

**Aufnahmeprüfung
Gymnasiale Maturitätsschulen**

Englisch schriftlich

Zeit: 70 Minuten

Aufnahmeprüfung ENGLISCH 2025

ÜBERBLICK / ZEITEINTEILUNG

Teacher's version with

CORRECTION KEY

I.	LISTENING COMPREHENSION	10 min	→ 16 pts
II.	READING COMPREHENSION	10 min	→ 13 pts
	Part 1	7 pts	
	Part 2	6 pts	
III.	GRAMMAR / VOCABULARY	30 min	→ 43 pts
	A Sentence Transformation	6 pts	
	B Word Formation	6 pts	
	C Text Completion	12 pts	
	D Tenses / Verb forms	14 pts	
	E Gap Text	5 pts	
IV.	WRITING	20 min	→ 28 pts
TOTAL		70 min	→ 100 pts

Punktetotal: Die maximale Punktzahl beträgt 100 Punkte.

Zeitdauer: Die Prüfungsdauer beträgt 70 Minuten.

Notenberechnung: Die Noten lassen sich nach folgender Formel berechnen und werden in Hundertstel angegeben.

$$\frac{\text{erreichte Punktezahl} \times 5}{100} + 1$$

Listening Comprehension – Transcript

A (boy)

My favourite thing has to be my new tablet. It's really light and quite small, so I take it with me everywhere. I'm always writing messages to friends and it's big enough to do college work on it too. It takes really good photos, and I play games and listen to music on it as well, of course. I often download films onto it and watch them in bed. My mum says I'm addicted, because I'm always on it. I even read things on it at breakfast time. I'm not allowed to at dinner time, though. I have to be polite and talk to people then. 'Welcome back to real life,' my mum says.

B (girl)

My favourite thing? Does my cat count as a thing? She's not really a thing, but anyway. She's a really beautiful little cat. I've had her since she was four months old. You know how some cats are really independent and hardly talk to you? I know cats don't really talk, but you know what I mean. Well, she's not like that at all. She's really affectionate and comes up to me as soon as I get home, purring away like mad. She makes a lot of noise for a tiny thing. She loves being stroked and comes and curls up next to me when I'm on the sofa. She's great company.

C (boy)

My new scooter! It's quite small, but fun, and just what I needed for getting around the city. I used to have quite a long walk to the metro, then a longish walk at the other end to get to college. But now I can just whiz there on my scooter. And there's no problem parking, there's always space for it. You have to be careful with the cars and lorries – they don't always see you – and when it rains the surface of the road is terrible, it gets really slippery. But in general it's perfect for me, and I can fit a friend on the back too – I've got an extra helmet for a friend. It's great. Riding along makes me feel so free.

D (girl)

This might sound a bit old-fashioned, but my sewing machine is my favourite thing. I'm studying fashion and love making things, as well as designing them. I also love clothes myself and often buy second-hand clothes – everyone loves the 'vintage' look at the moment – and then I adapt them to my size. It's much easier using a machine to do that than doing it by hand. I do alterations for my mum and my sister too. If I don't make it as a designer, I suppose I can always set up my own alterations and customising business. Customising clothes, by taking things off and adding things on, is actually very creative, so I wouldn't mind that.

E (boy)

My set of Japanese knives. That sounds a bit sinister, doesn't it, but I'm not a murderer or anything. They're chef's knives and the best ones come from Japan. Cooking is my new hobby. I got into it when I started watching Masterchef on TV. Then I went to an evening class for beginners, and I haven't looked back since. I try and have a dinner for between four and eight friends every two or three weeks. That gives me something to work towards and I always do new dishes so they can try them out and give me feedback. It's quite an expensive hobby if you use good ingredients, but now my friends help towards the cost. They still get a good meal for a very low price.

I. LISTENING COMPREHENSION**(16 pts)**

You will hear five people talk about their favourite thing. Answer the question for each speaker as well as three questions that apply to all speakers. You will hear the recording twice. *(2 pts each → 16 pts)*

1. What does speaker A's mother criticize?
 - a. He never shows up for family meals.
 - b. He is on his device too much.**
 - c. He uses his tablet for things other than school work.
2. What is special about speaker B's favourite thing?
 - a. She enjoys people's company.**
 - b. She is very independent.
 - c. She can talk.
3. Speaker C thinks his favourite thing...
 - a. ...can be dangerous.**
 - b. ...is inexpensive.
 - c. ...helps him find friends.
4. In the future, speaker D can see herself...
 - a. ...buying a sewing machine.
 - b. ...making clothes for her family.
 - c. ...adjusting garments to people's needs.**
5. Speaker E...
 - a. ...asks his friends to pay for dinner.**
 - b. ...makes a profit cooking for others.
 - c. ...uses different plates each time he cooks.
6. Who says their favourite thing might make them sound evil?
 - a. Speaker A
 - b. Speaker C
 - c. Speaker E**
7. Which thing doesn't any of the speakers talk about?
 - a. ...an item of clothing**
 - b. ...an electronic device
 - c. ...a pet
8. What do speaker C, D and E have in common?
 - a. They are happiest alone with their favourite thing.
 - b. They say they paid a lot for their favourite thing.
 - c. They can use their favourite thing with and for others.**

II. READING COMPREHENSION**(13 pts)****READING - PART 1**

*Read the text carefully and choose the correct answer A, B, C or D for questions 1-7.
(1 pt each → 7 pts)*

The Impact of Social Media on Teenagers

Social media has become a significant part of teenagers' lives, shaping how they communicate, learn, and view themselves. Platforms like Instagram, TikTok, and Snapchat allow young people to connect with friends, share creative content, and follow trends. While these platforms offer benefits, parents and experts are concerned about their effects on mental health and self-esteem.

For 16-year-old Sarah from Zurich, social media is an important way to stay connected. She spends several hours a day on TikTok and Instagram, where she shares videos and follows influencers. "It's fun, and I love seeing what everyone else is doing," she says. However, Sarah admits that sometimes she feels pressure to look good online. "You see all these perfect pictures, and even though you know they're edited, it's hard not to compare yourself," she adds.

Studies show that Sarah's feelings are common. A recent survey found that 60% of teenagers feel pressured to present an ideal image of themselves on social media. This pressure can lead to anxiety and low self-esteem, especially when teenagers feel they can't measure up to the unrealistic standards they see online.

Another issue is the amount of time teenagers spend on social media, often late into the night. Many admit to checking their phones right before bed, which can lead to problems with their sleep. The blue light from screens affects the body's ability to relax, leading to poor sleep quality. Sleep experts recommend that teenagers turn off their phones at least an hour before bedtime to avoid these problems.

However, social media is not all bad. Many teenagers use platforms to follow global events and engage in activism. For example, 17-year-old Lukas from Geneva follows climate change discussions on Twitter. "It's a great way to stay informed and see what young people around the world are doing," he says. Social media allows teenagers to express their opinions and join conversations about important topics, such as the environment or social justice.

Parents and teachers are trying to help teenagers find a healthy balance. Some schools now offer lessons on digital well-being, teaching students how to use social media responsibly and avoid its negative effects. These lessons motivate young people to think critically about the content they see online and manage their screen time wisely.

In conclusion, while social media can offer connection and creativity, it's important for teenagers to use it in a balanced and healthy way.

1. According to the text, social media helps teenagers...
A) ...relax before bed.
B) ...improve their self-esteem.
C) ...stay in touch with their friends.
D) ...sleep better at night.
2. Sarah feels pressure when she...
A) ...spends too much time online.
B) ...sees modified pictures of content creators.
C) ...watches violent videos.
D) ...posts videos on Snapchat.
3. How many teenagers feel pressured to present an ideal image online?
A) ...a few teenagers
B) ...two thirds of teenagers
C) ...half of teenagers
D) ...most teenagers
4. Social media can negatively affect their health because...
A) ...it causes sleeping disorders.
B) ...it causes stress about school.
C) ...it causes eye problems.
D) ...it causes concentration problems.
5. What positive impact does social media have according to the text?
A) It improves teenagers' grades.
B) It helps teenagers think about important topics.
C) It boosts teenagers' confidence.
D) It helps teenagers relax.
6. Some schools now teach students...
A) ...to avoid using social media completely.
B) ...to follow more useful influencers.
C) ...to use social media carefully.
D) ...to watch educational videos.
7. What is the overall message of the article about social media?
A) Social media is mostly harmful for teenagers.
B) Social media offers both benefits and challenges.
C) Teenagers should stop using social media.
D) Parents should control teenagers' social media use.

READING - PART 2

Read the text carefully and choose the most suitable heading from the list A-H for each part 1-6 of the article. There is one extra heading which you do not need to use.
(1 pt each → 6 pts)

- A. Schools adapt to AI technology.
- B. AI supports personalized learning.
- C. ~~New technology is changing the classroom.~~
- D. AI helps students develop life skills.
- E. Teachers profit from AI tools.
- F. Challenges of integrating AI in education.
- G. AI in schools raises privacy concerns.
- H. The future of AI in education.

ARTIFICIAL INTELLIGENCE IN SCHOOL

C. New technology is changing the classroom

Technology has always played a role in education, but Artificial Intelligence (AI) is now taking it to a new level. From personalized learning programs to AI-powered tutors, the use of technology in the classroom is increasing rapidly.

B. AI supports personalized learning.

One of the most significant impacts of AI in schools is the ability to personalize learning for each student. AI systems can analyse a student's progress and propose lessons to meet their individual needs. This means that students can learn at their own pace and focus on the areas where they need the most help.

E. Teachers profit from AI tools.

AI isn't just helping students; it's also supporting teachers. Teachers can use AI tools to do administrative tasks, such as grading and participation, giving them more time to focus on teaching. Additionally, AI can provide teachers with insights into student performance, helping them identify students who may need extra support.

F. Challenges of integrating AI in education.

AI offers many benefits, but it also presents challenges. Some educators worry that AI could replace teachers or reduce the human interaction that is so important in education. Another aspect is that students become overly dependent on technology.

A. Schools adapt to AI technology.

Even if there are some challenges, many schools are interested in AI technology. From AI-driven language learning apps to virtual reality classrooms, schools are finding innovative ways to integrate AI into their teaching. These tools are helping to make learning more attractive and accessible for students around the world.

D. AI helps students develop life skills.

The use of AI in education isn't just about improving academic performance. AI can also help students develop important life skills. For example, AI systems can help students learn problem-solving and critical thinking skills, which are necessary in today's world.

H. The future of AI in education.

As AI continues to grow, it will surely play an even greater role in education. Schools need to get used to these changes and make sure that both teachers and students are prepared for a future where AI is a central part of learning.

III. GRAMMAR / VOCABULARY**(43 pts)****A. SENTENCE TRANSFORMATION****(1 pt each → 6 pts)**

Complete the sentences so that they mean the same. Use the word given but don't change it. Write no more than five words.

example	My brother doesn't like reading.	INTERESTED
	My brother <i>is not interested in</i> reading.	

1. I'm sure this isn't the right answer.

CAN'T

This **can't be** the right answer.

2. It isn't necessary for you to buy so many snacks.

NEED

You **don't / do not need to buy** so many snacks.

3. They couldn't repair the car because it was too old.

ABLE

They **weren't / were not able to repair** the car because it was too old.

4. My brother is too young to drive a car.

ENOUGH

My brother **isn't / is not old enough** to drive a car.

5. It's a long time since we last went on holiday.

BEEN

We **haven't / have not been on holiday** for a long time.

6. Do you know how to drive a car?

EVER

..... **Have you ever driven** a car before?

B. WORD FORMATION

(1 pt each → 6 pts)

Change the word in CAPITALS to form a new word for each space in the same line.

example: For a model career a perfect <i>appearance</i> is necessary. APPEAR

1. They used a**chopping**..... board to prepare the vegetables. **CHOP**

2. He keeps running around. He is such an**energetic**..... boy. **ENERGY**

3. The**length**..... of the table is two metres. **LONG**

4. The Taylor Swift concert was**unbelievable**.....! **BELIEF**

5. It was by far Taylor Swift's best**performance**.....! **PERFORM**

6. The**arrival**..... of the train was delayed due to a snowstorm. **ARRIVE**

C. TEXT COMPLETION**(1 pt each → 12 pts)**

Complete the following text using ONE suitable word in each space. There is an example given at the beginning (0).

TRAIN TRAVEL IN EUROPE

Train travel**in** (0)..... Europe is one of the ...**most / very / many**....(1) popular and convenient ways to explore the continent. Many people choose to travel by train**because / as**....(2) it is often faster and more comfortable than other types of transport**like**....(3) buses or cars. One of the biggest advantages is the extensive network of railways**which / that**.... (4) connects cities and even small towns across different countries.

Another benefit of train travel is the beautiful scenery you**might / may / can / could**....(5) enjoy during your journey. From the snowy Alps**to**....(6) the sunny coasts of the Mediterranean, passengers can see a variety of landscapes from their train window. Some countries, like Switzerland and Germany, are famous for**their / extremely / very**....(7) punctual and reliable rail services.

Booking train tickets in Europe**has**....(8) become much easier thanks to online platforms and apps. Travelers can now compare prices, check schedules, and book their tickets online. Some rail systems also offer passes like the Eurail pass, which allows unlimited travel for a certain period of time, making**it / this / them**.... (9) ideal for tourists.

....**When / If**.... (10) travelling by train, it is important to check the rules for baggage and reservations to avoid any problems. In some countries, you**might / may / will / often / sometimes**....(11) need to validate your ticket before boarding the train, while in others, you can simply hop on and find your seat.

Overall, train travel is a convenient and environmentally friendly option**for / when / if / while**....(12) exploring Europe. It offers a unique travel experience that combines comfort, speed, and the chance to meet people from different cultures along the way.

D. TENSES and VERB FORMS**(1 pt each → 14 pts)**

Read the following text. Complete the sentences with a suitable form of the verb in brackets. Use present simple / continuous, past simple / continuous, present perfect or future forms. Sometimes more than one tense is possible.

A LETTER FROM A FRIEND

Hi Peter,

I hope all is well with you. As you know, I'm here in England for a semester as part of my exchange year and I**arrived**.... (arrive) safely last week.

My host family**seem / seems**.... (seem) really nice and are very hospitable. They**have ('ve) given / have ('ve) been giving**.... (give) me loads of advice and help since I got here.

I**haven't (have not) been able to**.... (not able to) see that much of London yet, but I**hope / am ('m) hoping**.... (hope) to do some sightseeing very soon.

Right now we**are ('re) working**.... (work) on a project to get to know the other students better. I definitely think I**made / have ('ve) made**.... (make) the right decision to come here.

Last night a group of us**went**.... (go) to the theatre in the West End. Afterwards we decided to have a meal in Chinatown and then we**caught**.... (catch) a taxi home. London is certainly not cheap, so we**can't (cannot) / couldn't (could not)**.... (not can) afford to do things like that every weekend.

In a couple of weeks' time, our class**will visit / is going to visit / is visiting**.... (visit) the south coast. Later on in the course we**will ('ll) spend / are ('re) going to spend / are ('re) spending**.... (spend) several days in Cambridge too.

What about your studies? How many more months of your course are left?**Have you enjoyed / have you been enjoying / are you enjoying**.... (you, enjoy) the experience overall?

If you**have**.... (have) time, you should come and visit me here.

Hope to hear from you soon.

David

E. GAP TEXT**(0.5 pt each → 5 pts)**

Read the following text about virtual reality. Choose the correct word for each space and circle A, B, C or D. The first sentence gives you an example.

From Dreamer to Pilot

Liam Dawson has always been fascinated by flying. ... (0) ... three sisters are all passionate about different things, but Liam is (1)...**confident**... he wants to be a pilot. When Liam was five, his parents (2)...**took**... him to an air show, and he (3)...**still**... remembers watching the planes soar through the sky. Since then, all he (4)...**dreams**... about is flying, his mother (5)...**says**....

A few years ago, Liam's father (6)...**earned**... a promotion at work, which allowed the family to move closer to an airport (7)...**where**... Liam could take flying lessons. (8)...**Some**... family members were excited about the move. Liam's father (9)...**decided**... to support his dream by enrolling him in a flight academy. One day, Liam (10)...**hopes**... to become a commercial airline pilot.

- | | | | |
|--------------------|------------------|----------------|--------------------|
| 0) A His | B Her | C They | D Him |
| 1) A uncertain | B doubtful | C unsure | D confident |
| 2) A brought | B moved | C took | D sent |
| 3) A never | B still | C hardly | D barely |
| 4) A shows | B dreams | C worries | D laughs |
| 5) A says | B speaks | C whispers | D shouts |
| 6) A earned | B gave | C lost | D found |
| 7) A when | B which | C where | D while |
| 8) A Every | B None | C Some | D Both |
| 9) A worked | B decided | C planned | D succeeded |
| 10) A doubts | B hesitates | C hopes | D forgets |

IV. WRITING

(28 pts)

Imagine you have a friend from a foreign country, and you want to tell them about your favourite thing. Write a text of about 120 words (4 paragraphs). Make sure you use the appropriate tense for each task. Try to use different sentence structures and a range of vocabulary. Answer the following questions.

(7 pts each → 28 pts)

YOUR FAVOURITE THING

- ❶ What is your favourite thing? What do you use it for? Describe.
(about 30 words)
- ❷ Why is it important to you? Name two different aspects.
(about 30 words)
- ❸ Talk about two past situations when your favourite thing played a role. Explain.
(about 30 words)
- ❹ Will your favourite thing change in the future? How, why?
(about 30 words)

KORREKTURSCHEMA

Pro Aufgabe 1-4 sind jeweils **7 Punkte** zu vergeben, **28 Punkte** insgesamt.

Anforderungen pro Aufgabe

➤ Vollständige zusammenhängend formulierte Äusserungen... → ...die jeweils die geforderte Anzahl der verschiedenen inhaltlichen Aspekte / Details aufweisen. → ...wobei die Meinung klar ersichtlich ist. → ...welche ca. 30 Wörter umfassen. ➤ Achtung → Falls monotone / repetitive Strukturen zur Angabe der 3 verschiedenen Details verwendet werden, wird 1 Punkt abgezogen und der Punkt für sprachliche Raffinesse (siehe unten) darf <u>auf keinen Fall</u> gegeben werden.	3 Punkte ○ what / what for (1½ pts each) ○ why and two aspects (1½ pts each) ○ two situations (1½ pts each) ○ how / why (1½ pts each)
➤ Grammatikalische / lexikalische Korrektheit → Verbformen → Zeiten → Syntax → Orthografie ➤ Überschreitung der Wortanzahl → ...werden Punkte abgezogen. → ...z.B. für 15 Wörter -1½ P.	3 Punkte ½ P Abzug pro Fehler → nach 6 Fehlern wird nicht mehr gezählt!
➤ Sprachliches Niveau / Raffinesse in Wortschatz → z.B. Abwechslung in Strukturen, Verwendung von Synonymen, Adjektiven, Adverbien oder Varianten im Satzbau, z.B. Einbau von Nebensätzen → Beispiele, die 1 Punkt für Sprache wert sind: - <i>I've always wanted to meet Wendy Holdener as I am a keen skier myself and follow all her races.</i> - <i>Her life is so different to mine because she is rarely at home and is always travelling around, especially in Winter.</i> - <i>One positive aspect is you get a lot more sponsorship when you are a famous skier.</i> - <i>What is not so good is that you lose a lot of your privacy and are often in the spotlight.</i>	1 Punkt dieser wird nicht gegeben bei: → Repetitiven Strukturen und Wortschatz → Monotonen Wendungen → Sehr simpler Syntax, extrem kurzen Sätzen