



Aufnahmeprüfung in die 3. Klasse des Gymnasiums und die 1. Klasse der Handels- und Fachmittelschule (Einheitsprüfung) im Fach Englisch / Anglais / Inglese

für Schülerinnen und Schüler aus der 2. Sekundarklasse

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- 1. Informationsschreiben vom 15. Juni 2015 betreffend Aufnahmeprüfung in die dritte Gymnasialklasse und erste Klasse der Handels- und Fachmittelschule; Prüfungsfach Englisch / Anglais / Inglese**



Chur, 15. Juni 2015

Aufnahmeprüfung in die dritte Gymnasialklasse und erste Klasse der Handels- und Fachmittelschule; Prüfungsfach Englisch/Englais/Inglese

In diesem Schuljahr wurde das neue Englischlehrmittel „New World 3“ bis und mit der ersten Sekundarklasse (7. Klassenstufe) einlaufend eingeführt. Im Schuljahr 2015/16 wird „New World 4“ in den zweiten Sekundarklassen zum Einsatz kommen, während in den dritten Sekundarklassen noch das bisherige Lehrmittel verwendet wird. Dies führt im Hinblick auf die Aufnahmeprüfungen 2016 in die dritte Gymnasialklasse und erste Klasse der Handels- und Fachmittelschule (sog. Einheitsprüfung) zu folgenden Anpassungen:

- Für die Schülerinnen und Schüler aus der zweiten Sekundarklasse werden andere Vorkenntnisse vorausgesetzt als für diejenigen aus der dritten Sekundarklasse.
- Die Vorkenntnisse im Prüfungsfach Englisch/Englais/Inglese wurden für die Prüflinge aus der zweiten Sekundarklasse - unter Berücksichtigung des Prüfungstermins vom 15. März 2016 - dem neuen Lehrmittel angepasst. Die bis anhin geltenden Vorkenntnisse für die Prüflinge aus der dritten Sekundarklasse bleiben unverändert. Die Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner Mittelschule 2016 stehen online unter www.mittelschulen.gr.ch (siehe Dienstleistungen -> Aufnahmeprüfungen) zur Verfügung.
- Es wird dem Umstand Rechnung getragen, dass die Schülerinnen und Schüler aus Grigioni Italiano in der Sekundarschule in Englisch nicht die gleiche Vorbildung aufweisen wie diejenigen aus Deutsch- und Romanischbünden. Dies führt - wie bis anhin - dazu, dass für die Aufnahmeprüfung im Prüfungsfach Inglese separate Vorkenntnisse definiert wurden und die Ingleseprüfung nicht identisch ist mit der Aufnahmeprüfung Englisch und Englais.
- Das Prüfungsfach Englisch/Englais/Inglese wird - wie bis anhin - nur schriftlich geprüft.
- Um dem neuen Englischlehrmittel gerecht zu werden, wird die Prüfung für die Kandidatinnen und Kandidaten aus der zweiten Sekundarklasse durch einen Teil „Hörverständnis“ ergänzt. Die Prüfung wird in zwei Teile gegliedert. Die Prüfungsdauer für den ersten Teil beträgt 60 Minuten, diejenige für den zweiten Teil (Hörverständnis) 15 Minuten. Die schriftliche Prüfung für die Schülerinnen und Schüler aus der dritten Sekundarklasse dauert – wie bis anhin – 60 Minuten.

Die Aufnahmeprüfungen der vergangenen vier Jahre werden bis Ende Juli 2015 auf der Homepage des Amtes für Höhere Bildung publiziert und können für die Prüfungskandidatinnen und -kandidaten aus der dritten Sekundarklasse als Prüfungsbeispiele herangezogen werden.

Für die Prüfungskandidatinnen und -kandidaten aus der zweiten Sekundarklasse wird Mitte September 2015 ein Prüfungsbeispiel auf der Homepage des Amtes für Höhere Bildung veröffentlicht. Gleichzeitig wird als Vorbereitungshilfe für die Einheitsprüfung 2016 eine Liste mit den für die Aufnahmeprüfung vorausgesetzten unregelmässigen Verben aus dem aktiven Wortschatz des neuen Lehrmittels aufgeschaltet. Diese Liste gilt für die Schülerinnen und Schüler aus der zweiten Sekundarklasse als integrierender Bestandteil zu den Vorkenntnissen.

**2. Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner
Mittelschule 2016 betreffend Prüfungsfach Englisch / Anglais / Inglese**



Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner Mittelschule 2016

Disposiziuns davart las enconuschientschas preliminaras per l'admissiun ad ina scola media dal Grischun 2016

Disposizioni sui requisiti per l'ammissione a una scuola media grigione 2016

3. Klasse des Gymnasiums und 1. Klasse der Fach- und Handelsmittelschule aus der 2. Und 3. Sekundarklasse

3. classe dal gimnasi sco era per la 1. classe da la scola media propedeutica e per la scola media commerciale or da la 2. e 3. classe da la scola secundaria

3^a classe del liceo e 1^a classe della scuola specializzata e della scuola media commerciale dalla 2^a e 3^a classe secundaria

Für die Aufnahmeprüfung in die 3. Klasse des Gymnasiums und die 1. Klasse der Fach- und Handelsmittelschule aus der 2. und 3. Klasse der Sekundarschule gilt die VERORDNUNG ÜBER DAS AUFNAHMEVERFAHREN AN DEN MITTELSCHULEN (BR 425.060).

Per l'examen d'admissiun per la 3. classe dal gimnasi sco era per la 1. classe da la scola media propedeutica e scola media commerciale or da la 2. e 3. classe secundaria vala l' ORDINAZIUN DAVART LA PROCEDURA D'ADMISSIUN A LAS SCOLAS MEDIAS (DG 425.060).

Per gli esami d'ammissione alla 3^a classe del liceo come alla 1^a classe della scuola media specializzata e della scuola media commerciale dalla 2^a e 3^a secundaria fa stato l'ORDINANZA SULLA PROCEDURA D'AMMISSIONE ALLE SCUOLE MEDIE (CSD 425.060).

Englisch

Aufnahmeprüfung aus der zweiten Sekundarklasse:

- New World 4 (Erproberversion); Ende Unit 3
 - Student's Book: Seite 26
 - Workbook: Seite 45
- Wortschatz
 - [New World 1 \(definitive Version\), Class vocabulary im Activity Book S. 67 – 70](#)
 - [New World 2 \(definitive Version\), Class vocabulary im Activity Book S. 69 – 71](#)
 - New World 3 (Erproberversion), gesamtes Vocabulary im Workbook S. 80 – 94*
 - New World 4 (Erproberversion), Vocabulary Units 1-3 im Workbook S. 74 – 82*

* [Liste mit denjenigen unregelmässigen Verben, die für die Aufnahmeprüfung vorausgesetzt werden.](#)

Es wird ausschliesslich schriftlich geprüft (Prüfungsdauer: 1. Teil: 60 Minuten / 2. Teil Hörverständnis: 15 Minuten).

Aufnahmeprüfung aus der dritten Sekundarklasse:

- Stoff des ersten Buches Snapshot Starter Units 1-20
- Wortschatz gemäss Glossary Starter
- Fertigkeiten (skills) gemäss Buch (listening, reading, writing)

Snapshot ist - abgesehen vom Glossary - ein einsprachiges Lehrmittel, entsprechend wird das Übersetzen nur in bescheidenem Rahmen vorausgesetzt. Es ist zu beachten, dass in der Aufgabe „Reading /Comprehension“ vereinzelt Wörter vorkommen können, die im Glossary nicht enthalten, aus dem Kontext aber verständlich sind.

Es wird ausschliesslich schriftlich geprüft (Prüfungsdauer: 60 Minuten).

Englais

Examens d'admissiun da la 2. classa da la scola secundara:

- New World 4 (version da prova); fin Unit 3
 - Student's Book: pagina 26
 - Workbook: pagina 45
- Vocabulary
 - [New World 1 \(versiun definitiva\), Class vocabulary en il Activity Book pagina 67–70](#)
 - [New World 2 \(versiun definitiva\), Class vocabulary en il Activity Book pagina 69–71](#)
 - New World 3 (versiun da prova), gesamtes Vocabulary en il Workbook pagina 80–94*
 - New World 4 (versiun da prova), Vocabulary Units 1-3 en il Workbook pagina 74–82*

* [Glista cun ils verbs irregulars che vegnan presupponì per l'examen d'admissiun.](#)

I vegn examinà mo en scrit (durada da l'examen: 1. part: 60 minutas / 2. part chapientscha da tedlar: 15 minutas).

Examens d'admissiun da la 3. classa da la scola secundara:

- Materia da l'emprim cudesch Snapshot Starter Units 1-20
- vocabulari tenor il Glossary Starter
- enconuschientschas (skills) tenor cudesch (listening, reading, writing)

Snapshot è – cun excepziun dal Glossary - in med d'instrucziun monoling, correspondentamain vegn premiss il translatar be en in rom modest. En il pensum / en la lezia „Reading / Comprehension“ pon tut tenor vegnir avant singuls plets ch'ins na chatta betg en il Glossary, ch'èn dentat da chapir or dal context.

I vegn examinà mo en scrit (durada da l'examen: 60 minutas).

Inglese

Esami di ammissione dalla 2^a classe secondaria:

- New World 4 (versione di prova); fine Unit 2
 - Student's Book: pagina 18
 - Workbook: pagina 31
- Vocabulary
 - [New World 1 \(versione finale\), Class vocabulary nell'Activity Book](#) pagine 67 – 70
 - [New World 2 \(versione finale\), Class vocabulary nell'Activity Book](#) pagine 69 – 71
 - New World 3 (versione di prova), Vocabulary completo nel Workbook pagine 80 – 94*
 - New World 4 (versione di prova), Vocabulary Units 1+2 nel Workbook pagine 74 – 79*

* [Elenco dei verbi irregolari richiesti per gli esami d'ammissione.](#)

Si esamina unicamente in iscritto (durata dell'esame: 1^a parte: 60 minuti / 2^a parte: comprensione orale: 15 minuti).

Esami di ammissione dalla 3^a classe secondaria:

- Materia del primo libro Snapshot Starter Unit 1-15
- Vocabolario secondo Glossary Starter
- Capacità (skills) secondo il libro (listening, reading, writing)

A prescindere dal glossario (Glossary) Snapshot è un testo didattico monolingue, per cui la traduzione è richiesta solo in minima parte. Va segnalato che nel capitolo „Reading / Comprehension“ possono sporadicamente ricorrere vocaboli che non sono contenuti nel glossario (Glossary), ma che risultano comprensibili dal contesto.

Si esamina unicamente in iscritto (l'esame dura 60 minuti).

**3. Vocabulary: New World 1 (definitive Version), Class vocabulary im
Activity Book S. 67 – 70**

Hier findest du eine Auswahl der wichtigsten Wörter. Diese solltest du dir merken. Du hast den *Class vocabulary* auch in deinem *Pupil's eBook Plus*. Dort kannst du die Wörter hören, deine Aussprache prüfen und dich mit Hilfe der Liste selbst abfragen.

age	Alter	età
child, children (pl.)	Kind, Kinder (pl.)	bambino, bambini (pl.)
brother	Bruder	fratello
family name	Familiennamen	cognome
father	Vater	papà, padre
first name	Vorname	nome
How old are you?	Wie alt bist du? Wie alt sind Sie?	Quanti anni hai? Quanti anni ha (Lei)?
I am from ... / I'm from ...	Ich komme aus / von ...	Vengo da ...
I hate. ...	Ich hasse ...	Odio ...
I like. ...	Ich mag	Amo / Mi piace ... / Mi piacciono ...
I live with my family in ...	Ich lebe mit meiner Familie in ...	Vivo / Abito con la mia famiglia in (+ nazione) / a (+ paese)
I love	Ich liebe ...	Amo / Mi piace ... / Mi piacciono ...
I speak Swiss German and English.	Ich spreche Schweizerdeutsch und Englisch.	Parlo svizzero tedesco e inglese.
I'm ... years old.	Ich bin ... Jahre alt.	Ho ... anni.
I'm interested in...	Ich interessiere mich für	Mi interessa ... / Mi interessano ...
I'm Swiss.	Ich bin Schweizer, Schweizerin.	Sono svizzero/a.
language	Sprache	lingua, linguaggio
mother	Mutter	mamma, madre
My favourite activities are...	Meine Lieblingsaktivitäten sind ...	Le mie attività preferite sono ...
My name is...	Mein Name ist ... / Ich heisse ...	Il mio nome è ... / Mi chiamo ...
sister	Schwester	sorella
What languages do you speak?	Welche Sprachen sprichst du/sprechen Sie?	Quali lingue parli? Quali lingue parla (Lei)?
What's your hobby?	Welches Hobby hast du? Welches Hobby haben Sie?	Quali sono I tuoi hobby? Quali sono I Suoi hobby?
What's your name?	Wie heisst du? Wie heissen Sie?	Come ti chiami? Come si chiama (Lei)?
What's your nationality?	Welche Nationalität hast du?	Di che nazionalità sei? Di che nazionalità è (Lei)?
Where are you from?	Woher kommst du? Woher kommen Sie?	Da dove vieni / Da dove viene (Lei)?
Who lives in your house with you?	Wer lebt mit dir / Ihnen im selben Haushalt?	Chi abita in casa con te? Con chi vivi in casa?

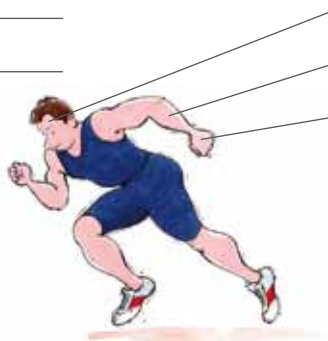
family photo



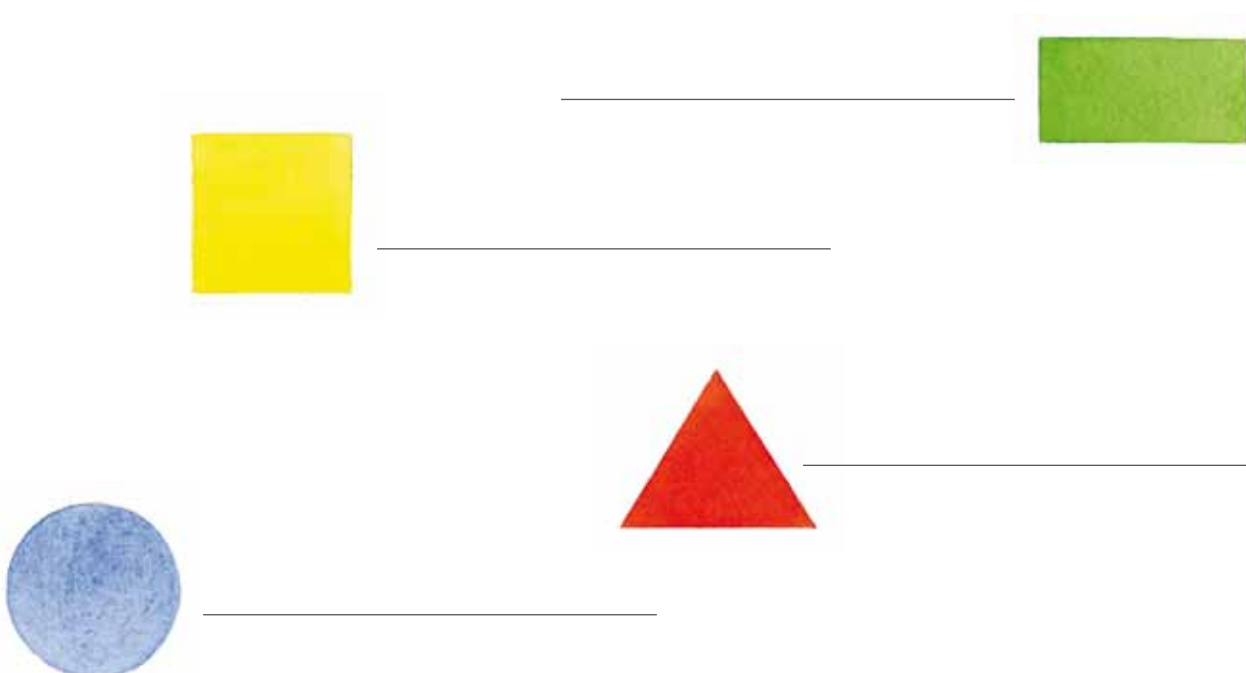


arm	Arm	braccio
back	Rücken	schiena
body part	Körperteil	parte del corpo
body, bodies (pl.)	Körper	corpo, corpi (pl.)
bottom	Po, Gesäss	fondo, parte inferiore, fondoschiene (fam.)
chest	Brust, Brustkorb	torace, petto
elbow	Ellbogen	gomito
face	Gesicht	faccia, viso
fast	schnell	veloce, svelto
fat	dick	grasso
fit	fit, gesund, in Form	in forma
foot, feet	Fuss, Füße	piede, piedi (pl.)
hand	Hand	mano
head	Kopf	testa, capo
heavy	schwer	pesante, difficile
heel	Ferse	tallone, calcagno
knee	Knie	ginocchio
left	links	sinistra
leg	Bein	gamba
light	leicht	leggero, facile
long	lang	lungo
neck	Hals, Nacken, Genick	collo
play sports	Sport treiben	praticare sport
ride a bike	Fahrrad fahren	andare in bicicletta
right	rechts	destra
short	klein, kurz	corto, breve
shoulder	Schulter	spalla
slow	langsam	piano, lento
strong	stark	forte
tall	gross, hoch	grande, alto
thin	dünn	fine, magro, sottile
toe	Zehe	dito del piede
tummy	Bauch	pancia, ventre

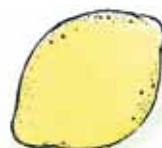




at the bottom	unten	sotto, in fondo
at the top	oben	sopra, in cima
black	schwarz	nero
blue	blau	blu
brown	braun	marrone, bruno
circle	Kreis	cerchio
colourful	bunt, farbig	colorato
dark or light	dunkel oder hell	scuro o chiaro
dull or bright	matt oder leuchtend	buio, fosco o luminoso, chiaro
green	grün	verde
in the middle	in der Mitte	nel mezzo, nel centro
on the left	links	a sinistra
on the right	rechts	a destra
orange	orange	arancione, arancio
purple	violett	viola, violetto
rectangle	Rechteck	rettangolo
red	rot	rosso
shape	Form	forma
square	Quadrat	quadrato
triangle	Dreieck	triangolo
warm or cold	warm oder kalt	caldo o freddo
What is different?	Was ist anders?	Cosa è diverso?
What is your favourite colour?	Was ist deine/Ihre Lieblingsfarbe?	Quale è il tuo/Suo colore preferito?
white	weiss	bianco
yellow	gelb	giallo
What is the same?	Was ist gleich?	Cosa è uguale?



apple	Apfel	mela
bacon	Speck	pancetta
banana	Banane	banana
biscuit	Biskuit	biscotto
bread	Brot	pane
breakfast	Frühstück	(prima) colazione
butter	Butter	burro
carrot	Rüebli	carota
cheese	Käse	formaggio
chocolate	Schokolade	cioccolato
coffee	Kaffee	caffè
dinner	Abendessen	cena
drink	Getränk	bibita, bevanda
egg	Ei	uovo, uova (pl.)
fruit	Früchte, Obst	frutto, frutta (pl.)
grapes	Trauben	uva
hard	hart	duro
lemon	Zitrone	limone
lunch	Mittagessen	pranzo
milk	Milch	latte
onion	Zwiebel	cipolla
orange juice	Orangensaft	succo d'arancia, spremuta d'arancia
pineapple	Ananas	ananas
potato, potatoes (pl.)	Kartoffel, Kartoffeln	patata, patate (pl.)
salt	Salz	sale
salty	salzig	salato
snack	Snack, Znüni	spuntino, merenda, snack
soft	weich	morbido, soffice
soup	Suppe	minestra, zuppa
sour	sauer	acido, aspro
sugar	Zucker	zucchero
sweet	süss	dolce
sweets	Süssigkeiten	dolci, dolciumi
tea	Tee	tè
tomato, tomatoes (pl.)	Tomate, Tomaten	pomodoro, pomodori (pl.)
vegetable	Gemüse	verdura, verdure
water	Wasser	acqua

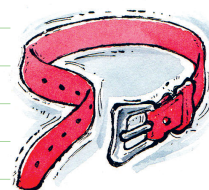


**4. Vocabulary: New World 2 (definitive Version), Class vocabulary im
Activity Book S. 69 – 71**

Qui è elencata una serie di parole importanti che dovresti memorizzare. Trovi il *Class vocabulary* anche nel tuo *Pupil's eBook Plus*.

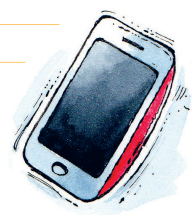
Trends and fashion

apron	grembiule	Schürze
bag	borsa/borsetta	(Hand-)Tasche
belt	cintura	Gürtel
blouse	camicetta	Bluse
boot	stivale	Stiefel
cap	cuffia	Mütze
casual clothes	abbigliamento casual	legere Kleidung
checked	a quadretti	kariert
cloth	stoffa, materiale	Stoff
clothes	abiti, vestiti	Kleider
Clothes are expensive.	Gli abiti sono costosi.	Kleider sind teuer.
earring	orecchino	Ohrring
floral	a fiori, floreale	geblümt
get dressed	vestirsi, indossare gli abiti	sich anziehen
headphones	auricolare, cuffiette	Kopfhörer
jacket	giacca	Jacke
jumper	pullover, maglione	Pullover
not fashionable at all	per nulla alla moda	überhaupt nicht modisch
old-fashioned	superato, fuori moda, retrò	altmodisch
pattern	disegno (su una stoffa)	Muster
practical and comfortable to wear	pratico e comodo da indossare	praktisch und bequem zu tragen
sandals	sandali	Sandalen
shorts	pantaloncini corti, shorts	kurze Hosen, Shorts
skirt	gonna	Rock
slippers	pantofole	Hausschuhe, Finken
sneakers	scarpe da ginnastica	Turnschuhe
socks	calze, calzini	Socken
spotted	a puntini	getupft, gepunktet
striped	rigato	gestreift
tartan	a quadretti colorati	bunt kariert
tie	cravatta	Krawatte
tights	ghette, leggings	Strumpfhose, Leggings
trendsetter	chi fa tendenza, trendsetter	Trendsetter
trousers	pantaloni	Hose
T-shirt	maglietta, T-shirt	T-Shirt
vest	gilè, canottiera	Unterhemd, Gilet



The Alps – a tourist attraction

Alps	Alpi	Alpen
at the tourist office	all'ufficio turistico	in der Touristeninformation
climb	scalare, arrampicarsi	klettern
climbing	scalata, arrampicata	Klettern
destination	destinazione, meta del viaggio	Reiseziel
enjoy a picnic	godersi un picnic	ein Picknick genießen
excuse me	scusa / scusi	entschuldige / entschuldigen Sie
give directions	indicare la strada	den Weg beschreiben
have lunch	pranzare	zu Mittag essen
hike	camminare, fare escursioni	wandern
hiking	escursionismo	Wandern
holiday region	regione di vacanza, luogo di villeggiatura	Ferienregion
I'm lost.	Mi sono perso.	Ich habe mich verlaufen.
in the evening	di sera	am Abend
in the morning	di mattina	am Morgen
indoor pool	piscina coperta	Hallenbad
It's not far.	Non è lontano.	Es ist nicht weit.
joke	scherzo, barzelletta	Witz
just follow the road	seguire semplicemente la strada	nur (immer) der Strasse folgen
map of Switzerland	cartina/carta della Svizzera	Karte der Schweiz
mobile phone	cellulare, handy, natel	Handy, Natel, Mobiltelefon
next to	accanto, vicino	neben
postcard	cartolina (postale)	Postkarte
railway station	stazione	Bahnhof
relax	riposare, rilassarsi	ausruhen, ausspannen
summer	estate	Sommer
swim	nuotare	schwimmen
swimming	nuoto	Schwimmen
take the road on the left	imboccare la strada a sinistra	die Strasse links nehmen
take the road on the right	imboccare la strada a destra	die Strasse rechts nehmen
this afternoon	oggi/questo pomeriggio	heute Nachmittag
tomorrow	domani	morgen
tourist attraction	attrazione turistica	Touristenattraktion
turn left	svoltare a sinistra	links abbiegen
turn right	svoltare a destra	rechts abbiegen
walk	andare, camminare, passare	gehen
walking	andare	Gehen
walk straight on	proseguire tutto dritto	gerade aus weitergehen
winter	inverno	Winter
yesterday	ieri	gestern

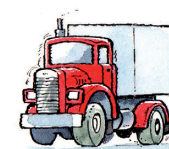




Class vocabulary Unit 3

Chocolate – a sweet story

almond	mandorla	Mandel
ask and answer questions	porre domande e rispondere	Fragen stellen und beantworten
at the port	al porto	am Hafen
bean	fagiolo, fagiolino	Bohne
by hand	a mano, manualmente	von Hand
chocolate	cioccolato	Schokolade
chocolate bar	barretta di cioccolato, tavoletta di cioccolato	Schokoladenriegel, Schokoladen-tafel
chocolate bunny	coniglio di cioccolato	Schokoladenhase
clean	pulire, lavare, smacchiare	reinigen
cocoa	cacao	Kakao
cocoa plantation	piantagione di cacao	Kakaopflanzung
cover	coprire	bedecken
crane	gru	Kran
crush	sminuzzare, spezzettare	zerkleinern
dry in the sun	asciugare al sole	an der Sonne trocknen
factory	fabbrica	Fabrik
harvest time	tempo/ periodo della raccolta	Erntezeit
history	storia, racconto	Geschichte
honey	miele	Honig
invented by the Swiss	inventato dagli svizzeri	von den Schweizern erfunden
knife, knives	coltello	Messer
leaf, leaves	foglia, foglio, pagina	Blatt, Blätter
load	caricare	laden; beladen
many years ago	molti anni fa	vor vielen Jahren
money	soldi, denaro	Geld
nut	noce	Nuss
other countries	altre nazioni	andere Länder
pepper	pepe	Pfeffer
percent (%)	per cento, percentuale (%)	Prozent (%)
pile	mucchio, ammasso	Haufen
powder	polvere	Pulver
ripe	maturo	reif
spice	spezia	Gewürz
The hot climate is perfect for the cocoa tree.	Il clima torrido è perfetto per la pianta di cacao.	Das heiße Klima ist perfekt für den Kakaobaum.
tree	pianta, albero	Baum
truck	camion, autocarro	Lastwagen
turn	svoltare, girare	wenden



5. Vocabulary: Liste mit denjenigen unregelmässigen Verben, die für die Aufnahmeprüfung vorausgesetzt werden



Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner Mittelschule 2016

Disposiziuns davart las enconuschientschas preliminaras per l'admissiun ad ina scola media dal Grischun 2016

Disposizioni sui requisiti per l'ammissione a una scuola media grigione 2016

3. Klasse des Gymnasiums und 1. Klasse der Fach- und Handelsmittelschule aus der 2. Sekundarklasse

3. classe dal gimnasi sco era per la 1. classe da la scola media propedeutica e per la scola media commerciale or da la 2. classe da la scola secundara

3^a classe del liceo e 1^a classe della scuola specializzata e della scuola media commerciale dalla 2^a classe secondaria

Liste derjenigen 50 unregelmässigen Verben, die für die Aufnahmeprüfung vorausgesetzt werden:

Glista cun ils 50 verbs irregulars che vegnan presupponì per l'examen:

Elenco dei 50 verbi irregolari richiesti per gli esami d'ammissione:

Infinitive	Past simple
be	was/were
become	became
begin	began
build	built
bring	brought
buy	bought
can	could
come	came
do	did
drink	drank
draw	drew
drive	drove
eat	ate
fall	fell
feel	felt
find	found
get	got
give	gave

Infinitive	Past simple
grow	grew
go	went
have	had
hear	heard
keep	kept
know	knew
learn	learnt
leave	left
lie	lay
lose	lost
make	made
meet	met
put	put
read	read
run	ran
say	said
see	saw
sell	sold
sit	sat
sing	sang
sleep	slept
speak	spoke
spend	spent
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
wear	wore
win	won
write	wrote

**6. Beispiel einer Englischprüfung für Prüflinge aus der 2. Sekundarklasse:
Prüfungsaufgaben**

Mock Exam – Sample Test

**Aufnahmeprüfung in die 3. Klasse des Gymnasiums und
die 1. Klasse der Handels- und Fachmittelschule
(Einheitsprüfung) im Fach Englisch / Anglais / Inglese**

für Schülerinnen und Schüler aus der 2. Sekundarklasse

Introductory remarks:

This mock exam is a model for the admission exams in the future, that is, these exams will more or less be structured in this way and will use similar tasks.

It is based on the course books “New World” by Klett and Balmer Verlag.

The level of this exam is the what German and Romansh speaking students are required to achieve as described in “Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner Mittelschule 2016”.

Part I (Structures, tasks A to H), **Part II** (Reading / Comprehension, task I) and **Part III** (Writing, tasks J to K) must be solved in **60 minutes**.

Part IV (Listening, task L) lasts **between 10 and 15 minutes** (depending on the length of the text).

Proceedings here are as follows:

1. Students have to read the instructions.
2. Students have 1 minute to read the questions.
3. Students hear the conversation twice. There is only a short break between the first and the second time they hear it. Students answer the multiple choice questions while they are listening.
4. Students then have 1 minute to check or correct their answers.

Part I: Structures

A Tenses Put the verbs in brackets into the correct tense and form (present simple, present continuous, past simple, going to future, positive -, negative - or question form).

[6 points, ½ point each]

Jack **(1 learn)** French because next year he
(2 spend) six months in France. He is quite good at
languages, so he **(3 not think)** that it is too difficult.
French is his second foreign language. He **(4 start)**
with German two years ago. First he **(5 not find)** it
easy at all and it **(6 take)** him some time to get used
to the tricky grammar. But he **(7 have)** a very good
teacher who **(8 know)** how to explain things.
He **(9 take)** three lessons a week for each language.
He often **(10 get)** a lot of homework but he is enjoy-
ing the fact that he **(11 get)** better and better.
What about you? What languages do you speak? **(12 you/live)**
..... in a foreign country for some time, too?

B Questions *These are answers. Write the questions and ask for the underlined part.*
[10 points, 2 points each]

Example: He likes spaghetti.
→ **What does he like?**

1) He visits his parents about six times a year.

.....

2) This street is well known for its beautiful architecture.

.....

3) They saw their teacher at the party.

.....

4) They don't like sport classes at school, they're so boring.

.....

5) Many different singers made a cover version of 'American Pie'.

.....

10

C Jumbled words *Put the words in the correct order and write complete sentences in the correct tense. Write positive or negative sentences.*
[11 points, 1 point for correct subject and verb form, 1 point for word order]

Example: earn / she / babysitting / week / £15 / from / a

→ **She earns £15 a week from babysitting.**

famous / year / about / they / reading / people / not / enjoy / books / last

→ **They didn't enjoy reading books about famous people last year.**

1) century / England / in / scientist / the / Charles Darwin / 19th / be / a / in

.....
.....

2) at / sister / all / staying / at / older / not like / my / home

.....
.....

3) hair / she / before / usually / dinner / brush / after / bed / her / going / to

.....
.....

4) if / regularly / you / only / good / be / musician / you / can / practice / a

.....
.....

5) of / residents / English / home / percent / 47 / of / at / New York City / the / not speak

.....
.....

11

D Multiple choice cloze Choose the best answer, **A, B, C** or **D**.
[8 points]

Example: You'll go on a long and you'll meet a tall stranger.

0) **A** travel **B** transport **C** journey **D** move

1) There were only four horses in the , but my horse didn't come first!

A game **B** match **C** race **D** play

2) Harper's is expensive shop in town.

A most **B** the most **C** more **D** the more

3) My brother is older than me.

A much **B** many **C** more **D** most

4) I'm not very good playing the piano.

A to **B** at **C** on **D** for

5) You drink too much coffee before you go to bed.

A should **B** should to **C** shouldn't **D** shouldn't to

6) I don't mind working hours.

A long **B** large **C** big **D** grand

7) Take an umbrella. It

A might rain **B** might rains **C** might to rain **D** might raining

8) My wife had a pain in her stomach and also very hot.

A fell **B** felt **C** feeled **D** felt it

8

E Open Cloze Complete this text about a teacher. Write ONE word in each gap.
The first one has been done for you.
[10 points]

When I left school, I got a (0 example)**job**..... in a bank in London. The work wasn't very interesting, but I was quite good (1) it, and I earned a very good salary so I stayed there (2) about ten years. Then, about six months (3) , I went to Barbados for my summer holiday. I (4) at a lovely little hotel called the White Rocks Hotel, and I (5) a great time. The owner of the hotel (6) looking for a new receptionist, and I thought 'Why not? It's much nicer here (7) in London!' So I applied for the job, had an interview, and got it! So now I'm working (8) a receptionist in a lovely little hotel in Barbados. I've got my own room in the hotel, so I don't (9) to travel to work, and after work it (10) me about three minutes to get to the beach.

10

F C-Test Fill in the gaps. The gaps are always the second half of a word. In words with an uneven number of letters (3,5,7,9, etc.) it is the second half of the word plus one letter.
 [10 points; ½ point each]

Example: When I woke up th..... mor.....,→ When I woke up <u>this</u> <u>morning</u> ,	2
--	---

We can wa..... things around us move. When some..... is in motion, it	2
changes i..... position. Objects can move fr..... one place to another. They	2
can move in many direc..... . If you roll a ball, it might move in a stra.....	2
line. It might also move in a curve. A swing can move ba..... and forth. A light	1
switch can move up and do..... . Fans have blades that move in a circle.	1
If you wa..... to know if something is moving, you can com..... it to other	2
things around it th..... are not moving. If the things beh..... the object are	2
chan....., the object is probably moving. If th..... are not, the object is	2
not moving.	0
You can measure the distance an object moves. Just measure the distance	0
bet..... wh..... it was when it started to move and the place it was when it	2
sto..... . Distance can be measured in inches, feet, yards or miles. Th.....	2
measurements are in the customary way. You can al..... measure in	1
millimeters, centimeters, meters and kilometers. Such measurements are	0
in the metric sys.....	1

10	
----	--

G Word Formation Read the text about Geoffrey and use the word given in capitals at the end of some of the lines to form a different word that fits (goes) into the gap in the same line. The first one is an example.
[10 points]

Geoffrey was very ambitious at the secondary school.	AMBITION
When he wasn't at the exam of the	SUCCESS
Kantonsschule, his father made the following :	SUGGEST
„Don't be sad, do an It's important to	APPRENTICE
be skilled in a Life can become quite	PROFESSIONAL
..... , if you aren't	CERTAIN
..... to find a well-paid job. You must	ABILITY
..... that fact.”	FACIAL
“My father is absolutely right. I cannot	AGREE
with him”, he thought to himself. „I have to set	PRIOR
in my life.”	
It occurred to him that this was his only way of	SURVIVE
in this world.	

10	
----	--

H Translation / Vocabulary *Translate into English [15 points]*

1) Bis zu einem gewissen Grad unterstützten wir die Darsteller.
Schliesslich gaben wir unser ganzes Geld für ihre Wohltätigkeitsorganisation aus.

Enfin in tschert grad sustegnain nus ils acturs.

La finala avain nus dà or noss daners per lur organisaziun da beneficenza.

Fino ad un certo punto abbiamo sostenuto gli esecutori di una performance. **Alla fine** abbiamo speso tutti i nostri soldi per la loro associazione benefica. (6 points)

Finally _____

2) **Sie fanden heraus, dass** der Romanschriftsteller nicht zu jenen gehörte, die sie kannten und in der Schule lasen.

Els han chattà or che l'autur dal roman na tutgava betg tar quels ch'els enconuschevan e ch'els leggevan en scola.

Essi hanno scoperto che lo scrittore di romanzi non apparteneva a quelli che conoscevano e che leggevano a scuola. (6 points)

They found out that _____

3) Sie kann die Vielfalt der Auswahl nicht ertragen.

Ella na po betg supportar la varietad da la schelta.

Lei non sopporta la varietà di scelta. (3 points)

15

Total Structures:

80

Part II: Reading / Comprehension

I Read the text carefully and answer the questions 1 -13 below.

[total: 22 points, 1 – 9: 2 points for each answer, 10 – 13: 1 point for each answer]

The Transcontinental Railroad

Travel by train is no longer a major mode of transportation for people. However, there was a time in our nation's history when the train was the best, new technology. Up until the railroad was developed, people had to rely on walking in order to travel. Some people could use animals, like horses and oxen, for transportation. They could also travel on ships.

We are accustomed to the fast-moving pace of our society. In our country's early years, however, progress moved at a much slower rate.

Theodore Judah was the engineer who dreamed of building a railroad across the United States in the 1850s. There were already railroads between cities on the East Coast. Judah was in the process of constructing railroads in the West. However, there was no service at all across the vast middle of the nation.

Judah was determined to change all that. He recruited some investors to pay for the construction of the railroad. The investors were Leland Stanford, Mark Hopkins, Charles Crocker and Collis Huntington. They were nicknamed the "Big Four." They provided the money to create the Central Pacific Railroad Company. Construction on the Transcontinental Railroad began in 1863.

It was not an easy task to build a railroad. Many workers were required to lay the tracks. Thousands of railway workers laid tracks from both the west and the east at the same time.

The conditions were often very dangerous. To help clear rocks and make passes through the mountains, railroad builders used unstable nitroglycerin explosives. The glass containers of the explosive liquid had to be kept absolutely still to prevent them from exploding at the wrong time. Often, the job of handling the crates filled with the hazardous fluid was given to Chinese immigrants. Many Chinese came to California seeking their fortunes during the Gold Rush of 1849. Many went on to work on the railroad. Unfortunately, thousands died during its construction.

The east and west sections of track were finally joined on May 10, 1869 in Promontory, Utah. Its completion improved the transportation of goods and people between the East Coast and the West Coast. For the first time, the country felt truly united.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What were some ways that people travelled before the railroad was developed?

2) Where did railroad lines already exist before the transcontinental line was planned and built?

3) What part did the "Big Four" play in the building of the Transcontinental Railroad?

4) Where did they begin the construction of the Transcontinental Railway Line?

5) How was nitroglycerin used to build the railroad?

6) Why is nitroglycerin so dangerous?

7) Why had the Chinese immigrants come to California?

8) What effects did the completion of the Transcontinental Line have on transportation of people and goods and on the country in general?

9) What do you think is new technology today?

10) What word from the text could you use to say that someone really wants to do something very strongly, like Theodore Judah?

«he is _____»

11) What word (noun) from the text could you use to describe people like the «Big Four»?

12) Find a synonym in the text for the adjective «dangerous».

13) What word from the text could you use to describe a person who travels into a country to stay?

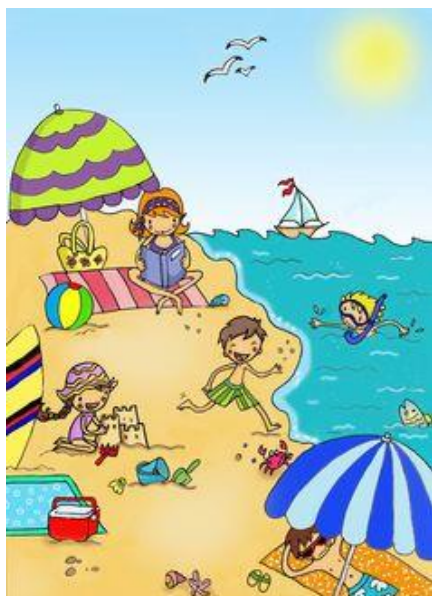
22

Total Reading Comprehension

22

Part III: Writing

J *Imagine you're staying in a hotel by the sea, and you're sitting on your balcony looking out over the beach. Write a postcard to a friend. Use ideas from the picture. (25 -30 words) [12 points]*



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

K *Read the German/Romansh/Italian notes below, and write the story using all the given notes. (25 – 30 words) [12 points]*

.....

.....

.....

.....

letzte Nacht / mein Zimmer aufräumen / finde eine alte Brieftasche / drinnen £200 / nächstes Wochenende / neue Kleider

la notg passada / far urden en mia chombra / jau chat ina veglia bursa / endadens £200 / fin d'emna proxima / novs vestgids

la notte scorsa / riordinare la mia camera / trova un vecchio portafoglio / all'interno £200 / il prossimo fine settimana / nuovi vestiti

Total Writing

24

Total without listening

126

Instructions to the English exam, part IV (Listening, task L)

- **Only remove the sticker when the teacher tells you.**
- **Do not turn the page before the teacher tells you, or you will have to leave the exam.**

How does the listening work?

- 1. You have 90 seconds to read the instructions.**
- 2. (10 seconds before the end) you hear a beep.*
- 3. The speaker will tell you to remove the sticker and turn the page.
You have 60 seconds to read the questions.**
- 4. (10 seconds before the end) you hear a beep.*
- 5. Listen to the conversation and answer the questions.**
- 6. (10 seconds before the end) you hear a beep.*
- 7. After 30 seconds you hear the conversation a second time.**
- 8. You have 60 seconds to finish your answers.**
- 9. You hear a double-beep.*
- 10. Close the brochure when the speaker tells you.**

Part IV: Listening

L Groceries *Listen to the conversation about groceries:*

<http://www.esl-lab.com/audio/mp3/supermarket.mp3> (Randall's ESL Cyber Listening Lab). For questions 1 – 6 choose the best answer (**A**, **B** or **C**). You will hear the text twice. (18 points, 3 each)

- 1) Why did the man buy dog food at the supermarket?
A Their dog was hit by a truck and needed special food to recover.
B The man adopts a dog from a stranger, and they don't have food for it.
C The product was on sale at the supermarket for that day only.
- 2) Why does he buy tomato juice?
A He plans on making a unique spaghetti sauce.
B He's trying to modify the way he eats.
C He wants to make a vegetable drink.
- 3) How much was the milk?
A \$2.05
B \$2.15
C \$2.50
- 4) Which item did the man NOT buy?
A a package of cookies
B some cans of tuna
C a carton of orange juice
- 5) Why does the woman get upset at the end of the conversation?
A The man is preparing the steaks for the dog.
B The man only bought one steak for himself.
C The grill can't be used to cook the steaks.
- 6) What does the woman think the man should do?
A eat with the dog
B get the grill started
C eat out with her

Total Listening

18

Overall Total:

144

**7. Beispiel einer Englischprüfung für Prüflinge aus der 2. Sekundarklasse:
Lösungen**

SOLUTIONS

Mock Exam – Sample Test

**Aufnahmeprüfung in die 3. Klasse des Gymnasiums und
die 1. Klasse der Handels- und Fachmittelschule
(Einheitsprüfung) im Fach Englisch / Anglais / Inglese**

für Schülerinnen und Schüler aus der 2. Sekundarklasse

Introductory remarks:

This mock exam is a model for the admission exams in the future, that is, these exams will more or less be structured in this way and will use similar tasks.

It is based on the course books “New World” by Klett and Balmer Verlag.

The level of this exam is the what German and Romansh speaking students are required to achieve as described in “Bestimmungen über die Vorkenntnisse für die Aufnahme in eine Bündner Mittelschule 2016”.

Part I (Structures, tasks A to H), **Part II** (Reading / Comprehension, task I) and **Part III** (Writing, tasks J to K) must be solved in **60 minutes**.

Part IV (Listening, task L) lasts **between 10 and 15 minutes** (depending on the length of the text).

Proceedings here are as follows:

1. Students have to read the instructions.
2. Students have 1 minute to read the questions.
3. Students hear the conversation twice. There is only a short break between the first and the second time they hear it. Students answer the multiple choice questions while they are listening.
4. Students then have 1 minute to check or correct their answers.

Part I: Structures

A Tenses Put the verbs in brackets into the correct tense and form (present simple, present continuous, past simple, going to future, positive -, negative - or question form).

[6 points, ½ point each]

Jack (1 learn) **is learning** French because next year he
(2 spend) **is going to spend** six months in France. He is quite good at
languages, so he (3 not think) **doesn't think** that it is too difficult.
French is his second foreign language. He (4 start) **started**
with German two years ago. First he (5 not find) **didn't find** it
easy at all and it (6 take) **took** him some time to get used
to the tricky grammar. But he (7 have) **had** a very good
teacher who (8 know) **knew** how to explain things.
He (9 take) **takes** three lessons a week for each language.
He often (10 get) **gets** a lot of homework but he is enjoy-
ing the fact that he (11 get) **is getting** better and better.
What about you? What languages do you speak? (12 you/live) **Are you going to live**
..... in a foreign country for some time, too?

B Questions *These are answers. Write the questions and ask for the underlined part.*
[10 points, 2 points each]

Example: He likes spaghetti.
→ **What does he like?**

1) He visits his parents about six times a year.

How many times a year does he visit his parents?

2) This street is well known for its beautiful architecture.

What is this street well known for?

3) They saw their teacher at the party.

Who did they see at the party?

4) They don't like sport classes at school, they're so boring.

Why don't they like sport classes at school?

5) Many different singers made a cover version of 'American Pie'.

Who made a cover version of 'American Pie'?

10

C Jumbled words Put the words in the correct order and write complete sentences in the correct tense. Write positive or negative sentences.
[11 points, 1 point for correct subject and verb form, 1 point for word order]

Example: earn / she / babysitting / week / £15 / from / a

→ **She earns £15 a week from babysitting.**

famous / year / about / they / reading / people / not / enjoy / books / last

→ **They didn't enjoy reading books about famous people last year.**

1) century / England / in / scientist / the / Charles Darwin / 19th / be / a / in

Charles Darwin was a scientist in England in the 19th century.

2) at / sister / all / staying / at / older / not like / my / home

My older sister doesn't like staying at home at all.

3) hair / she / before / usually / dinner / brush / after / bed / her / going / to

(After dinner before going to bed) She usually brushes her hair after dinner before going to bed.

4) if / regularly / you / only / good / be / musician / you / can / practice / a

You can only be a good musician if you practice regularly. (two verbs ► 3 points)

5) of / residents / English / home / percent / 47 / of / at / New York City / the / not speak

47 percent of the residents of New York City don't speak English at home.

11

D Multiple choice cloze Choose the best answer, A, B, C or D.
[8 points]

Example: You'll go on a long and you'll meet a tall stranger.

0) A travel B transport C journey D move

1) There were only four horses in the , but my horse didn't come first!

A game B match C race D play

2) Harper's is expensive shop in town.

A most B the most C more D the more

3) My brother is older than me.

A much B many C more D most

4) I'm not very good playing the piano.

A to B at C on D for

5) You drink too much coffee before you go to bed.

A should B should to C shouldn't D shouldn't to

6) I don't mind working hours.

A long B large C big D grand

7) Take an umbrella. It

A might rain B might rains C might to rain D might raining

8) My wife had a pain in her stomach and also very hot.

A fell B felt C feeled D felt it

8

E Open Cloze Complete this text about a teacher. Write ONE word in each gap.
The first one has been done for you.
[10 points]

When I left school, I got a (0 example)**job**..... in a bank in London. The work wasn't very interesting, but I was quite good (1) ...**at / in**..... it, and I earned a very good salary so I stayed there (2)**for**.....about ten years. Then, about six months (3)...**ago**....., I went to Barbados for my summer holiday. I (4)...**stayed**.... at a lovely little hotel called the White Rocks Hotel, and I (5)... **had** a great time. The owner of the hotel (6) ..**was**..... looking for a new receptionist, and I thought 'Why not? It's much nicer here (7).....**than**..... in London!' So I applied for the job, had an interview, and got it! So now I'm working (8)....**as**..... a receptionist in a lovely little hotel in Barbados. I've got my own room in the hotel, so I don't (9) ...**have / need**... to travel to work, and after work it (10).....**takes**..... me about three minutes to get to the beach.

10

F C-Test Fill in the gaps. The gaps are always the second half of a word. In words with an uneven number of letters (3,5,7,9, etc.) it is the second half of the word plus one letter.
 [10 points; ½ point each]

Example: When I woke up th..... mor.....,→ When I woke up th <u>is</u> morn <u>ing</u> ,	2
--	---

We can wa <u>tch</u> things around us move. When some <u>thing</u> is in motion, it	2
changes i <u>ts</u> position. Objects can move fr <u>om</u> one place to another. They	2
can move in many direc <u>tions</u> . If you roll a ball, it might move in a stra <u>ight</u>	2
line. It might also move in a curve. A swing can move ba <u>ck</u> and forth. A light	1
switch can move up and do <u>wn</u> . Fans have blades that move in a circle.	1
If you wa <u>nt</u> to know if something is moving, you can com <u>pare</u> it to other	2
things around it th <u>at</u> are not moving. If the things beh <u>ind</u> the object are	2
chan <u>ging</u> , the object is probably moving. If th <u>ey</u> are not, the object is	2
not moving.	0
You can measure the distance an object moves. Just measure the distance	0
bet <u>ween</u> wh <u>ere</u> it was when it started to move and the place it was when it	2
sto <u>pped</u> . Distance can be measured in inches, feet, yards or miles. Th <u>ose</u>	2
measurements are in the customary way. You can al <u>so</u> measure in	1
millimeters, centimeters, meters and kilometers. Such measurements are	0
in the metric sys <u>tem</u> .	1

10	
----	--

G Word Formation Read the text about Geoffrey and use the word given in capitals at the end of some of the lines to form a different word that fits (goes) into the gap in the same line. The first one is an example.
[10 points]

Geoffrey was very **ambitious** at the secondary school. **AMBITION**

When he wasn't **successful** at the exam of the **SUCCESS**

Kantonsschule, his father made the following **suggestion** : **SUGGEST**

„Don't be sad, do an **apprenticeship** It's important to **APPRENTICE**

be skilled in a **profession** Life can become quite **PROFESSIONAL**

..... **uncertain** , if you aren't **CERTAIN**

..... **able** to find a well-paid job. You must **ABILITY**

..... **face** that fact.” **FACIAL**

“My father is absolutely right. I cannot **disagree** **AGREE**

with him”, he thought to himself. „I have to set **priorities** **PRIOR**

in my life.”

It occurred to him that this was his only way of **survival** **SURVIVE**

in this world.

10

H Translation / Vocabulary Translate into English [15 points]

1) Bis zu einem gewissen Grad unterstützten wir die Darsteller.
Schliesslich gaben wir unser ganzes Geld für ihre Wohltätigkeitsorganisation aus.

Enfin in tschert grad sustegnain nus ils acturs.

La finala avain nus dà or noss daners per lur organisaziun da beneficenza.

Fino ad un certo punto abbiamo sostenuto gli esecutori di una performance. **Alla fine** abbiamo speso tutti i nostri soldi per la loro associazione benefica. (6 points)

Up to a point (1 point) **we supported** (1 point) **the performers.** (1 point)
Finally **we spent** (1 point) **all our money** (1 point) **on their charity.** (1 point)

2) **Sie fanden heraus, dass** der Romanschriftsteller nicht zu jenen gehörte, die sie kannten und in der Schule lasen.

Els han chattà or che l'autur dal roman na tutgava betg tar quels ch'els enconuschevan e ch'els legevan en scola.

Essi hanno scoperto che lo scrittore di romanzi non apparteneva a quelli che conoscevano e che leggevano a scuola. (6 points)

They found out that **the novelist** (1 point) **didn't belong** (1 point) **to those** (1 point) **(who) they knew** (1 point) **and read** (1 point) **at school.** (1 point)

3) Sie kann die Vielfalt der Auswahl nicht ertragen.

Ella na po betg supportar la varietad da la schelta.

Lei non sopporta la varietà di scelta. (3 points)

She can't stand (1 point) **the variety/diversity** (1 point) **of choice** (1 point)

15

Total Structures:

80

Part II: Reading / Comprehension

I Read the text carefully and answer the questions 1 -13 below.

[total: 22 points, 1 – 9: 2 points for each answer, 10 – 13: 1 point for each answer]

The Transcontinental Railroad

Travel by train is no longer a major mode of transportation for people. However, there was a time in our nation's history when the train was the best, new technology. Up until the railroad was developed, people had to rely on walking in order to travel. Some people could use animals, like horses and oxen, for transportation. They could also travel on ships.

We are accustomed to the fast-moving pace of our society. In our country's early years, however, progress moved at a much slower rate.

Theodore Judah was the engineer who dreamed of building a railroad across the United States in the 1850s. There were already railroads between cities on the East Coast. Judah was in the process of constructing railroads in the West. However, there was no service at all across the vast middle of the nation.

Judah was determined to change all that. He recruited some investors to pay for the construction of the railroad. The investors were Leland Stanford, Mark Hopkins, Charles Crocker and Collis Huntington. They were nicknamed the "Big Four." They provided the money to create the Central Pacific Railroad Company. Construction on the Transcontinental Railroad began in 1863.

It was not an easy task to build a railroad. Many workers were required to lay the tracks. Thousands of railway workers laid tracks from both the west and the east at the same time.

The conditions were often very dangerous. To help clear rocks and make passes through the mountains, railroad builders used unstable nitroglycerin explosives. The glass containers of the explosive liquid had to be kept absolutely still to prevent them from exploding at the wrong time. Often, the job of handling the crates filled with the hazardous fluid was given to Chinese immigrants. Many Chinese came to California seeking their fortunes during the Gold Rush of 1849. Many went on to work on the railroad. Unfortunately, thousands died during its construction.

The east and west sections of track were finally joined on May 10, 1869 in Promontory, Utah. Its completion improved the transportation of goods and people between the East Coast and the West Coast. For the first time, the country felt truly united.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What were some ways that people travelled before the railroad was developed?

walking, using animals and ships

2) Where did railroad lines already exist before the transcontinental line was planned and built?

between cities on the East Coast

3) What part did the "Big Four" play in the building of the Transcontinental Railroad?

They paid for the construction

4) Where did they begin the construction of the Transcontinental Railway Line?

In the East and the West at the same time

5) How was nitroglycerin used to build the railroad?

to help clear rocks and make passes through the mountains

6) Why is nitroglycerin so dangerous?

It is an unstable explosive, it can explode any time when shaken or dropped

7) Why had the Chinese immigrants come to California?

for the Gold Rush of 1849

8) What effects did the completion of the Transcontinental Line have on transportation of people and goods and on the country in general?

transportation of people and goods got better/faster... The country felt united

9) What do you think is new technology today?

student's choice, anything to do with computer technology

10) What word from the text could you use to say that someone really wants to do something very strongly, like Theodore Judah?

«he is **determined** _____»

11) What word (noun) from the text could you use to describe people like the «Big Four»?

investors _____

12) Find a synonym in the text for the adjective «dangerous».

hazardous _____

13) What word from the text could you use to describe a person who travels into a country to stay?

immigrant _____

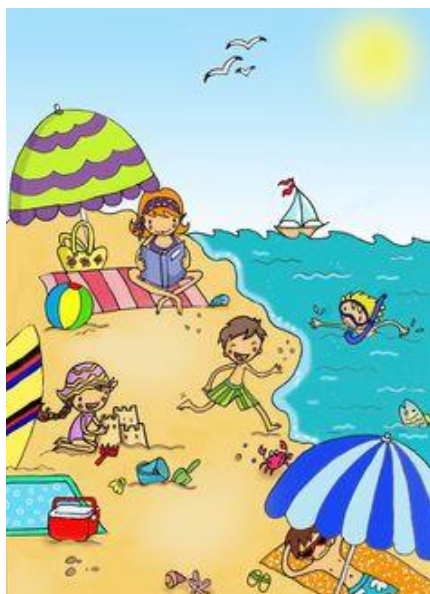
22

Total Reading Comprehension

22

Part III: Writing

J *Imagine you're staying in a hotel by the sea, and you're sitting on your balcony looking out over the beach. Write a postcard to a friend. Use ideas from the picture. (25 -30 words) [12 points]*



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K *Read the German/Romansh/Italian notes below, and write the story using all the given notes. (25 – 30 words) [12 points]*

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letzte Nacht / mein Zimmer aufräumen / finde ein alte Brieftasche / drinnen £200 /
 nächstes Wochenende / neue Kleider

la notg passada / far urden en mia chombra / jau chat ina veglia bursa / endadens
 £200 / fin d'emna proxima / novs vestgids

la notte scorsa / riordinare la mia camera / trova un vecchio portafoglio / all'interno
 £200 / il prossimo fine settimana / nuovi vestiti

Total Writing

24

Total without listening

126

Instructions to the English exam, part IV (Listening, task L)

- **Only remove the sticker when the teacher tells you.**
- **Do not turn the page before the teacher tells you, or you will have to leave the exam.**

How does the listening work?

- 1. You have 90 seconds to read the instructions.**
- 2. (10 seconds before the end) you hear a beep.*
- 3. The speaker will tell you to remove the sticker and turn the page.
You have 60 seconds to read the questions.**
- 4. (10 seconds before the end) you hear a beep.*
- 5. Listen to the conversation and answer the questions.**
- 6. (10 seconds before the end) you hear a beep.*
- 7. After 30 seconds you hear the conversation a second time.**
- 8. You have 60 seconds to finish your answers.**
- 9. You hear a double-beep.*
- 10. Close the brochure when the speaker tells you.**

Part IV: Listening

L Groceries Listen to the conversation about groceries:

<http://www.esl-lab.com/audio/mp3/supermarket.mp3> (Randall's ESL Cyber Listening Lab). For questions 1 – 6 choose the best answer (**A**, **B** or **C**). You will hear the text twice. (18 points, 3 each)

- 1) Why did the man buy dog food at the supermarket?
A Their dog was hit by a truck and needed special food to recover.
B The man adopts a dog from a stranger, and they don't have food for it.
C The product was on sale at the supermarket for that day only.
- 2) Why does he buy tomato juice?
A He plans on making a unique spaghetti sauce.
B He's trying to modify the way he eats.
C He wants to make a vegetable drink.
- 3) How much was the milk?
A \$2.05
B \$2.15
C \$2.50
- 4) Which item did the man NOT buy?
A a package of cookies
B some cans of tuna
C a carton of orange juice
- 5) Why does the woman get upset at the end of the conversation?
A The man is preparing the steaks for the dog.
B The man only bought one steak for himself.
C The grill can't be used to cook the steaks.
- 6) What does the woman think the man should do?
A eat with the dog
B get the grill started
C eat out with her

Script Shopping Groceries:

Man: Hey. Can you give me a hand with the groceries? And I told you I could do the shopping.

Woman: Wow! Do we really need all this stuff? Let me see that receipt.

Man: Hey, I only bought the essentials.

Woman: Okay. Let's see. Dog food. Twenty-four dollars and seventy cents (\$24.70)? We don't even have a dog!

Man: Well, it WAS going to be a surprise, but look in the back of the truck.

Woman: What?

Man: Ah, ha, hah. Speechless. I knew you'd love him.

Woman: That thing? That dog's as big as a horse. He probably eats like one, too.

Man: Ah, but he's sure friendly. And someone was giving him away at the supermarket, and I . . . I . . . I couldn't let that poor thing pass another day without a loving home.

Woman: Whatever. Where was I? Eighteen dollars and nineteen cents (\$18.19) for twenty-four cans of tomato juice? You don't even like that stuff!

Man: Ahhhh. Not yet. I've decided to change my eating habits.

Woman: Right.

Man: You'll see, you'll see.

Woman: Okay. Let's see. Three eighty-four (\$3.84) for a box of chocolate cookies and twelve fifty-six (\$12.56) for a case of soft drinks. [Yeah!] Changing your eating habits, huh? Do you really think that cookies are some type of diet food?

Man: Hey, I'll just eat a cookie or two every other hour. In fact, they're a great source of carbohydrates for energy. And, you see, the tomato juice and cookies kind of, you know, cancel each other out.

Woman: Oh brother. I can't believe what I'm hearing. Let's see. Where was I? A carton of eggs, two fifty (\$2.50) for a gallon of milk, three cans of tuna. Okay. [Yeah.] And finally two steaks for eight fourteen (\$8.14). Now, something worth enjoying. I'll get the grill started.

Man: Oh, we . . . w . . . well. The steaks are for Herbert.

Woman: Herbert. Who's Herbert?

Man: Uh, he's the dog. [No!] You see, the previous owner said that he's kind of . . . he's somewhat picky about what he eats, [No!], and the steaks might help him adjust [Absolutely not!] . . . no, no, no, and the steaks might help him adjust to his new home. Hey, what are you doing? Oh, no. Why did you throw the steaks out on the ground outside?

Woman: Well, now, you and Herbert can get to know each other better. I'm going out to eat by myself.

Man: Ughh.

Total Listening

18

Overall Total:

144