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Abteilung Berufsbildung und Mittelschule  
Sektion Mittelschule

**MITTELSCHULEN AARGAU**

**AUFNAHMEPRÜFUNG GYMNASIUM**

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Englisch

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Lösungen 2022



## **LÖSUNGEN AUFNAHMEPRÜFUNG GYMNASIUM AARGAU 2022**

**Englisch, 1. Serie**

**A. Reading Comprehension**

**1. Multiple choice: Choose the correct answer according to the text and circle the letter a), b), c) or d).**

1. Finish the following sentence: The goal of the challenge set by the *2009 British Homes Awards* was to...

- a. build houses more cheaply and people should be able to vote for the best one.
- b. build houses that would allow people to stay at home as long as possible as their lives change over time. (l. 4-6)
- c. build attractive houses so that they could be sold for a lot of money.

2. Why are the bedrooms downstairs in the winning project?

- a. Inhabitants benefit from the great view.
- b. Inhabitants have easier access to the house.
- c. To keep a pleasant atmosphere all day. (l. 16-17)

3. According to the article, the parking spaces are...

- a. on the street.
- b. on the first floor.
- c. on the ground floor. (l. 23-24)
- d. in a separate building.

4. What is the main reason why residents should grow vegetables and flowers in the front area?

- a. The flowers and vegetables would look pretty.
- b. The flowers and vegetables would bring the community closer together. (l. 30-31)
- c. So people can save money because they do not have to buy them.

Two points per correct answer \_\_\_\_\_ / 8

**2. Answer the following questions in complete sentences using your own words. No points will be awarded for grammar or content if you copy from the text.**

1. What makes the chosen design a “thought-provoking, as well as a winning” one? Summarize the answer in one or two sentences without giving examples. (1pt for content, 1pt for grammar)

People's needs change over time and the house can be changed accordingly. (l. 36ff)

2. Give three examples of how owners can profit from the lower-floor bedrooms. (2pts for content, 1pt for grammar)

- The rooms could be rented to somebody
- They can be used as a granny flat.
- They can be used as an office.
- They can be turned into a separate flat. (l. 30-40)

3. Why has the SunnySideUp house not yet been built? (1pt for content, 1pt for grammar)

There are plans but the builders and the organisers have not yet agreed because of financial reasons. (l. 43-44)

\_\_\_\_\_ / 7

**3. Pick the appropriate synonym in the given context.**

1. potential (line 6)  
a. possible  
b. rich  
c. powerful
2. features (line 9)  
a. attributes  
b. characters  
c. partners
3. crammed with (line 12)  
a. parked with  
b. alive with  
c. crowded with
4. benefit from (line 14)  
a. advance from  
b. enjoy  
c. have the advantage of
5. increased (line 16)  
a. important  
b. valuable  
c. more
6. popular with (line 21)  
a. well-liked by  
b. general with  
c. rare with
7. links (line 23)  
a. separates  
b. connects  
c. relates
8. during (line 36)  
a. in  
b. while  
c. for
9. required (line 39)  
a. demanded  
b. built  
c. needed

One point per correct answer \_\_\_\_\_ / 9

|                           |
|---------------------------|
| Reading Total: _____ / 24 |
|---------------------------|

**B. Grammar**

**1. Fill in the appropriate tense form of the verb in brackets. Passive and conditional forms are also possible.**

Dear Mum and Dad,

So we have finally reached San Francisco. The first stop on our round-the-world trip.

We **1. flew** in yesterday and now we **2. are staying** at a nearby hotel. The flight **3. took** quite a while but we **4. passed** the time by watching some films and reading books. I even **5. slept** too, which I was happy about as I usually **6. don't sleep** well while flying.

We **7. are taking / have been taking** it easy today but tomorrow we **8. are going to see** the Golden Gate Bridge. If we **9. have** time, we **will take** a boat trip to Alcatraz Island. Although I **10. have visited** San Francisco many times in my life so far, I **11. have not been** to Alcatraz yet. On the island you can find a very famous prison that **12. was built** in the 1930's, however it **13. was closed/closed** in the 1960's and today it **14. is** a famous tourist attraction. I **15. am looking** forward to learning more about the prisoners who **16. lived/used to live** there.

Then on Friday we **17. are going to walk** down Lombard Street. **18. Did / Do you know** that some people say it is one of the most dangerous streets in the world?

I hope all is well with you. I promise I **19. will write/to write** to you again next week.

Love, Sarah

P.S. Guess who I saw while I **20. was waiting** for my flight yesterday? None other than Ariana Grande!

*Half a point per correct answer (2 correct verbs in 9!)* \_\_\_\_\_ / 10

**2. Complete the text with some / any / much / many / a lot / a few / a little / no / none.**

Sammi: Hi Joe. How are you?

Joe: Fine, but busy. We've got **1. a lot** of exams next week. I really think it's too many.

Sammi: I know. How **2. much** work did you do last night?

Joe: **3. None** at all. I went out with my brother.

Sammi: I had **4. no** time last night because it was my mum's birthday, so we all went out for dinner together.

Joe: Have you done **5. any/much** work this morning?

Sammi: **6. Some/a little** but not much.

Joe: Can you remember how **7. many** questions will be on the test?

Sammi: I think it's ten. But Ms. O'Donnell did say that she would put in **8. a few/some** very difficult ones, so we will need to be well prepared for those one or two questions.

Joe: OK, we should try to have **9. a little** bit of time at the end of the exam to double check the difficult ones.

Sammi: Yes, for sure. Anyways, I wanted to ask you something. Do you know where my biology book is? I don't have **10. any** materials at home to help me study.

Joe: I've got **11. no** idea, but you can have mine if you like.

Sammi: Thanks.

Joe: Let's meet outside Tesco in town this afternoon. I need to pick up 12. a few/some/many things for dinner.

Half a point per correct answer \_\_\_\_\_ / 6

3. Complete the sentences using an appropriate participle adjective (-ed /-ing) formed from the words in the box. There are four in the box that you don't need.

|         |           |       |           |         |         |
|---------|-----------|-------|-----------|---------|---------|
| exhaust | embarrass | relax | frustrate | satisfy | confuse |
| please  | terrify   | amuse | fascinate | stress  | excite  |

1. Getting a massage is always such a relaxing experience, where all my troubles fade away.
2. It was so frustrating how the film ended. I really wanted to find out who the murderer was.
3. Our whole group was so exhausted after a long, hard day of hiking in the mountains, that most of them went straight to bed after dinner.
4. My brother is terrified of the dark, so we always leave a nightlight on in his room.
5. I've been fascinated by the awesome power of nature since I was a small child. I find it extremely interesting.
6. Peter was so amused / pleased to hear his little daughter singing to herself in the bath, that he couldn't help but smile to himself.
7. 'Delete that photo now! It's so embarrassing. I look terrible.'
8. 'I don't understand. Should I do this exercise or that exercise first? I'm completely confused.'

One point per correct answer \_\_\_\_\_ / 8

Grammar Total: \_\_\_\_\_ / 24

**C. Vocabulary**

1. Complete the sentences below using any of the following words from the box:

- an adjective

- a comparative or superlative adjective

- or an adverb

There are six words in the box that you don't need and a word may be used more than once.

|      |             |        |       |        |       |     |      |
|------|-------------|--------|-------|--------|-------|-----|------|
| late | comfortable | proper | good  | polite | angry | far | bad  |
| hard | light       | lucky  | close | wet    | rude  | dry | calm |

1. A: Did you do **better** on this French than the last one? B: Yes, I got the top grade in the class.
2. It's important to speak **politely** to people in authority. You need to show that you respect them.
3. I don't understand why you are so **angry** with me. I haven't done anything wrong.
4. Kate sat **comfortably** in the large green cosy armchair and read her new book.
5. We will need to give the house a **proper/good** clean before Mum and Dad get back from their holidays.
6. The **farthest/furthest** place from Switzerland I have ever been was New Zealand.
7. **Luckily** our neighbours noticed the fire at our house and called the fire brigade.
8. My mum often arrives home **late** in the evening from work, as she has to work long hours.
9. Can you repeat that please? I can **hardly** hear you because it's so loud in here.
10. The Atacama Desert is **drier** than the Gobi Desert. It receives very little rainfall each year.

*Half a point per correct answer* \_\_\_\_\_ / 5

2. Circle the best option to complete the sentences. Only one option is correct.

1. One of my **colleagues** / **classmates** / **companions** told me a great joke in school yesterday.
2. My cousin is a very **sportive** / **actively** / **sporty** person.
3. It's nice to go for walks in the **countryside** / **nature** / **landscape** to relax and get some fresh air.
4. I need to ask my **chef** / **boss** / **chief** if I can take tomorrow off work.
5. I can't meet you on Saturday because I have to **study** / **learn** / **concentrate** for the maths test.
6. Susan has **been** / **went** / **gone** to the shops. She'll be back soon.
7. Could you look **to** / **after** / **for** the children tomorrow afternoon? I have an appointment.
8. Remember to read the **behind** / **backside** / **back** of the form before you sign it.

9. Excuse me, can you give me **this** / **that** / **those** pen over there, please?
10. We should meet next week to get to know **us** / **each other** / **ourselves**.
11. I **borrowed** / **lent** / **rented** my cousin my trainers last week, but he still hasn't given them back.
12. Lisa has lived in Manchester **since** / **for** / **during** 2 years.

*Half a point per correct answer* \_\_\_\_\_ / 6

|                               |
|-------------------------------|
| Vocabulary Total : _____ / 11 |
|-------------------------------|

#### D. Writing a text

**Please use the separate document:**

**AP\_2022\_eng\_S1\_Schreiben\_Beurteilungsraster**



D. Writing a text - Grading Grid (Beurteilungsraster)

Content

Language (Grammar, Vocabulary)

Organisation

\_\_\_\_\_ / 4

\_\_\_\_\_ / 4

\_\_\_\_\_ / 2

Total

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

Content:

How to use the table:

If the content of a text is **all relevant** the student gets **4 points** for relevance.

If the text **mentions a description of the chosen topic and** mentions **two reasons OR** mentions **two advantages and two disadvantages** (depending on the topic the student picked), but the description and one or both reason(s) / one or both advantage(s) and disadvantage(s) are **not fully developed** then the student gets **3 points** for task completion.

You then need to add the points given for relevance and task completion together **4+3= 7** and then **divide by 2** giving a **final score of 3.5 for content**.

Other examples:

Relevance: 3, Task completion: 2     3+2 = 5 / 2 = **2.5** → **Content score**

Relevance: 2, Task completion: 1     2+1 = 3 / 2 = **1.5** → **Content score**

Relevance: 1, Task completion: 1     1+1 = 2 / 2 = **1** → **Content score**

| Points          | 4   | 3   | 2  | 1   | 0                                 |
|-----------------|---|---|--|---|-----------------------------------|
| Relevance       | All content is relevant to the task.  | Some minor irrelevant content.  | Obvious irrelevant content.  | Large amount of irrelevant information.   | Content is completely irrelevant. |
| Task completion | A description <b>and</b> two reasons/<br>Two advantages <b>and</b> two disadvantages are mentioned and fully developed. | A description <b>and</b> two reasons/<br>Two advantages <b>and</b> two disadvantages are mentioned but not fully developed. | A description <b>and/or</b> only one reason/<br>Only one advantage <b>or</b> one disadvantage is mentioned and partially or fully developed. | A description <b>and/or</b> only one reason/<br>Only one advantage <b>or</b> one disadvantage is mentioned and partially developed or not developed at all. |                                   |

Language - Grammar, Vocabulary:

Grammar: 4, Vocabulary: 3    4+3 = 7/2= 3.5 → Language score

Grammar: 4, Vocabulary: 2    4+2 = 6/2= 3 → Language score

Grammar: 2, Vocabulary: 3    2+3 = 5/2= 2.5 → Language score

| Points     | 4  | 3  | 2   | 1   | 0               |
|------------|--|--|---|---|-----------------|
| Grammar    | Where the task allows, used <b>simple and complex</b> grammar structures with a <b>good degree of control</b> <sup>1</sup> | Where the task allows, used <b>simple grammar</b> structures with a <b>good degree of control</b> e.g. present, past (simple and/or continuous), future forms, modals. | Where the task allows, used <b>simple grammar</b> structures with a <b>reasonable degree of control</b> e.g. present, past (simple and/or continuous), present perfect, future forms, modals. | Where the task allows, used <b>simple grammar</b> structures with <b>some degree of control</b> e.g. present, past (simple and/or continuous), present perfect, future forms, modals. | No text written |
| Vocabulary | Used a <b>wide range</b> of <b>everyday and complex</b> vocabulary with good control.                                      | Used a <b>range</b> of <b>everyday and complex</b> vocabulary with some control.   | Used <b>everyday</b> <b>vocabulary generally well</b> with <b>possible overuse</b> of some words.   | Used <b>everyday</b> <b>vocabulary well</b> but <b>much repetition</b> of words <b>may be present</b> .   | No text written |

<sup>1</sup> good control/good degree of control = tenses formed correctly; tenses, forms, vocabulary, phrases used in correct context; correct spelling.

**Organisation:**

Paragraphs: 2, Sentence structure and linking: 2       $2+2 = 4/2 = 2 \rightarrow$  Organisation score  
Paragraphs: 2, Sentence structure and linking: 1       $2+1 = 3/2 = 1.5 \rightarrow$  Organisation score

| Points                         | 2   | 1   | 0               |
|--------------------------------|---|---|-----------------|
| Paragraphs                     | Two or more clear paragraphs.   | Paragraphs are not evident or difficult to distinguish.   | No text written |
| Sentence structure and linking | Very good sentence structure with mainly correct usage of a variety of linking words and/or cohesive devices e.g. relative clauses. | Some errors in sentence structure. Attempt to use some linking words and/or cohesive devices e.g. relative clauses. Some linking words may be overused. | No text written |