

**Musterprüfung  
Fachmittelschule**

**Lösungen**

**Englisch schriftlich**

**Zeit: 45 Minuten**

# Fachmittelschule - Musterprüfung

Prüfung	<b>Englisch</b>
Zeit	<b>45 Minuten</b>
Prüfungshilfsmittel	<b>keine</b>
Bemerkung	<b>Lösen Sie die Aufgaben vollständig auf den Prüfungsblättern</b>

<b>I</b>	<b>READING COMPREHENSION</b>	_____ / <b>14</b>
<b>II</b>	<b>GRAMMAR</b>	_____ / <b>42</b>
	1 Multiple-choice cloze	_____ / 10
	2 Word formation	_____ / 5
	3 Gap fill	_____ / 5
	4 Sentence transformation	_____ / 10
	5 Tenses and verb forms	_____ / 12
<b>III</b>	<b>WRITING</b>	_____ / <b>20</b>
	<b>TOTAL</b>	_____ / <b>76</b>

Notenberechnung  $\left[ \left( \frac{\text{erreichte Punktzahl}}{76} \right) \times 5 \right] + 1 = \text{Note}$

**Note** \_\_\_\_\_

# LÖSUNGEN

## Part I

\_\_\_\_\_ / 14

The following text is the beginning of a short story set somewhere in the American countryside. Read the text and answer the questions on the next page.

### The Lesson

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Sam squinted against the sun at the distant dust trail raked up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way, the longer he'd have a job.

- 5 Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

'Don't pick up your mail often, do you?'

Sam took it without a glance and dropped the envelopes onto the bench.

- 10 'Never,' he replied and waited for Carter to say why he was here. The fact it was Carter's house was no explanation and they both knew it. Carter twisted his hat round and round, licking his lips and clearing his throat.

'Nice work fixing those fences,' he said finally. 'They look even better now than when they were new.'

- 15 'I'll be back to the beginning soon,' Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

'Don't you ever want to take a holiday?'

'And go where?' A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

- 20 Mr Carter wiped the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning ruddy in the June sun. Otherwise, he had the indoor tan of a man that made money while other people did the work.

'I've brought my son with me on this trip. He's had some trouble at school.' Mr Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. 'Not much trouble out here for a young boy.' He attempted a laugh, but it came out like a dog's bark.

- 25 The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and rebellious a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? he wondered. There was a whole load of trouble a good rider could get into out here, miles away from anyone. But maybe there was even more trouble for  
30 someone who knew nothing about horses and wanted to get away from his father.

**Task 1: Text comprehension**

\_\_\_\_\_ / 6

For questions 1-6, choose the best answer **A, B, C** or **D**.

- 1 What is Sam's reaction to his letters?  
**A uninterested**  
B surprised  
C afraid  
D curious
- 2 Why does Sam not take holidays from work?  
**A He feels safer on the farm.**  
B He can't afford it.  
C He hasn't finished repairing the fences yet.  
D He doesn't know where to go.
- 3 What can we guess about Mr Carter?  
A He works a lot.  
B He loves horses.  
C He spends a lot of time outdoors.  
**D He is rich.**
- 4 What does Sam think Carter's son might do during his stay at the farm?  
A He might walk away.  
**B He might do something dangerous while riding.**  
C He might break the fence.  
D He might get into trouble with the neighbours.
- 5 How does Mr Carter feel while he's talking to Sam in this scene?  
A angry  
B impatient  
**C nervous**  
D excited
- 6 Why has Mr Carter come to the farm?  
A Because he likes talking to Sam.  
B Because he needs to check on the work on the fences.  
C Because his son needs a holiday.  
**D Because his son has had problems at school**

**Task 2: Vocabulary**

\_\_\_\_\_ / 8

Replace the following words from the text with ...

- |   |  |
|---|--|
| a) a synonym (= the same meaning)           | b) an antonym (= the opposite meaning) |
| 1 completely (l. 6) <b>totally / wholly</b> | 5 later (l. 5) <b>earlier</b>          |
| 2 dropped (l. 9) <b>put down / let fall</b> | 6 better (l. 13) <b>worse</b>          |
| 3 replied (l. 10) <b>answered</b>           | 7 rapidly (l. 23) <b>slowly</b>        |
| 4 attempted (l. 24) <b>tried</b>            | 8 more (l. 29) <b>less</b>             |

**Part II Grammar and Vocabulary**

\_\_\_\_\_ / 42

**Task 1: Multiple choice**

\_\_\_\_\_ / 10

Read the text below. For each gap **1-10** mark the correct word **A, B, C** or **D**. There is an example (0) at the beginning.

**A Strange Incident.**

When Diana got off the train, (0) ...**B**... was a woman waiting for her (1) ..... the platform. ‘(2) ..... ?’ she asked. ‘(3) ..... a car waiting for you (4) ..... ‘Diana was not very surprised, as she thought (5) ..... aunt must have been (6) ..... busy to meet her at (7) ..... station.

Diana did not recognize the woman, (8) ..... was dressed very formally and had a small briefcase under her arm. She was (9) ..... tired after the journey and just happy to get in the car. The woman said a few words to the driver and (10) ..... walked away.

- |    |                  |                     |                         |                 |
|----|------------------|---------------------|-------------------------|-----------------|
| 0  | A who            | <b>B there</b>      | C whose                 | D it            |
| 1  | A below          | B to                | <b>C on</b>             | D in            |
| 2  | A You Diana?     | B You aren't Diana? | <b>C Are you Diana?</b> | D You be Diana? |
| 3  | <b>A There's</b> | B It's              | C Theirs                | D They're       |
| 4  | A out            | B in                | <b>C outside</b>        | D inside        |
| 5  | A his            | B hers              | C she's                 | <b>D her</b>    |
| 6  | A much           | <b>B too</b>        | C to                    | D so            |
| 7  | A one            | B a                 | <b>C the</b>            | D an            |
| 8  | A which          | <b>B who</b>        | C whose                 | D witch         |
| 9  | A such           | B very              | C not                   | <b>D so</b>     |
| 10 | A than           | <b>B then</b>       | C after                 | D later         |

**Task 2: Word formation**

\_\_\_\_\_ / 5

Change the word in brackets so that it fits into the gap.

**Example:** The manager is .....**hopeful**..... that all the players can be signed on. (**HOPE**)

- The new zoo's main **attraction** are the baby lions. (**ATTRACT**)
- He tried to paint his bedroom, but he wasn't very **successful** (**SUCCESS**)
- I love my new sofa. It's so **comfortable** (**COMFORT**)
- It's always very **dangerous** to drive at such a high speed. (**DANGER**)
- The book contains a **collection** of poems from three decades. (**COLLECT**)

**Task 3: Gap fill**

\_\_\_\_\_ / 5

Complete the sentence with ONE WORD.

**Example:** Jane was ...**at**... her friend's birthday party last night.

- 1 Rita moved to this town four years **ago**.
- 2 We felt fine at the restaurant, but later **both / all / one / each** of us fell ill.
- 3 If you want to make an omelette, there are **some** eggs in the fridge.
- 4 What a terrific book! It is one of the **most** interesting books I've ever read.
- 5 The hotel is very **close** to the lake, probably only 500 meters.

**Task 4: Sentence transformation**

\_\_\_\_\_ / 10

Rewrite the second sentence so that it has the same meaning as the first sentence. You must use the **given word** in your sentence. There is an example at the beginning.

- 0 I can't wait to see that movie. **FORWARD**  
I **am looking forward to** seeing that movie.
- 1 Does classical music interest you? **INTERESTED**  
Are **you interested in** classical music?
- 2 There weren't many children swimming in the pool. **FEW**  
There were only **(a) few children** swimming in the pool.
- 3 Ronald is fifteen. Alice is fifteen, too. **AS**  
Ronald is **as old as** Alice.
- 4 Sarah has never used a smartphone before. **FIRST**  
This is **the first time** that Sarah has used a smartphone.
- 5 The bike was too expensive for me to buy. **ENOUGH**  
I did **not have enough money** to buy the bike.

**Task 5: Verbs and tenses**

\_\_\_\_\_ / 12

Complete the sentences with the correct form of the verb. Use any of the following tenses:

► Present simple/continuous | Present Perfect | Past simple/continuous | Past Perfect | Future ◀

A few months ago, I **1 was travelling** (travel) up to Scotland by train, when the train suddenly **2 started** (start) to slow down. We **3 didn't come** (not | come) to a full stop, so I wondered why we **4 were going** (go) so slowly. Suddenly, a voice sounded over the loudspeakers: “Dear passengers, this is your train driver speaking. Unfortunately, one of our engines **5 has just broken down** (just | break down), which means that we **6 are running** (run) with only our front engine at the moment. I **7 will contact** (contact) you again as soon as I have new information. Of course, I **8 was** (be) a bit annoyed; I was on my way to a business meeting and my only thought now was: “Oh great, I **9 will / am going to be** (be) late for my meeting in Glasgow.” A few minutes later, the train **10 came** (come) to a stop altogether. Again, the train driver's voice came on. He **11 told** (tell) us that he had some bad and some good news. The bad news was that the second engine **12 had stopped** (stop) working as well. The good news was that at least we were on a train – and not on an airplane...

## Part III Writing

	<b>Content</b>	<b>Language</b>	
<b>9-10</b>	<p><b>Very good:</b></p> <ul style="list-style-type: none"> <li>▪ Includes all required content</li> <li>▪ Little or no digression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complex sentences</li> <li>▪ Wide range of structures and vocabulary</li> </ul>	<b>9-10</b>
<b>7-8</b>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>▪ Covers all the content elements, with some elaboration</li> <li>▪ May contain some minor repetition or digression</li> <li>▪ Is overall reasonably coherent</li> <li>▪ Requires minimal effort on the part of the reader</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reasonable control of language and linking of sentences</li> <li>▪ Language is either unambitious (avoids complex structures and uses a narrow range of vocabulary) but accurate <i>or</i></li> <li>▪ Ambitious (i.e. attempting a range of structures and vocabulary) but with some errors</li> <li>▪ Errors do not generally impede communication.</li> </ul>	<b>7-8</b>
<b>5-6</b>	<p><b>Reasonable</b></p> <ul style="list-style-type: none"> <li>▪ Rather simple account with little elaboration <i>or</i></li> <li>▪ Fuller attempt combining some repetition or digression</li> <li>▪ One significant element of required content may have been omitted</li> <li>▪ Some effort may be required by the reader</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of some control of language</li> <li>▪ Simple, yet sound sentence structure</li> <li>▪ Language likely to be unambitious</li> <li>▪ Several errors may be present, e.g. in structures, tenses, spelling, articles, prepositions</li> <li>▪ Mistakes do not generally impede communication</li> </ul>	<b>5-6</b>
<b>3-4</b>	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>▪ Limited understanding of what is required</li> <li>▪ Two elements of required content may have been omitted <i>or</i></li> <li>▪ Noticeable irrelevance</li> <li>▪ Requires considerable effort by the reader</li> </ul>	<ul style="list-style-type: none"> <li>▪ Erratic control of sentence structure and use of tenses</li> <li>▪ Language may be very simplistic/limited/repetitive</li> <li>▪ Language errors will impede communication at times</li> </ul>	<b>3-4</b>
<b>1-2</b>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>▪ Includes little of relevance <i>or</i></li> <li>▪ Is far too short</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very poor control of language</li> <li>▪ Difficult to understand due to frequent errors in areas such as grammar, spelling or sentence construction.</li> </ul>	<b>1-2</b>