



Ergänzungsprüfung Passerelle 'Berufsmaturität/Fachmaturität – universitäre Hochschulen'
MUSTERPRÜFUNG

Zweitsprache Englisch

Hinweis für Kandidierende und vorbereitende Schulen

Ab Sommer 2022 enthalten die schriftlichen Englischprüfungen der Ergänzungsprüfung Passerelle einen kurzen **Grammatikteil**. Gestützt auf die geltenden Richtlinien 2012, werden nach dem bestehenden Wortschatzteil zusätzliche Aufgaben eingefügt, durch welche sich die morphosyntaktischen Kenntnisse gezielt überprüfen lassen.

Dabei handelt es sich um ein *Transformation Exercise* und ein *Verb Forms Exercise*, die je maximal 6 Punkte geben. Somit erhalten die Grammatikaufgaben mit 12 möglichen Punkten dasselbe Gewicht wie die Wortschatzaufgaben. Der Rest der Prüfung bleibt unverändert. Zusammen mit der *Comprehension* (24 Punkte) und dem *Essay* (24 Punkte) beläuft sich das **maximale Gesamttotal dadurch auf neu 72 Punkte**.

Die nachfolgenden **Musteraufgaben** sollen den Kandidierenden und den vorbereitenden Schulen eine Orientierung geben und eine zielgerichtete Prüfungsvorbereitung ermöglichen.

Fach:	Zweitsprache Englisch
Dauer:	3 Stunden
Zugelassene Hilfsmittel:	keine
Maximale Punktzahl:	72 Punkte
Autoren:	Lorenz Becher, Sarah Staehelin, Jennifer Whitebread

Bitte beachten Sie:

1. Alle Antworten sind **direkt auf die Prüfungsblätter** zu schreiben. Für eine Reinschrift können zusätzliche Blätter bezogen werden.
2. Die **Aufgaben in den Teilen I–III beziehen sich auf den einleitenden Text**. Die darin unterstrichenen Wörter bilden die Grundlage für die Aufgaben I.1 und I.2.

Sonny's Blues

I read about it in the paper, in the subway, on my way to work. I read it, and I couldn't believe it, and I read it again. Then perhaps I just stared at it, at the newsprint spelling out his name, spelling out the story. I stared at it in the swinging lights of the subway car, and in the faces and bodies of the people, and in my own face, trapped in the darkness which roared outside.

5 It was not to be believed and I kept telling myself that, as I walked from the subway station to the high school. And at the same time I couldn't doubt it. I was scared, scared for Sonny. He became real to me again. A great block of ice got settled in my belly and kept melting there slowly all day long, while I taught my classes algebra. It was a special kind of ice. It kept melting, sending trickles of ice water all up and down my veins, but it never got less. Sometimes it hardened and seemed to expand
10 until I felt my guts were going to come spilling out or that I was going to choke or scream. This would always be at a moment when I was remembering some specific thing Sonny had said or done.

When he was about as old as the boys in my classes his face had been bright and open, there was a lot of copper in it; and he'd had wonderfully direct brown eyes, and great gentleness and privacy. I wondered what he looked like now. He had been picked up, the evening before, in a raid on an
15 apartment downtown, for peddling and using heroin.

I couldn't believe it: but what I mean by that is that I couldn't find any room for it anywhere inside me. I had kept it outside me for a long time. I hadn't wanted to know. I had had suspicious, but I didn't name them, I kept putting them away. I told myself that Sonny was wild, but he wasn't crazy. And he'd always been a good boy, he hadn't ever turned hard or evil or disrespectful, the way kids
20 can, so quick, so quick, especially in Harlem.¹ I didn't want to believe that I'd ever see my brother going down, coming to nothing, all that light in his face gone out, in the condition I'd already seen so many others. Yet it had happened and here I was, talking about algebra to a lot of boys who might, every one of them for all I knew, be popping off needles every time they went to the head². Maybe it did more for them than algebra could.

25 I was sure that the first time Sonny had ever had horse³, he couldn't have been much older than these boys were now. These boys, now, were living as we'd been living then, they were growing up with a rush and their heads bumped abruptly against the low ceiling of their actual possibilities. They were filled with rage. All they really knew were two darknesses: the darkness of their lives, which was now closing in on them, and the darkness of the movies, which had blinded them to that
30 other darkness, and in which they now, vindictively, dreamed, at once more together than they were at any other time, and more alone.

When the last bell rang, the last class ended, I let out my breath. It seemed I had been holding it for all that time. My clothes were wet – I may have looked as though I had been sitting in a steam bath, all dressed up, all afternoon. I sat alone in the classroom a long time. I listened to the boys outside,
35 downstairs, shouting and cursing and laughing. Their laughter struck me for perhaps the first time. It was not the joyous laughter which – God knows why – one associates with children. It was mocking and insular, its intent to denigrate. It was disenchanting, and in this, also, lay the authority of their curses. Perhaps I was listening to them because I was thinking about my brother and in them I heard my brother. And myself.

Adapted from: James Baldwin (Black American novelist 1924-1987): Sonny's Blues (1948).

¹ Largely Afro-American and poor neighborhood of New York at that time.

² Toilet.

³ Heroin.

TASKS (72 points)

I. Vocabulary (12 points)

I.1. Explain (in English) or give a synonym of the words **as they appear in the text**.
Do not give multiple answers. (8 points)

Example: trapped (l.4): imprisoned

- 1. stared (l.2)
- 2. roared (l.4)
- 3. trickles (l.8)
- 4. specific (l.11)
- 5. gentleness (l.13)
- 6. peddling (l.15)
- 7. evil (l.19)
- 8. cursing (l.35)

I.2. Word Formation: Complete the grid. **Do not use -ed or -ing forms.** (4 points)

Noun	Verb	Adjective
<i>belief</i>	<i>believe (l.1)</i>	<i>believable</i>
	<i>doubt (l.6)</i>	
<i>suspicious (l.17)</i>		
		<i>low (l.27)</i>
<i>authority (l.37)</i>		

II. Grammar (12 points)

II.1. Complete the second sentence so that it has a **similar meaning to the first sentence, using the word given**. Do not change the word given. (6 points)

Example:

I didn't want to believe that I'd ever see my brother going down.

refused

I *refused to believe that I would ever see my brother* going down.

1. When he looked at his students, he remembered Sonny.

reminded

He at his students.

2. Sonny's eyes had been more open and gentle than other boys' eyes.

as

Other boys' Sonny's.

3. Sonny and his brother last saw each other a couple of years ago.

for

He a couple of years.

4. The police arrested him in a raid on the apartment.

arrested

Sonny in a raid on the apartment.

5. "Please do not do anything stupid, Sonny!"

asked

He stupid.

6. He only knew about his brother's situation because he had looked at the newspaper.

known

If brother's situation.

II.2. Fill in the correct forms of the verbs. (6 points)

Example:

He (walk) was walking down the street, when he saw two boys selling drugs.

Look, the teacher (1. sit) at his desk.

He (2. read/always) his newspaper

at this time in the morning. Today he (3. find)

an article on drugs and young African-American men. Apparently, drug abuse

(4. increase) steadily for years now.

The article says the problem (5. not/will/solve)

without further investments from the government. The teacher painfully remembers

a number of youngsters he (6. lose/already)

to drugs at his school.

III. Comprehension (24 points)

Answer the following questions **in your own words**. Write 60 to 70 words for each answer and do not copy any material directly from the text. Hand in a **clean, legible** copy and indicate the **number of words you have written at the end of each answer!**

(Half of the points for grammar and language; half for contents and argumentation.)

1. What does the narrator find out? How does he find out and how does he react? (6 points)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. What is the information the reader gets about Sonny in this text? (6 points)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. What is the narrator's job and how does he feel about it? (6 points)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. What is the situation of "these boys" (line 26) according to the narrator? What are their problems and why is the narrator so affected by their fate? (6 points)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

IV. Essay (24 points)

Choose **one** of the following topics and write a well-structured essay using between 200 and 300 words. **Indicate the number of words** you have written at the end of your essay. **Hand in a clean, legible copy!**

1. An Educational Disaster

Too many children do not get any school education at all. Many more live in the streets without the warmth and security of a home. The year is 2021. What is your explanation?

2. An Economic Disaster

The banks lose billions of dollars and the managers who are in charge get stunning salaries. What is your comment?

3. An Environmental Disaster

The ozone layer is punctured and the glaciers are melting. What's next and who bears the consequences? What is your opinion on this issue?

4. "Not everything that is faced can be changed, but nothing can be changed until it is faced."
(James Baldwin)

Comment on this statement.

Start writing on the next page.

Your essay will be graded according to the following grid:

<i>task orientation</i>	<i>3 points max.</i>
<i>structure and coherence of the text</i>	<i>3 points max.</i>
<i>range and complexity of language</i>	<i>3 points max.</i>
<i>accuracy of vocabulary and grammar</i>	<i>3 points max.</i>
	<i>total number of points x 2</i>

A series of horizontal dotted lines providing space for the student's answer.

