

# BM1

## Aufnahmeprüfung 2022

### 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? Put a cross (x) into the correct box.

..... / 12 points

### Millions of girls fall out of love with sports by their teens

Many girls who used to be very sporty have "fallen out of love" with physical activity as teenagers, a study reveals.

- 5 The reasons include body image, puberty and fear of judgement says *Women in Sport*, which surveyed 4,000 teenagers. It is a myth girls drop sport simply because their priorities change, the charity says, urging the sport, leisure and education sectors to work harder.
- 10 Half of the girls surveyed said they disliked being watched if they exercised and some seven girls in ten avoided sport when they were on their period. Other reasons included lack of confidence (61%), schoolwork pressures (47%) and feeling unsafe outdoors (43%).
- 20 Feeling self-conscious in gym or sports gear was another worry. One girl shared: "My school has a lot of unisex clothes. They're made for boys - when you are in puberty and have wider hips, they don't fit right. I have to wear skorts, a mixture between shorts and a skirt. But I feel vulnerable in them, even if there is no immediate threat and I'm not around the boys, I still don't feel comfortable." Some girls said they did not "have the right body shape", while others dislike becoming hot and sweaty. One of the girls, who was 16 years old, said: "I think it's not feeling comfortable in your own body and feeling you're not good enough compared with everyone else, which I feel the media has not really helped with."
- 30 Also, sport became too competitive as they grew older, some girls said, and they no longer felt able to join in just for fun.

- 35 Asked what would motivate them, many said making exercise more fun, with more opportunities outside school with friends. One of the girls, Isabella, says she also used to struggle with her confidence, but believes sport has helped her to overcome it, and is passionate about helping other girls through sport. She says: "I want to do my part and prove that being active can be fun and help overcome barriers. Over the years it has taught me various lessons that I will pass on to others I meet over the next couple of years at school."
- 40

- 45 *Women in Sport* chief executive Stephanie Hilborne said: "It's tragic that teenage girls are being pushed out of sport at such a scale. Teenage girls are not voluntarily leaving sport, they are being pushed out as a consequence of deep-rooted gender stereotypes. We must all do more to combat this trend and not continue to accept this as inevitable."

- 50 Kate Dale, from Sport England's *This Girl Can* campaign, said: "Sadly, this research is not surprising - the gender activity gap starts young. Over two-thirds of teenage girls have quit sport altogether by the time they are 16 and 17. This means that many girls grow into adults who miss out on the physical, social and mental rewards of an active lifestyle. Positive experiences with physical activity at a young age are vital for building healthy habits for life. It's also vital that girls see women and girls who look like them playing sport, to challenge the stereotypes of what women getting active should look like".
- 60

source: BBC, March 2022, adapted version

	True	False	Doesn't say
a. Girls stop doing sports because their priorities change.		x (lines 6-7)	
b. The biggest reason why girls no longer do sports is because they do not have enough confidence in themselves.	x (l. 13)		
c. One of the girls blames the media for not feeling good in her body.	x (l. 26-29)		
d. Boys are more focused on winning than girls.			x
e. Stephanie Hilborne believes that girls want to leave sports.		x (l. 45)	
f. According to Kate Dale, girls need to see other females doing sports in order to challenge ideas about what active women should look like.	x (l. 58-61)		

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

..... / 6 points

- |   |                   |
|---|-------------------|
| a. to show, to announce (lines 1-15)                        | reveal, to reveal |
| b. weak and without protection (l. 16-29)                   | vulnerable        |
| c. situations making it possible to do something (l. 30-39) | opportunities     |
| d. of one's free will (l. 40-49)                            | voluntarily       |
| e. work involving studying and discovering facts (l. 50-61) | research          |
| f. to stop, to not do anymore (l. 50-61)                    | quit, to quit     |

**B Grammar and Structures****1. Choose the correct answer.**

..... / 5 points

a. Henry shouted .....at the waiter.

- angrily       angry       angrily       anger

b. We ..... each other for ages.

- haven't seen       didn't saw       didn't see       haven't see

c. I think, I ..... invite her for lunch.

- will have       want       am going to       will

d. Teresa is very proud ..... her work.

- on       with       of       in

e. The chair is ..... the table.

- as expensive as       so expensive like       not expensive as       expensive as

f. On our way home we ..... by the police.

- are stopped       stopped       have been stopped       were stopped

g. At least I managed .....my temper.

- lose not       to lose not       not losing       not to lose

h. Betty has played the piano for seven years, .....?

- has she?       hasn't she?       didn't she?       did she?

i. He's the man ..... wife had the car accident.

- whose       who's       witch       which

j. If I had a higher salary, I ..... an expensive car.

- will buy       wouldn't bought       would buy       bought

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

..... / 8 points

**Daniel's passport**

It happened last August at the airport. A few weeks before, a group of us **had decided** (decide) to go to Greece together for a holiday. We **were waiting** (wait) in the queue at passport control when suddenly I **realized** (realize) that I **'d forgotten / had forgotten** (forget) my passport.

"I **'ll be / will be / am going to be / 'm going to be** (be) late!", I told myself desperately. It was quite a shock. I **hurried** (hurry) to a phone and **rang** (ring) my parents.

They **were working** (work) in the garden, but luckily my mother **heard** (hear) the phone. They **found** (find) the passport and immediately **drove** (drive) to the airport with it. I **met** (meet) them at the information desk. We had no time to talk, but I **'d said / had said** (say) goodbye to them earlier that morning.

I **ran** (run) all the way to the plane. I was just in time. When I got there, the passengers **were sitting** (sit) in their seats ready for take-off.

Now I **am sipping** (sip) a delicious cocktail back home in my office; I wish I had taken a picture of them all clapping.

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

..... / 2 points

**Examples:** I'm going to arrive on Monday. →  
Rob has seen a ghost.

→ When are you going to arrive?  
→ What has Rob seen?

a. Christopher will be going to London by train.

**How will Christopher be going to London?**

b. The film was really romantic.

**How was the film? / What was the film like?**

**4. Make negative sentences.**

..... / 2 points

**Examples:** She is a professional artist.  
You have found your wallet.

→ She isn't a professional artist.  
→ You haven't found your wallet.

a. Rachel missed class yesterday.

**Rachel didn't miss / did not miss class yesterday.**

b. He has found some coins in the garden. (correct verb form **and** "any" for 1 point)

**He has not / hasn't found any coins in the garden.**

## C Writing

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

a. **Should parents encourage their children to participate in sports or other activities outside of school? Explain why (not).**

b. **Is fashion important to you? Give your opinion.**

**Write between 100 - 130 words.**

**Content ..... / 5 points**

**Organisation ..... / 5 points**

**Language ..... / 5 points**

- 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? Entspricht die Länge des Textes den Vorgaben?
- *Language*: Werden 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.

### Notenskala

Punkte	Note
46-50	= 6.0
42-45	= 5.5
37-41	= 5.0
33-36	= 4.5
28-32	= 4.0
23-27	= 3.5
18-22	= 3.0
13-17	= 2.5
9-12	= 2.0
4-8	= 1.5
0-3	= 1.0