, and 10% in the toilets. CCTV cameras are very expensive, so do they really help to solve the problems we have in our schools? The answer is: CCTV in schools is still quite a new idea, so nobody knows if it really makes a difference.

(326 words)

Quelle: Carida, Chris: Lernstandserhebungen, Cornelsen Verlag, Berlin 2009.

⁶ CCTV = Videoüberwachung

1. What is the text about? Tick (✓) the correct statements only.

1. The text tells us that most pupils and teachers are not against CCTV cameras...

- in the toilets.
- in the classroom.
- outside the school.
- in the playground.

2. Some children think CCTV in schools is a good idea because...

- they can't miss lessons.
- they feel safer.
- they behave better.
- bullies will go to prison.

3. Some children think CCTV in schools is a bad idea because...

- they worry about it.
- the teachers don't like it.
- the toilets are locked.
- they feel like they are in prison.

4. Some teachers think CCTV in classrooms is a bad idea because...

- they don't want to be watched while they are working
- the cameras are not hidden.
- the pupils will want to miss lessons.
- the pupils don't want to work.

5. Does CCTV in schools help to solve the problems?

- Yes.
- No.
- Nobody knows.
- Only in Britain.

____ / 5

2. Answer the following questions in your own words. Write complete sentences.

a. Where are most of the cameras in schools with CCTV?

Most cameras are at the entrance to the school.

b. Why do some children feel safer with CCTV?

Some children feel safer because there have been some terrible shootings in schools in different parts of the world.

c. What do both teachers and pupils agree on when it comes to CCTV?

They think the cameras should not be hidden and there should be more rules on how and where the cameras are used.

_____ / 6

B. Text Production – Individual answers

Choose one of the following tasks and write about 120 words.

1. CCTV cameras at school

Your friend Amy from England has written you an e-mail about CCTV cameras in her school. Read her e-mail and write a reply, giving your opinion.

These aspects may help you:

- advantages/disadvantages of CCTV
- dangers
- Can CCTV cameras really stop violence, bullying, etc.?
- Would you like to have CCTV cameras at your school? Why (not)?

or

2. The future

In an internet chatroom, people are writing about what life will be like in about thirty years. You want to post a comment.

You can think of the following points:

- life will be better / worse / more difficult / easier / ...
- technologies / medicine / jobs / ...
- environment⁷ / global problems / wars / ...
- computers / Internet / virtual life / ...

⁷ environment: Umwelt

content: _____ / 8 language: _____ / 6 expression: _____ / 6 total: _____ 20

C. Grammar

1. Fill in the missing prepositions (for example *in, at, on, between, etc.*).

Jack is standing **in** his room. He needs his watch, but he can't find it anywhere because his room is a mess. Just look **at** it! His things are lying **around** everywhere. There is an old cup of tea standing **on** his table. **Between** his table and the wardrobe is a wastepaper basket full of paper. There is a lot of paper **on** the floor. **On** the wall there is a bookshelf with a few books and a rotten apple **on** top of it. But where is Jack's watch? Well, Jack hasn't even started looking **for** it because he is staring **out of** the window.

_____ / 10

2. Add much or many and write the plural form (example: *mouse – many mice*).

	much / many + plural form
man	many men
milk	much milk
foot	many feet
child	many children
water	much water

_____ / 10

3. If-clauses. Put the verb into the correct form.

- If you **kick** (to kick) me, I will scream!
- If I **learn** (learn) more, I will pass the test.
- If Mary **wants** (to want) it, Kate will visit her.
- If you ask me I **will help** (to help) you.
- The party **will be great** (to be) great if they all give their best.

_____ / 5

4. Fill in the gaps with the correct word in brackets.

- a) Peter has **a lot of / lots of** plans for today. (a lot of, much, lots of, any)
- b) First Peter has to **do** his homework for tomorrow. (make, write, do, take)
- c) Then he wants to **listen to** some music on the radio. (listen to, play, hear, make)
- d) Later he wants to **watch** TV. (see, watch, look, hear)
- e) But first he must learn some French **vocabulary** . (vocabulary, word, vocabularies, text)
- f) Tomorrow he **takes** a test in school. (makes, has, writes, takes)

_____ / 6

5. Fill in the correct forms of the verbs in brackets. Look out for signal words.

- 1. I **went** (to go) to the cinema yesterday.
- 2. We **are writing** (to write) a test now.
- 3. My friend **listens** (to listen) to music every evening.
- 4. They **have cleaned** (to clean) their car. It looks new again.
- 5. Listen! Mr Miller **is playing** (to play) the piano.
- 6. She borrowed my car and I **haven't seen** (to see / not) it since then.
- 7. He **has lost** (to lose) his money. So he can't buy this hamburger.
- 8. **Have you ever visited** (you / to visit / ever) New York?

_____ / 8

Part II (Einführungsphase) TOTAL: _____ / 70 points

