

# Berufsmaturitätsschulen

Kanton Bern

## Aufnahmeprüfungen Berufsmaturität 2022

BM 1 und BM 2

### Englisch schriftlich Serie 1 – **Lösungen**

Name \_\_\_\_\_ Vorname \_\_\_\_\_

Kand.-Nr. \_\_\_\_\_ Prüfungsort \_\_\_\_\_

BM 1 Typ \_\_\_\_\_ BM 2 Typ \_\_\_\_\_

Datum **Samstag, 12. März 2022**

Zeit **45 Minuten**

Hilfsmittel **keine**

Bemerkungen **Füllen Sie die Prüfung mit Kugelschreiber aus.**

Aufgaben	Maximum	Erreicht
Teil 1: Textverständnis	25	
Teil 2: Textproduktion	25	
<b>Total</b>	<b>50</b>	
Expertinnen/Experten: _____	<b>Note</b>	

Notenskala		
Punkte		Note
48	– 50	6
43	– 47	5.5
38	– 42	5
33	– 37	4.5
28	– 32	4
23	– 27	3.5
18	– 22	3
13	– 17	2.5
8	– 12	2
3	– 7	1.5
0	– 2	1

**Part 1: Reading** (25 points, 25 minutes recommended)**Task 1: Multiple Choice<sup>1</sup>**

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

Look at the sentences. What do they say? Choose the correct explanation - A, B or C.

There is an example at the beginning (0).

0. Nothing of value is left in this van at night.		
A	Valuable objects are removed at night.	<input checked="" type="checkbox"/>
B	Valuables should not be left in the van.	<input type="checkbox"/>
C	This van is locked at night.	<input type="checkbox"/>

1. From: Miss Phelps To: Class 9 Sorry – there are no theatre tickets left. Anyone who’s ordered a ticket but not given me the money yet has until tomorrow to do so.		
A	You can order your tickets for the trip tomorrow.	<input type="checkbox"/>
B	Reserved tickets must be paid for by tomorrow.	<input checked="" type="checkbox"/>
C	You should return unwanted tickets to Miss Phelps tomorrow.	<input type="checkbox"/>

2. LOST USB-STICK – Lost on Tuesdays – contains important schoolwork. Hand in to office.		
A	Go to the office if you have lost a USB-stick.	<input type="checkbox"/>
B	Make sure all schoolwork is handed in to the office on a USB-stick.	<input type="checkbox"/>
C	If you have found a USB-stick, leave it at the office.	<input checked="" type="checkbox"/>

3. Nick, your swimming teacher called about this week’s lesson. It’ll be on Tuesday, not Thursday as it usually is. It’s still at 6 o’clock, but we’ll have to leave earlier – by 5.30. Dad		
A	Nick’s lesson will be on Tuesdays from now on.	<input type="checkbox"/>
B	The time of Nick’s lesson has changed.	<input type="checkbox"/>
C	Nick’s lesson this week is at the same time on a different day.	<input checked="" type="checkbox"/>

4. Hi Lara, that video game I borrowed from you was great! I’ve lent it to Mick. He’ll give it back to you on Monday. Hope that’s OK. Eve xx		
A	Mick will return Lara’s video game to her on Monday.	<input checked="" type="checkbox"/>
B	Lara will give Eve’s video game to Mick on Monday.	<input type="checkbox"/>
C	Mick and Eve will borrow Lara’s video game on Monday.	<input type="checkbox"/>

<sup>1</sup> Adapted from:

- Cambridge University Press: *Preliminary English Test for Schools 1*. Cambridge: Cambridge University Press, 2010.
- Cambridge Exams Extras: *PET with answers*. Cambridge: Cambridge University Press, 2006.

**5. Hi James, the movie starts at 6. I'm getting the train to the cinema. I'll meet you there at 5.45. Don't forget to invite Emily, too. – Jane**

A	James should get the train to the movie with Jane.	<input type="checkbox"/>
B	James should ask Emily if she wants to come to the movie.	<input checked="" type="checkbox"/>
C	James should meet Emily and Jane at the cinema at 5.45.	<input type="checkbox"/>

**6. Highcliff School Gallery: Taking photos of the art displayed here is not permitted.**

A	You are not allowed to remove any of the pictures here.	<input type="checkbox"/>
B	You are not allowed to display any of your photos here.	<input type="checkbox"/>
C	You are not allowed to use your camera here.	<input checked="" type="checkbox"/>

**7. Passengers cannot bring bicycles onto this train during busy periods without making a reservation.**

A	As this train is busy, all passengers must book before boarding.	<input type="checkbox"/>
B	Passengers must book before bringing bicycles onto the train at certain times.	<input checked="" type="checkbox"/>
C	There is no room for bicycles on this train when it is busy.	<input type="checkbox"/>

**8. Handle with care – breakable goods inside parcel**

A	Be careful with this parcel as the goods might break.	<input checked="" type="checkbox"/>
B	Use the handle to pick up this parcel so the goods won't break.	<input type="checkbox"/>
C	Take care when wrapping parcels with breakable goods inside.	<input type="checkbox"/>

**9. Louise, before you go out, don't forget to video the science fiction film tonight. It comes on after the six o'clock news. Michael**

A	Michael has written this note to remind Louise to record a film for him tonight.	<input checked="" type="checkbox"/>
B	Michael has written this note to recommend a film for Louise to watch tonight.	<input type="checkbox"/>
C	Michael has written this note to ask Louise to return the record he borrowed.	<input type="checkbox"/>

**10. Went sightseeing in the city today after looking round the museum. Visited a wonderful castle on the way to the beach yesterday. Back Friday. Andrea**

A	Yesterday, Andrea went sightseeing after she went to the beach.	<input type="checkbox"/>
B	Andrea visited the museum before she went sightseeing.	<input checked="" type="checkbox"/>
C	Andrea went to the beach before she visited a castle.	<input type="checkbox"/>

**Task 2: True, False or Not Given<sup>2</sup>**

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

Look at the statements below about a metal giraffe. Read the text on the next page and say for each statement if it is true or false, or if the information is not given in the text.

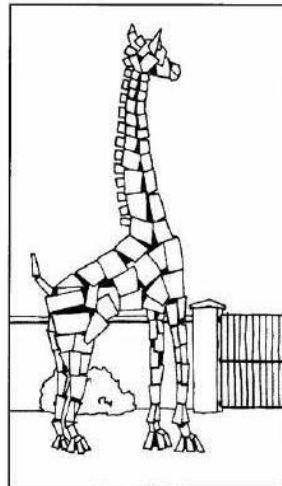
There is an example at the beginning (0).

Write **T** (true) or **F** (false) or **NG** (not given) for each statement.

		T or F or NG
0	The giraffe talked about in the text is made of metal.	T
1	The kids on the basketball team are big fans of the metal giraffe.	NG
2	The headmaster wrote to the artist to ask about buying the sculpture for the school.	F
3	The school got the giraffe sculpture free of charge.	T
4	The artist Tom Bennett started making metal objects while he was working at a university.	F
5	Tom thinks that he did an excellent drawing on his first day at school.	F
6	Tom only made one metal bicycle for himself and his wife.	T
7	Tom changed one of his metal sculptures into a different animal while he was making it.	T
8	Some of Tom's art is specifically for children.	NG
9	Tom intends his animal sculpture to be realistic.	T
10	The pupils of Grangetown High have decided on a name for their giraffe sculpture.	F

<sup>2</sup> Adapted from: Cambridge University Press: *Preliminary English Test For Schools 1*. Cambridge: Cambridge University Press, 2010.

## Metal giraffe arrives at school



The pupils of Grangetown High have been busy getting to know their newest and tallest classmate – a 7-metre-tall giraffe outside their school.

The giraffe is a huge metal sculpture made by a local artist. The school's headmaster noticed the sculpture in the artist's garden as he drove past one day, and thought it would be perfect for his school. 'I knew everyone would love it,' he said, 'because our basketball team is known as the Grangetown Giraffes, and they wear giraffes on their shirts. **So I asked them to write a letter to the artist, asking how much it would cost to buy the giraffe.** He was very kind and got it ready to deliver in six weeks – **all for nothing!** He arranged for it to arrive one Sunday morning, so that the pupils would see it when they got to school on the Monday – at that stage they had no idea that we were getting it.'

The artist, Tom Bennett, was a university professor of chemistry, **before he retired in 2010 and he only took up metalwork a couple of years ago.** But he had always been a keen artist. 'I've always drawn pictures,' he said. 'I can even remember doing it on my first day at school – I drew a horse. **I wanted it to be the best horse picture ever, but I don't think I succeeded!**'

Tom's first project using metal was **a bicycle** for two that he and his wife could go cycling on together. 'It was the most uncomfortable bike ever created,' admits Tom, **'so I gave up making bicycles and went into sculpture instead.'**

'The first metal sculpture I ever did was of a lion, which now also lives at a school. It started out as a cat, but it just didn't look right, **so I made it into a lion** and put it in my front garden. It soon began to attract attention from passers-by. Some small children wouldn't walk past the lion unless they could have a turn sitting and playing on its back. I think children feel that my sculptures look like actual live animals, and that's what I want.'

Meanwhile the pupils at Grangetown High are very happy with their new classmate. **'We're going to hold a competition to give it a proper name,'** said one girl. 'Everyone likes the expression on its face, so perhaps that will give us some idea.'

**Task 3: Matching<sup>3</sup>**

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

The people below all want to spend a day by the sea. On the next page you find descriptions of eight beaches. Decide which beach (A-F) would be most suitable for each person (1-5). There is an example at the beginning (0).

0. Jonathan prefers places with few people. He would like to go for a swim but also walk along the beach. He doesn't need a car park as he is taking his bicycle.

Beach: **G**

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1. Philip and Jenny have two children who cannot swim. Jenny wants them to be able to play safely in the water. Philip wants to learn to sail. They need to park near the beach.

Beach: **H**

2. Marco and Sandra want to spend the day on the beach and have lunch in a café. Marco wants to go surfing, while Sandra wants to relax in the sun.

Beach: **D**

3. Remi and Claudia want to relax on the beach. Remi would also like to do some sport, while Claudia would like to buy some presents to take home.

Beach: **F**

4. Richard, Fiona and their seven-year-old daughter want to swim and go for a walk. They would also like somewhere that has a children's play area, and they plan to buy souvenirs.

Beach: **A**

5. Paul and Rachel want somewhere with lots of space where they can sit and enjoy the view. Rachel would not manage a difficult walk to the beach. They want to eat lunch in a café.

Beach: **C**

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<sup>3</sup> Adapted from: Cambridge Exams Extras: *PET with answers*. Cambridge: Cambridge University Press, 2006.

## Beaches to choose from:

<p><b>A) Hadwick</b> A sandy beach with lots of space and views out to Fishport Harbour. Surfing is not permitted but <b>swimming is safe and there is a children's play area</b> and a <b>small shop</b>. The nearest car park is two kilometres away. There are many <b>pleasant walks</b> along the coastal path.</p>	<p><b>B) Godstow</b> A narrow beach which is surrounded by high cliffs and is popular for sunbathing, surfing and sailing. It is safe to swim here. It is next to Winburn Golf Club but there is no car park and the only access is along the coastal path. No café or shopping facilities.</p>
<p><b>C) Amrith</b> A large beach which attracts quite a few visitors but <b>doesn't get crowded because of its size</b>. There are <b>pleasant views</b> out to sea and to Bedruth Island. Swimming is safe but surfing is not permitted. There is a <b>café</b> and <b>parking</b> but no shops.</p>	<p><b>D) Torsands</b> A very sheltered beach which is great for <b>sunbathing</b>. It is a <b>popular surfing</b> and sailing beach but swimming is dangerous. There is a <b>café</b> and a children's play area but there is no car park and visitors have a ten-minute walk across fields.</p>
<p><b>E) Portsea</b> The excellent views make this beach well worth a visit. There are shallow pools which are safe for children to play in. However, there are no roads to the beach and the only access is across fields, though this doesn't stop some keen surfers. There are no facilities here.</p>	<p><b>F) Halcombe</b> This is a <b>small beach</b> within easy reach of the town centre and its many <b>shops</b>. It is very popular so there isn't much space. It is next to the <b>Milgrove Golf Club</b>, which is open to the public and has a restaurant. There is no children's play area, and surfing is not permitted.</p>
<p><b>G) Fishport</b> A small beach which <b>never gets crowded</b> because there are many steep steps down to the beach and there is <b>no car park</b>. There is a small shop but no children's play area or café. <b>Swimming is good</b> and there are <b>pleasant walks along the coastal path</b>.</p>	<p><b>H) Marple</b> Although unsuitable for surfing, this is a popular boating centre. Swimming is good and the many pools of <b>shallow water are safe for children</b>. Ocean Watersports Centre, which offers lessons in <b>sailing</b> and water skiing, is next to the beach. There is a steep path to the beach <b>from the car park</b>.</p>

**Part 2: Writing** (25 points, 20 minutes recommended)

**Task 4: My favourite person**

\_\_\_\_\_ / 25 points

Who is your favourite person?

- Describe your favourite person.
- Say why you like him or her.
- Say what activities you do together.
- Say what life would be like without him or her.

Write your text in **100 - 120** words.

**Marking:**

Content	Format and organisation	Grammar	Vocabulary	Spelling
_____ / 5 pts	_____ / 5 pts	_____ / 5 pts	_____ / 5 pts	_____ / 5 pts

**Points taken off if text is too short**

- \_\_\_\_\_ pts

**Total**

\_\_\_\_\_ / 25 pts



**Assessment:<sup>4</sup>**

Candidates are asked to write between 100 and 120 words. Points must be taken off the total score if a text is too short (2 points per 10 words missing):

90 – 99 words: - 2 points

80 – 89 words: - 4 points

70 – 79 words: - 6 points

Etc.

No deductions are made if a text is longer than 120 words.

	<b>Content</b>	<b>Format and organisation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Spelling</b>
<b>5</b>	All content is relevant to the task. Target reader is fully informed.	The text is well organised and coherent. Uses paragraphs and a variety of linking words / cohesive devices.	Use of a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede comprehension.	Appropriate use of a range of everyday words. Occasional inappropriate use of less common words.	Correct spelling of everyday words, with occasional errors in more complex / less common words.
<b>4</b>	Performance shares features of bands 5 and 3.				
<b>3</b>	Some irrelevances. The target reader is on the whole informed.	Text elements are connected, the text is coherent. Basic linking words / a limited number of cohesive devices.	Use of simple grammatical forms with a good degree of control. Errors are noticeable, but they do not impede comprehension.	Use of everyday words generally appropriate. Occasional overuse of certain words.	Occasional errors when using everyday words. Errors are noticeable, but they do not impede comprehension.
<b>2</b>	Many irrelevances. The target reader is minimally informed.	Text elements are poorly connected, the text is partly incoherent. Overuse of some high-frequency linking words, inaccurate use of linking words.	Use of simple grammatical forms, but the degree of control is lacking. Errors can impede comprehension.	Use of everyday words inappropriate in parts. Occasional overuse of certain words.	Occasional errors when using everyday words. Errors can impede comprehension.
<b>1</b>	Performance shares features of bands 2 and 0.				
<b>0</b>	Irrelevant content. The target reader is not informed.	The text is incoherent. Overuse of high-frequency linking words or no use / inaccurate use of linking words.	Use of simple grammatical forms with a low degree of control. Errors repeatedly impede comprehension.	Use / Overuse of very basic vocabulary. Inappropriate use of everyday words.	Frequent errors even when using everyday words.

<sup>4</sup> Adapted from: Cambridge English: *Preliminary 7*. Cambridge University Press, 2012.

