



Ausbildung – Vorbereitungskurse

Fachdossier Englisch

Niveau II

Anforderungen im Fachbereich Englisch für die Eintrittsprüfung Niveau II
an die Pädagogische Hochschule Luzern (PHLU)

Änderungskontrolle

Version	Datum	Visum	Bemerkung zur Art der Änderung
11/18	16.11.2018	Nadja Leyrer	Aktualisierung Prüfungsreglement / Layout

www.phlu.ch/vorbereitungskurse

PH Luzern · Pädagogische Hochschule Luzern
Ausbildung
Vorbereitungskurse
Pfistergasse 20 · Postfach 7660 · 6000 Luzern 7
T +41 (0)41 228 72 16 (ab 11.12.2018 +41 (0)41 203 01 35)
bruno.rihs@phlu.ch · www.phlu.ch

Nadja Leyrer / Claudia Ragaz

Inhaltsverzeichnis

1	Lernziele des Sprachniveaus B2	4
2	Inhalte	4
2.1	Grammatik	4
2.2	Themen des Wortschatzes	5
3	Empfohlene Literatur	5
4	Prüfungsmodalitäten und Bewertungskriterien	5
5	Musterprüfung mit Lösungen	6
5.1	Musterprüfung	6
5.2	Answers	18

Fachdossier Englisch

1 Lernziele des Sprachniveaus B2

Das Profil der Sprachenkenntnisse, die auf dieser Stufe geprüft werden, bezieht sich auf die Beschreibungen des **Niveaus B2** des Europäischen Sprachenportfolios (First Certificate).

Die Kandidatin / der Kandidat ist fähig:

- **im Hörverstehen** folgende Hörtexte zu erfassen:
 - längere Redebeiträge, Vorträge und Argumentationen bei einigermaßen vertrauten Themen;
 - die meisten Nachrichtensendungen, Reportagen und Spielfilme in der Standardsprache;
- **im Leseverstehen folgende Texte zu begreifen:**
 - Artikel und Berichte über Probleme der Gegenwart, in denen eine Haltung oder ein Standpunkt vertreten wird;
 - zeitgenössische literarische Prosatexte;
- **im dialogischen Sprechen (Interaktion) Situationen zu bewältigen wie:**
 - spontanes und fließendes, alltägliches Gespräch mit Personen englischer Muttersprache;
 - an Diskussionen teilnehmen und die eigenen Ansichten begründen und verteidigen;
- **im Monologische Sprechen (zusammenhängend):**
 - zu vielen Themen aus dem eigenen Interessensgebiet eine klare und detaillierte Darstellung zu geben;
 - zu einer aktuellen Frage einen Standpunkt zu erläutern und Vor- und Nachteile verschiedener Möglichkeiten anzugeben;
- **im Schreiben:**
 - zu vielen Themen aus dem eigenen Interessensgebiet eine klare und detaillierte Darstellung (oder einen Brief) zu verfassen;
 - in einem Aufsatz / Bericht Informationen oder Argumente und Gegenargumente zu einem bestimmten Standpunkt darzulegen.

2 Inhalte

Die oben genannten Lernziele werden in einer 5-teiligen Eintrittsprüfung (siehe Musterprüfung) getestet und umfassen folgende Themen:

2.1 Grammatik

- Pronouns, adjectives and adverbs, questions and negations of verbs, modal auxiliaries
- Tenses: simple and continuous forms of: present, present perfect, past, past perfect. Future forms (will future, going to future, present simple and continuous for the future)
- Reported Speech: statements, questions, orders, requests
- Relative Clauses: defining and non-defining clauses
- Conditionals: Types I, II and III/ wish-sentences
- Passives: active and passive forms
- Verbs followed by infinitives and/or followed by gerunds
- Countable and uncountable nouns
- Prepositions
- Text organisers and linking expressions

2.2 Themen des Wortschatzes

Themen des Wortschatzes (Siehe *Grammar and Vocabulary for First and First for Schools with answers*, by Barbara Thomas, Louise Hashemi, Laura Matthews (Cambridge University Press, 2015) ISBN: 978-1-107-48106-0

- Character and feelings
- Social and family relationships
- Free time activities
- Travel and holidays
- Education and learning
- Work and employment
- Consumer goods and shopping
- Weather and environment
- Health and sport
- Technology
- Eating and drinking
- Crime and law
- Entertainment

3 Empfohlene Literatur

Grammar and Vocabulary for First and First for Schools with answers, by Barbara Thomas, Louise Hashemi, Laura Matthews (Cambridge University Press, 2015) ISBN: 978-1-107-48106-0

Zwei Werke aus der Literaturliste, welche von den Kursleiter/innen während des Kurses abgegeben werden: Ein Roman, ein Theaterstück. Zusätzlich ein Skript mit Ausschnitten aus der englischen Literaturgeschichte.

4 Prüfungsmodalitäten und Bewertungskriterien

Kompetenz	Inhalt	Zeit	Gewichtung
Leseverständnis	1 Text	25'	Der schriftliche Teil zählt 50%.
Grammatik/Vokabular	Von der Liste auf den Seiten 1 & 2	30'	
Schreiben	1 Text <ul style="list-style-type: none"> • 3 Themen zur Auswahl • 220-240 Wörter (ohne Wörterbuch) 	45'	
Hörverständnis	2 unterschiedliche Texte	20'	
Sprechen (20 min Vorbereitung)	<ul style="list-style-type: none"> • monologisches Sprechen und Interaktion zur individuellen/Klassenlektüre (Für Details, siehe Seite 5.) • spontane Diskussion zu einem Thema 	20'	Der mündliche Teil zählt 50%.

Für das Bestehen der Prüfung müssen 60% der Punktezahl erreicht werden.

5 Musterprüfung mit Lösungen

5.1 Musterprüfung

Parts of Exam

I. SPEAKING

20 minutes

(plus 20 minutes preparation)

II. LISTENING COMPREHENSION

approx. 20 minutes

Part 1) Multiple choice

Part 2) Interview – Completion of sentences

III. READING COMPREHENSION

25 minutes

Multiple Choice

IV. GRAMMAR

30 minutes

Part 1) Word formation

Part 2) Sentence transformations

Part 3) Selective Cloze

V. WRITING

45 minutes

Pass mark = 60 % = 4.0

SPEAKING

20 minutes preparation and 20 minutes examination.

The examination will be taken in pairs.

The exam consists of 2 parts, and is based on two books and the history of English literature.

Part 1 Book Extract (10 minutes)

This part of the exam will be based on an extract from the set books which you have read and prepared, and requires you to give an individual presentation.

Part 2 Discussion on the topic of the book extracts (10 minutes)

In this part of the speaking exam, the 2 candidates discuss the topics which have been presented in the first part of the exam (Book Extract) with their exam partner.

The choice of topics depends on the extract of the book presented in the first part, and will be chosen by the candidates themselves.

Criteria

The speaking part of the exam will be assessed for the following criteria:

- Content/accurate answering of questions/ question comprehension
- Grammar: range and accuracy
- Vocabulary: range, appropriacy and pronunciation
- Organisation of ideas & discussion management

LISTENING

Part 1

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer, (**A**, **B** or **C**).

- 1** You hear a young man talking.

Why did he go back to college?

 - A** He needed a better job.
 - B** He needed an evening activity.
 - C** He needed new skills.

- 2** You hear a man talking on the radio.

What is he?

 - A** an inventor
 - B** a company employee
 - C** a writer

- 3** You hear someone talking on the radio about an artist.

How does the artist feel about his work?

 - A** He would like to exhibit it in an art gallery.
 - B** He wants to make his creations last longer.
 - C** He is happy to see his work destroyed.

- 4** You hear a woman talking to her son. Why is she talking to him?

 - A** to give him a warning
 - B** to refuse permission
 - C** to make a suggestion

- 5** You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

- A** reasons why something is changing
- B** errors in statistical information
- C** disagreements between researchers

- 6** You hear a chef being interviewed on the radio.

Why did he decide to become a chef?

- A** to follow a family tradition
- B** to develop a natural talent
- C** to pursue his love of cooking

- 7** You hear a teenager talking about the sport she plays.

How does she feel while she is playing the sport?

- A** uncomfortable
- B** embarrassed
- C** confident

- 8** You hear an explorer talking about a journey he is making.

How will he travel once he is across the river?

- A** by motor vehicle
- B** on horseback
- C** on foot

Part 2

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9 – 18, complete the sentences.

SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	---

The summer camp is a chance for teenagers to meet people and learn

	10
--	----

As an example of a practical activity, Helen tells us about a team which built a

	11
--	----

In the next camp, teams will work out problem-solving activities such as a

	12	with clues.
--	----	-------------

Helen gives the example of

	13	as the only typical sporting activity at the camp.
--	----	--

The day when teams can choose their own activities is called

'		'	14
---	--	---	----

The summer camp is good for people who don't have opportunities or have little

	15
--	----

On 'Battle of the Bands' day, teams make a record and a

	16
--	----

For the teenagers taking part, the camp lasts for

	17
--	----

You can book for a summer camp that will be held in the month of

	18
--	----

READING

Part 1

You are going to read an extract from a novel. For questions **1 – 8**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.
Mark your answers **on the separate answer sheet**.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression. There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

Line 14

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me. Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to

read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

- 1 As he travelled, the writer regretted his choice of
 - A seat.
 - B clothes.
 - C career.
 - D means of transport

- 2 What had surprised the writer about the job?
 - A There had been no advertisement.
 - B He had been contacted by letter.
 - C There was an invitation to tea.
 - D He had been selected for interview.

- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 14) to show that he felt
 - A confident of his ability.
 - B ready to consider any offer.
 - C cautious about accepting the invitation.
 - D forced to make a decision unwillingly.

- 4 What impression had the writer previously had of Yorkshire?
 - A It was a beautiful place.
 - B It was a boring place.
 - C It was a charming place.
 - D It was an unhappy place.

- 5 What did the writer find unusual about Darrowby?
 - A the location of the bus stop
 - B the small number of shops
 - C the design of the square
 - D the lack of activity

- 6 What did the writer feel the guidebooks had missed about Darrowby?
 - A the beauty of the houses
 - B the importance of the bridges
 - C the lovely views from the town
 - D the impressive public places

- 7 How did the writer recognise Skeldale House?
 - A The name was on the door.
 - B It had red bricks.
 - C There was a certain plant outside.
 - D It stood alone.

- 8 How did the writer's attitude change during the passage?
 - A He began to feel he might like living in Darrowby.
 - B He became less enthusiastic about the job.
 - C He realised his journey was likely to have been a waste of time.
 - D He started to look forward to having the interview.

GRAMMAR

Part 1 Word Formation

Fill in the spaces below with a word formed from the word shown on the right.

For example: He is a very successful business man. (succeed)

- 1) Carol and Andy have just moved into a new _____ . 1. (neighbour)
- 2) Smoking is _____ to your health . 2. (harm)
- 3) There is no _____ between my bike and yours. 3. (differ)
- 4) She carried the tray of glasses very _____. 4. (care).
- 5) At an early age he decided to become a _____. 5. (politics)
- 6) Your trousers are too short, we need to _____ them. 6. (long)
- 7) The party was a complete _____. 7. (fail)
- 8) Doing exercise is _____ connected to being healthy. 8. (usual)

Part 2 Sentence transformations

Complete each sentence so that it has the same meaning as the first sentence. You must use the word in brackets.

1. Do you have good language skills?
(languages)
Are you _____ ?
2. Painters have painted my house this week.
(painted)
I _____ this week.
3. That's the hotel where we had lunch last Sunday.
(in)
That's the hotel _____ last Sunday.
4. She went to the café because she missed her bus.
(not)
If she _____ to the café.
5. I didn't arrive as early as I expected.
(than)
I arrived _____ .
6. It's possible that Bill saw me.
(may)
Bill _____ me.
7. There's a party at Mary's house next week.
(is)
Next week, Mary _____ party at her house.
8. The last time I saw Jim was two months ago.
(I)
_____ two months.

Part 3 Selective Cloze

Fill in the gaps with the correct form of the verb in brackets.

In the past, many people 1) _____ (think) that reality TV
2) _____ (be) a very short-lived phenomenon. However, its
popularity 3) _____ (increase) day by day. Several reality
shows 4) _____ (watch) by millions of viewers every night, and it
5) _____ (be) clear that this form of entertainment 6) _____
_____ (stay) with us long into the future. Indeed, many people 7) _____
_____ (become) famous over the last few years because of their
involvement in these programmes.

There is one main reason why this kind of entertainment 8) _____ (enjoy)
by so many people. John, from Liverpool, 9) _____ (say) 'One
week, when I 10) _____ (be) sick with the flu, I spent my time
watching TV. By the end of the week, I realised that I had watched 30 hours of reality
shows. I was shocked!

WRITING

Choose one of the following questions and write your answer in about 220-240 words.

You may NOT use a dictionary.

- a) What are the **advantages** and **disadvantages** of working part-time?
- b) Learning to take care of the environment should start at home.
What is your opinion?
- c) You are organising a weekend away for your sports club and need to **write a letter** to a local travel agency asking about:
 - suitable destinations
 - and any other information you think is relevant.

The writing part of the exam will be assessed for the following **criteria**:

- Content/accurate answering of the question
- Grammar: range and accuracy
- Vocabulary: range, appropriacy and spelling
- Text Organisation/Syntax

5.2 Answers

Listening

Part 1 1. C 2. A 3. C 4. C 5. A 6. B 7. C 8. B

Part 2 9. school 10. (new) skills/ a(new) skill 11. tree house 12. mystery
13. (horse) riding 14. (a/the/their) dream day 15. (self-) confidence
16. (pop) video 17. a/on/1 week/ seven/7 days 18. Sept/September

Reading

Part 1: 1. A 2. D 3. B 4. B 5. D 6. C 7. C 8. A

Grammar

Part 1

Word Formation

- 1) neighbourhood
- 2) harmful
- 3) difference
- 4) carefully
- 5) politician
- 6) lengthen
- 7) failure
- 8) usually

Part 2

Sentence Transformations

- 1) good / at, fluent/in languages
- 2) have had /my house painted
- 3) in which/ we had lunch, or which we had/ lunch in, or we had/ lunch in
- 4) had not missed her bus/ she would not have gone
- 5) later/ than I expected
- 6) may have/ seen
- 7) is/ having a
- 8) I haven't seen Jim/ for

Part 3

Selective Cloze

- 1) thought
- 2) would be/ was going to be
- 3) is increasing/has increased/has been increasing
- 4) are watched
- 5) is
- 6) will stay / is going to stay
- 7) have become
- 8) is enjoyed
- 9) said
- 10) was