

BM1

Aufnahmeprüfung 2025

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, false or not mentioned (doesn't say) in the text? Put a cross (x) into the correct box.

..... / 12 points

As a king is crowned, some Britons ask why the monarchy persists

- As long as there has been a monarch in Britain – for more than a 1,000 years – there have been questions about the legitimacy of the monarchy. As the nation prepared for King Charles III's coronation Saturday, in an elaborate ceremony billed as an effort to bring a modern touch to an ancient ritual, it was worth asking the question: Why, when nobody voted for the monarchy and half the population under the age of 50 doesn't think it should exist, does Britain still have one?
- “One of the reasons that the monarchy persists is that we don't often have serious conversations about why we have a monarchy,” said Alastair Bellany, a historian at Rutgers University specializing in 16th- and 17th-century Britain. “I think we should. I think a serious country has to look in the mirror. It's a simplification that the monarchy is our message to Britain and the world that this is who we are.”
- Of course, for many people, it would be difficult to disentangle the monarchy from Britain's general sense of itself, as hard as that might be to articulate. “It's just part of our lives, our tradition, and our culture,” said Penny Convers, a 64-year-old teacher who was interviewed as she enjoyed a moment of rare London sunshine this week. “Most of us just see them when they appear on TV,” she said of the royal family, “but they are part of our British way of living.”
- Not for Jude O'Farrell, a 24-year-old pub manager from Southampton, England, who was visiting London for a job interview. “The monarchy doesn't really impact my life much at all,” he said. “It just exists. It doesn't really do anything.”
- Still, you can't walk around Britain for more than five minutes without running into or experiencing something that shouts “monarchy”: stamps, coins, bank notes, street names, pub names, consumer products bearing official royal insignia, the national anthem.
- Sure, there are some anti-monarchy campaigners like the Republic group, whose members regularly demonstrate at royal events. Recently, too, there have been increasing complaints from former British colonies, which are demanding that the royal family finally face up to its colonial past by formally apologising and paying for the damage caused by slavery, forced labour and colonialism in general.
- But while the critics regularly surface with plausible complaints – the monarchy was built from the exploitation of enslaved peoples; it is too expensive; it is racist, sexist, classist, and out of touch; it automatically hands power to people who can be shockingly unimpressive – those arguments have not gained serious political power.
- Craig Prescott, an expert in U.K. constitutional law and politics at Bangor University in Wales, said one of the monarchy's main functions is to go further than day-to-day politics. Even at a time of national turbulence, in which various prime ministers have presided over a fractious country shaken by issues like Brexit, immigration, and funding for the National Health Service, the monarchy can float above such challenges, providing stability that holds the system together.

Adapted from World and Press (August 2023)

	True	False	Doesn't say
a. The majority of the British under 50 support the existence of the monarchy.		x (l. 9 – 10)	
b. According to Alastair Bellany, it is too easy to say that the monarchy is simply a matter of identity.	x (l. 17-19)		
c. Penny Convers has never met any of the members of the royal family.			x
d. The monarchy has hardly any influence on Jude O'Farrel's life.	x (l. 30-34)		
e. The monarchy is not being criticised for various injustices it caused in former British colonies.		x (l. 50-54)	
f. In the last couple of years the royal family conveyed a certain stability, whereas British politicians had to face massive challenges.	x (l. 58-67)		

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

..... / 6 points

- | | |
|---------------------------|---|
| a. to elect (lines 1-10) | vote (for)/ to vote (for) / voted (for) |
| b. discussions (l. 11-19) | conversations |
| c. activists (l. 41-49) | campaigners |
| d. believable (l. 50-57) | plausible |
| e. unrest (l. 58-67) | turbulence |
| f. to lead (l. 58-67) | preside (over) / to preside (over) / have presided (over) |

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

..... / 5 points

a. Right now, Sarah on redesigning the website to improve it before the launch next week.

- ☐ was working ☒ is working ☐ works ☐ will work

b. We promised in touch after the trip, but we've both been very busy.

- ☐ keeping ☒ to stay ☐ staying ☐ being

c. You study more if you want to pass the exam.

- ☐ ought to ☐ need ☐ might ☒ should to

d. They adopted a dog..... previous owner had to move abroad.

- ☒ whose ☐ who's ☐ which ☐ witch

e. You drank coffee,?

- ☐ haven't you ☐ wasn't you ☒ didn't you ☐ weren't you

f. They looked our cat while we were on vacation.

- ☐ over ☐ into ☒ after ☐ out

g. The couple always supports during difficult times.

- ☐ themselves ☒ each other ☐ yourself ☐ myself

h. The movie was far more exciting I expected.

- ☒ than ☐ like ☐ as ☐ then

i. There are seats left, so we need to decide quickly; otherwise, they will soon be taken.

- ☐ many ☒ few ☐ no ☐ little

j. She plays the piano

- ☒ perfectly ☐ hardly ☐ perfect ☐ bad

2. Fill in the correct verb forms.

..... / 8 points

The Controversy Around the "Discovery" of America

The term "discovery" of America is often used to refer to Christopher Columbus's arrival in the Americas in 1492. However, this word **has sparked / has been sparking** (spark) debates for many years until today. While Columbus is credited with "discovering" America in the eyes of many people, it **is** (be) important to remember that indigenous peoples like the Maya, the Aztec, the Sioux and the Navajo **had lived / lived** (live) on the continent for thousands of years before his arrival.

When Columbus **sailed/was sailing** (sail) west across the Atlantic, he **was looking** (look) for a new route to Asia. He **didn't/ did not realise** (not/realise) that he **had reached** (reach) a continent unbeknownst to him. However, this "discovery" **came** (come) at a great cost to the native people.

After Columbus arrived in the Caribbean, European settlers **began** (begin) to explore and conquer the lands. This **led** (lead) to the displacement and death of many indigenous communities. In many cases, the Europeans **took** (take) control of the land, enslaved indigenous people, and **brought** (bring) diseases that killed millions of them.

Today, the word "discovery" is seen by many as disrespectful to the indigenous cultures living in the Americas long before Columbus's arrival. The real story of the Americas **is not / isn't** (be/ not) just about European exploration; it **involves** (involve) a long and rich history of diverse civilizations that have been flourishing for centuries, if not millennia.

In recent years, people **have questioned / have been questioning** (question) how history is taught and have sought to recognize the importance of indigenous perspectives. The controversy around the word "discovery" **reflects** (reflect) the need for a more inclusive understanding of history.

3. Make questions about the underlined words.

..... / 2 points

Examples: Her performance was great.
We will meet in the library.

→ How was her performance?
→ Where will we meet?

- a. He came home late last night.

Who came home late last night?

- b. They are staying at the hotel for three days.

(For) how / How long are they staying at the hotel (for)?

4. Make negative sentences.

..... / 2 points

Examples: He is a reasonable person.
They have seen a ghost.

→ He isn't a reasonable person.
→ They haven't seen a ghost.

- a. She will have to learn the hard way.

She will not / won't have to learn the hard way.

- b. I woke up early this morning.

I did not / didn't wake up early this morning.

C Writing

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

- a. *Switzerland is the best country in the world to live in. Why / Why not? Give your opinion.*
- b. *If Switzerland had a monarchy, who should be its king or queen? Why?*

Write between 100 - 130 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

- 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
47.5-50	6
42.5-47	5.5
37.5-42	5
32.5-37	4.5
27.5-32	4
22.5-27	3.5
17.5-22	3
12.5-17	2.5
7.5-12	2
2.5-7	1.5
0-2	1