

# Fachprüfung Sprachbeherrschung C1 – 4.-5. Semester

## Regelungen gültig ab 1. Oktober 2018

Unsere Studienpläne (Versionen 2016) sehen für das Ende des **4. Semesters** die **Fachprüfung Sprachbeherrschung** vor. Die Fachprüfung Sprachbeherrschung prüft das Erreichen des Niveaus C1 nach dem Gemeinsamen Europäischen Referenzrahmen für Sprachen. Die Prüfung dauert maximal 4 Stunden (maximal 3 Stunden schriftlich und 1 Stunde mündlich) und bezieht sich auf die Kompetenzen / Inhalte der Approaching C1 und Consolidating C1. Voraussetzung für die Anmeldung zur Fachprüfung Sprachbeherrschung ist die positive Absolvierung dieser beiden Module. Es wird empfohlen, die Fachprüfung Sprachbeherrschung Ende des 4. Semesters zu absolvieren. Sie ist Voraussetzung für die Zulassung zu den Lehrveranstaltungen PS Written Production III (PS Writing in a Genre; PS Translation), UE English for Specific Purposes sowie zu den Seminaren. Der Fachprüfung Sprachbeherrschung werden 2 ECTS-Punkte zugeordnet.

### Bei der Fachprüfung Sprachbeherrschung werden folgende Inhalte geprüft:

#### 1. Schriftliche Prüfung:

- 1.1. Grammatik (ca. 60 Test-Items); (60 Min., aufbauend auf PS Advanced Grammar, PS Written Production I)
- 1.2. Verfassen eines Texts (email of complaint, essay, description, blog response; ca. 400 Wörter) mit konkreter Aufgabenstellung unter Verwendung eines einsprachigen Wörterbuchs (ACHTUNG: KEINE ONLINE WÖRTERBÜCHER oder COLLOCATIONS DICTIONARIES oder THESAURI)  
(90 Min.; aufbauend auf PS Advanced Grammar, PS Written Production I, PS Written Production II)

ACHTUNG: **wesentliche Beurteilungskriterien** in der schriftlichen Prüfung sind **grammatical accuracy, lexical range and control, cohesion and coherence, appropriate register, correct punctuation.**

**Grammatikalische Kategorien, die in der schriftlichen Prüfung beherrscht werden müssen, sind:**

1. All tenses (differences between state and event verbs; simple vs. progressive aspect; perfect aspect)
2. Future forms (and the differences in meaning)
3. Reported speech (+ alternative patterns using *ing*-form/infinitive)
4. Conditionals
5. Subjunctive and unreal past; (+ *I wish, If only...*)
6. Modal verbs
7. Passive voice; causative *have*
8. Emphatic structures: fronting, inversion, cleft-sentences (*What.../It...*)
9. Relative/adjective clauses
10. Noun clauses
11. Participle phrases / clauses
12. Verb patterns: *ing*-form vs. infinitive
13. Definite and indefinite articles
14. Countable and uncountable nouns + quantifiers (*some vs. few, many vs. much* etc.)
15. Correct pronoun usage
16. Adjective and adverbs (comparison; gradable vs. ungradable adj; adverb position)
17. Concord: subject-verb agreement; correct pronoun reference
18. Dependent prepositions
19. Correct use of coordinators, subordinators and conjunctive adverbs with respective PUNCTUATION RULES in simple, compound and complex sentences
20. Correct PUNCTUATION in noun clauses (in particular in direct and indirect/reported speech, cleft sentences)
21. Correct PUNCTUATION in adjective clauses (restrictive and non-restrictive adjective clauses)

## **Wesentliche Beurteilungskategorien für den Aufsatz sind:**

### **A) CORRECTNESS**

#### **Lexical and grammatical accuracy**

Correct use of tenses, verb forms, articles, adjectives and adverbs

Correct spelling and punctuation

Adequate choice of words and phrases

### **B) COHERENCE**

#### **Text structure and logical organization**

Genre-specific structure/organization of  
email of complaint / blog / review/ opinion article etc.

#### **Paragraph Unity** (where appropriate)

Topic Sentence with TOPIC + Controlling Idea

Supporting sentences (Primary & Secondary Supports)

Concluding sentence – Restatement or Summary

#### **Cohesion**

Repetition of key nouns,

Substitution: consistent pronoun use, appropriate use of synonyms, antonyms,  
hyponyms

Linkers: conjunctive adverbs, coordinators, subordinators

Ellipsis & parallel structures

#### **Variety of sentence types and patterns**

### **C) PROFICIENCY/STYLE**

Appropriate register & style

Complexity of structures and word choice

Idiomaticity & naturalness

Correct/typical collocations

Englishness

### **D) TASK ACHIEVEMENT**

Genre-specific characteristics/conventions

Text type requirements

Salient points in prompt addressed

## 2. Mündliche Prüfung:

2.1. Präsentation: Spot presentation an Hand eines Prompts zu einem allgemeinen Thema (15 Min. Vorbereitungszeit unter Verwendung eines einsprachigen Wörterbuchs + 5 Min. Präsentation; aufbauend auf UE Spoken Academic Production)

ACTHUNG: die **wesentlichen Beurteilungskriterien** in der mündlichen Prüfung sind **pronunciation and intonation, lexical range and control, grammatical accuracy**. Jeder dieser Bereiche muss zumindest auf einem Niveau von C1 nachgewiesen werden, um die Prüfung positiv zu absolvieren.

### Derzeit werden folgende Prompts für die mündliche Prüfung verwendet:

1. "A 'No' uttered from the deepest conviction is better than a 'Yes' merely uttered to please, or worse, to avoid trouble." (Mahatma Gandhi)
2. "Do not ask what your country can do for you, ask what you can do for your country!" (JFK)
3. "The greatness of a nation can be judged by the way its animals are treated." (Mahatma Gandhi)
4. "The true sign of intelligence is not knowledge but imagination." (Albert Einstein)
5. "I fear the day technology will surpass our human interaction. The world will have a generation of idiots." Has that day come?
6. A little thank-you speech to a person who inspired you.
7. A politician has to be dishonest!
8. Advantages and disadvantages of a professional army.
9. Alcohol is far too cheap!
10. All cities should be car free.
11. Are social media really social?
12. Austrian universities should introduce entrance exams, lowering the number of students and making class sizes smaller.
13. Being famous has more disadvantages than advantages.
14. Books are a dying species.
15. Can "going back to the roots" prove a viable move for the generations to come? If so, in which areas of life?
16. Can an individual really protect the environment and help fight pollution?
17. Censorship on sex, violence and bad language should be stricter.
18. Children would be a lot smarter if they did more sports.
19. Did you ever have a teacher who inspired you?
20. Do the media have too much influence on our lives?
21. Do you think there will still be newspapers in twenty years' time?
22. Does technology play too big a part in our lives?
23. E-books are not the real thing, are they?!
24. Everyone should ride a bike if they live in a city.
25. Facebook friend: fair-weather or real friend?
26. Film and sports stars are overpaid.
27. Genetic engineering would help in many areas – food, health, etc.
28. Government should tax unhealthy food!
29. Has living in Austria become too expensive!
30. He who opens a school door, closes a prison. (Victor Hugo)
31. Health is more important than success.
32. High taxes and ample social benefits or low taxes with fewer social benefits. Which is better?
33. How can one have job satisfaction?
34. How can people be motivated at work?
35. How can people be persuaded to use more public transport?

36. How do you imagine cities of the future will be?
37. How has life changed since your grandparents' time?
38. How important is it for Austria to remain part of the E.U.?
39. How should we address climate change?
40. How useful are bachelor degrees?
41. How useful is linguistics when studying a language?
42. If you could time travel, where would you go and why?
43. If you had a magic wand to change the Austrian school system, what would you change?
44. Immigrants make an important contribution to the diversity of our society.
45. It's freshers' week: give a short talk on how to beat exam nerves/anxiety.
46. It's freshers' week: give a short talk on how to live a healthy life as a student.
47. It's freshers' week: give a short talk on how to strike a balance between being a swot or a party animal.
48. It's freshers' week: give a short talk on how to survive your first semester.
49. Looking good is more important than being safe on a bicycle.
50. Managers' salaries should be capped at a strict limit.
51. Many teachers deserve their bad reputations.
52. Media censorship is always wrong.
53. Obesity is a problem that government, as well as the individual, should address
54. Pedophiles should be locked up for life!
55. Population growth is the greatest threat to Earth.
56. Religion is the opiate of the people! (Karl Marx)
57. Same-sex couples and child adoption.
58. Should Austria allow euthanasia?
59. Should governments favour renewable energy over nuclear energy?
60. Should Greece leave the European Union?
61. Should military / social service be made compulsory for female Austrians?
62. Should religious symbols be banned from public buildings?
63. Should smoking be prohibited in all public places?
64. Should studying a year abroad be made compulsory for language teachers?
65. Should the right to vote be dependent on a certain level of education?
66. Should there be entrance restrictions to Austrian universities?
67. Should there be no speed limits on Austrian motorways?
68. Should university students have to pay tuition fees?
69. Should violent computer games be illegal?
70. Should we always trust the government?
71. Stress can be positive.
72. Students in Austrian secondary schools should have classes until the late afternoon (full-day school).
73. Students should pay university tuition, but in return public transportation should be free for students.
74. Teachers should be forced to spend more time in class.
75. Teachers should be paid performance related pay.
76. The Austrian education system is in serious need of reform
77. The car is the world's greatest invention.
78. The EU should above all be a peace project!
79. The internet is democratic, the internet tells the truth.
80. The perfect job?
81. The perfect partner?
82. The television and radio fee in Austria should be abolished because most of the programs on ORF are rubbish anyway.
83. Tourism in Austria - have we gone too far? (blessing or curse)
84. We should boycott clothing companies like H&M that sell cheap clothing at the expense of human rights in countries like Bangladesh.
85. What is the best country?

86. What is the best invention of the 20th century?
87. What is the deadliest sin?
88. What is wrong with Austria's schools?
89. What is wrong with Austria's universities?
90. What makes a city/town livable?
91. What makes a good teacher?
92. What size of shoes do you take - measure your carbon footprint.
93. Why should language teachers know anything about culture?
94. Why should language teachers know anything about linguistics?
95. Why should language teachers know anything about literature?
96. Will newspapers still exist in twenty years?
97. Winning the lottery would be better than being famous.
98. You can only get good education if you pay for it.
99. You can only learn a language by going abroad.
100. You don't need grammar to learn a foreign language.

### **Beurteilung:**

1. Alle drei Prüfungsteile (presentation, grammar, writing) müssen positiv absolviert werden. Im Falle eines Nicht genügens in einem Teil müssen alle Teile erneut absolviert werden (gesetzliche Bestimmung). Bei positiver Beurteilung aller drei Teile ergibt sich die Gesamtnote aus dem Notendurchschnitt der drei Teilprüfungen.
2. Detaillierte Beurteilungsraster zur Bewertung der schriftlichen und mündlichen Leistung finden Sie auf den folgenden Seiten.

## Beurteilungsraster WRITING:

The writing part will be graded in the following four dimensions.

Descriptors in **bold red print** are pass-criteria that absolutely have to be met.

CEFR	Sehr gut	Mittelwert (2-3)	Genügend = schwaches C1
Vocabulary range and vocabulary control	<ul style="list-style-type: none"> <li>- has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms and appropriate terminology;</li> <li>- shows adequate awareness of connotative levels of meaning</li> <li>- applies correct genre and register conventions</li> <li>- consistently correct and appropriate use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms</li> <li>- shows awareness of connotative levels of meaning</li> <li>- applies correct genre and register conventions</li> <li>- mostly correct and appropriate use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- <b>has a good command of a broad lexical repertoire</b> allowing gaps to be readily overcome with circumlocutions; only few avoidance strategies</li> <li>- limited use of idiomatic expressions and colloquialisms</li> <li>- <b>occasional minor slips in register, connotation, vocabulary and orthographical control, without putting strain on the reader</b></li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- consistently maintains a high degree of grammatical accuracy, where errors are rare and insignificant</li> <li>- no significant errors of agreement, tense, number, word order (including marked word order like cleft sentences, inversion, extraposition, existential <i>there</i>), articles, expressions of modality, negation, relative clauses, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences</li> </ul>	<ul style="list-style-type: none"> <li>- consistently maintains a high degree of grammatical accuracy, where errors are rare and insignificant</li> <li>- hardly any errors of agreement, tense, number, word order (including marked word order like cleft sentences, inversion, extraposition, existential <i>there</i>), articles, expressions of modality, negation, relative clauses, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences</li> </ul>	<ul style="list-style-type: none"> <li>- <b>maintains a high degree of grammatical range and accuracy although occasional non-systematic errors may occur.</b></li> <li>- can use a limited range of complex constructions correctly (e.g., sentence types deviating from SVO pattern, inversion, fronting, cleft sentences, participial clauses, absolute sentences, appositives, etc.)</li> <li>- <b>grammatical inaccuracy in the text does not impede overall understanding.</b></li> <li>Occasional errors of agreement, tense, number, word order, articles, expressions of modality, negation, etc. may occur</li> </ul>

Textual competence	<ul style="list-style-type: none"> <li>- can write clear, well-crafted, smoothly flowing, complex texts in an appropriate and effective style with a logical structure which helps the reader to find significant points</li> <li>- produces reader-friendly texts showing controlled use of organizational patterns (e.g. paragraphing, signposting); consistently produces paragraphs with logical relations between sentences leading to coherent and cohesive texts</li> <li>-develops ideas clearly, making use of a variety of lexis, connectors, discourse markers and appropriate information structure</li> </ul>	- can produce clear, smoothly flowing, well-structured texts, showing controlled use of organizational patterns, connectors and cohesive devices	<ul style="list-style-type: none"> <li>- can write clear, well-structured texts on complex subjects, underlining the relevant salient issues and <b>using a variety of cohesive devices (e.g. repetition of key nouns, substitution, pronouns, synonyms, ellipsis, transition signals) efficiently to mark the relationships between ideas.</b></li> <li>- can write a clear and readable text which <b>puts little strain on the reader.</b></li> <li>- <b>can generally produce well-developed paragraphs</b></li> </ul>
Task achievement	<ul style="list-style-type: none"> <li>- effective task achievement; all content points addressed and most developed appropriately; text type requirements largely met</li> <li>- all salient points in the prompt are addressed in a genre-appropriate manner</li> <li>- text shows the essential genre-specific characteristics, although minor elements may occasionally be missing</li> </ul>	- satisfactory task achievement; most content points addressed and developed	<ul style="list-style-type: none"> <li>- sufficient task achievement;</li> <li>- <b>most content points addressed</b> and clearly noticeable attempts at developing them;</li> <li>- the reader has no difficulty identifying the text type although an essential element may be missing</li> </ul>



## Beurteilungsraster PRESENTATION:

The presentation will be graded in the following four dimensions.

Descriptors in **bold red print** are pass-criteria that absolutely have to be met.

CEFR	Sehr gut	Mittelwert (2-3)	Genügend = C1
Lexico-grammatical resources & fluency	<ul style="list-style-type: none"> <li>- has a good command of a very broad range of language to express him/herself clearly and appropriately</li> <li>- consistently maintains a high degree of lexical and grammatical control, as appropriate for the genre, where errors are rare and mostly insignificant</li> <li>- can express him/herself fluently and eloquently (i.e. rarely pauses for reasons of grammar or word choice, reducing pauses by using appropriate fillers; reformulations occur mainly for reasons of expressing ideas fully)</li> </ul>	<ul style="list-style-type: none"> <li>- can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say</li> <li>- good command of idiomatic expressions and colloquialisms</li> <li>- can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language</li> </ul>	<ul style="list-style-type: none"> <li>- <b>has a reasonable command of a broad range of language to express him/herself clearly and appropriately</b> with hardly any sign of having to restrict what he/she wants to say.</li> <li>- generally <b>maintains a high degree of lexical and grammatical control</b>, as appropriate for the genre although occasional, <b>non-systematic errors</b> may occur; repair strategies are used where relevant</li> <li>- can express him/herself fluently but may occasionally pause for reasons of grammar or word choice; pauses and reformulations <b>do not strain the listener</b></li> </ul>
Pronunciation & vocal impact	<ul style="list-style-type: none"> <li>- consistently maintains a high degree of control of the salient segmental and suprasegmental features of a particular variety of English</li> <li>- can vary intonation and place sentence stress correctly and naturally in order to express finer shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>- generally maintains a high degree of control of the salient segmental and suprasegmental features of a particular variety of English</li> <li>- does not put any strain on the listener</li> </ul>	<ul style="list-style-type: none"> <li>- generally <b>maintains control of the salient segmental and suprasegmental features of a particular variety of English, with hardly any strain on the listener.</b></li> </ul>

<p>Structure &amp; content (what)</p>	<ul style="list-style-type: none"> <li>- can produce a persuasive, clear, smoothly flowing, well-structured speech showing controlled use of discourse markers and other cohesive devices. This includes a generally coherent and logically developed 3-part structure, and consistently adequate signposting.</li> <li>- presents and develops ideas of relevance, displaying awareness of audience and task constraints</li> </ul>	<ul style="list-style-type: none"> <li>- can produce a well-structured speech showing controlled use of discourse markers and other cohesive devices. This includes a generally coherent and logically developed 3-part structure, and adequate though not consistent signposting.</li> <li>- develops some ideas of relevance, displaying awareness of audience and task constraints</li> </ul>	<ul style="list-style-type: none"> <li>- can produce an adequately structured speech <b>showing controlled use of discourse markers and other cohesive devices</b>. This includes a <b>generally coherent</b> and logically developed structure (introduction, body, conclusion), although not made explicit (by signposting).</li> <li>- presents ideas of relevance, displaying awareness of audience and task constraints</li> </ul>
<p>Genre-specific presentation skills: formal presentation (how)</p>	<p>shows appropriate use of all of the following:</p> <ul style="list-style-type: none"> <li>- audience rapport (inclusive language, i.e., personal pronouns, addressing the audience)</li> <li>- convincing performance</li> <li>- time-keeping</li> <li>- take-home message</li> <li>- rhetorical features (e.g. emphatic structures, metaphor, tripling, rhetorical questions, analogy)</li> <li>- idiomatic language (phrasal verbs, discourse markers and fillers)</li> <li>- paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)</li> </ul>	<p>shows appropriate use of most of the following:</p> <ul style="list-style-type: none"> <li>- audience rapport (inclusive language, i.e., personal pronouns, addressing the audience)</li> <li>- convincing performance</li> <li>- time-keeping</li> <li>- take-home message</li> <li>- rhetorical features (e.g. emphatic structures, metaphor, tripling, rhetorical questions, analogy)</li> <li>- idiomatic language (phrasal verbs, discourse markers and fillers)</li> <li>- paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)</li> </ul>	<p>shows appropriate use of a majority of the following:</p> <ul style="list-style-type: none"> <li>- audience rapport (inclusive language, i.e., personal pronouns, addressing the audience)</li> <li>- convincing performance</li> <li>- time-keeping</li> <li>- take-home message</li> <li>- rhetorical features (e.g. emphatic structures, metaphor, tripling, rhetorical questions, analogy)</li> <li>- idiomatic language (phrasal verbs, discourse markers and fillers)</li> <li>- paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)</li> </ul>

**Probepfprüfung und zusätzliche Übungsmaterialien:**

Auf den folgenden Seiten finden Sie eine Probepfprüfung mit Lösungsteil.  
Im Anschluss daran finden Sie Links zu weiteren Übungsmaterialien zum  
Grammatikteil der schriftlichen Pfprüfung.

FACHPRÜFUNG  
aus dem Prüfungsfach Sprachbeherrschung  
der Studienrichtungen  
BA Anglistik und Amerikanistik  
LA UF-Englisch

Salzburg, x.x.201x

NAME: .....Sherlock Witty.....

Matrikelnummer: .....0123456.....

**Prüfungsbeispiel**

Prüfer:

Geoffrey Leech  
Michael Vince

## PART I – GRAMMAR

1. Put each verb in brackets into an appropriate verb form. This may include **simple form, ing-form, infinitives, participles, passive voice, gerund, modal verbs, perfect aspect.**

Reporter Philip Taggart visits a farm where the sheep are super fit!

Farmers, as you (1) ..... (know), (2)..... (have) a hard time of it in Britain lately, and (3)..... (turn) to new ways of (4) ..... (earn) income from their land. This (5)..... (involve) not only planting new kinds of crops, but also some strange ways of making money, the most unusual of which has got to be sheep racing. Yes, you (6)..... (hear) me correctly! A farmer in the west of England now (7)..... (hold) sheep races on a regular basis, and during the past year over 100,000 people (8)..... (turn up) to watch the proceedings. 'I (9)..... (pass) the farm on my way to the sea for a holiday,' one punter told me, 'and I (10)..... (think) I'd have a look. I (11)..... (not/believe) it was serious, to tell you the truth.' According to a regular visitor, betting on sheep is more interesting than betting on horses. 'At proper horse races everyone (12)..... (already/study) the form of the horses in advance, and there are clear favorites. But nobody (13)..... (hear) anything about these sheep! Most people (14)..... (find) it difficult to tell one from another in any case.' I (15)..... (stay) to watch the races, and I (16).....(admit) that I (17)..... (find) it quite exciting. In a typical race, half a dozen sheep (18)..... (race) downhill over a course of about half a mile. Food (19)..... (wait) for them at the other end of the track, I (20)..... (add)! The sheep (21)..... (run) surprisingly fast, although presumably they (22)..... (not/eat) for a while just to give them some motivation. At any rate, the crowd around me (23)..... (obviously/enjoy) their day out at the races, (24)..... (judge) by their happy faces and the sense of excitement.

2. Explain the **grammatical difference** in the use of the verbs printed in italics and explain **the difference in meaning** in the following pairs of sentences.

1. She *may* be hungry
2. The baby *must* be hungry

3. He *will* insist on asking me to go on a date with him every time I see him!
4. The Blenkinsops *will* never ask Tony to dinner again after the way he behaved.

5. You *might* have warned me your parents were coming to stay for the week!
6. He *may* have told me that his parents were coming to stay.

7. When we returned, the babysitter *went* home.
8. The babysitter *had gone* when we arrived home

9. *I've been waiting* here for you all afternoon.  
10. *I was waiting* there for you all afternoon.

11. *I've bathed* the baby.  
12. *I've been bathing* the baby.

3. Spot the error. Some of the following sentences are ungrammatical. **Underline the error** and **write the correct version** underneath. **Tick off** all correct sentences.

1. For some people the country is signifying peace.
2. The car skidded round the corner and just avoided to hit an oncoming bus.
3. He is working very hard and publishing a book every year.
4. You're sacked, he said, you leave at the end of the week.
5. He is continually contradicting me.
6. I wish he didn't make such noise.
7. Your subscription is expiring on the 16th October.
8. Up goes the flag.
9. If the weather will be fine tomorrow, we shall have a picnic.
10. If I will catch you at it again, you get a sound beating.
11. (Of past events:) She turns on the light, the murderers seize her, she struggles and yells for help.
12. I wish I was home.
13. He has been smoking ten cigarettes since the past half hour.
14. The girl is smelling the flowers.
15. Here the bride comes.

4. Use of English

Finish each of the following sentences in such a way that it is **as similar as possible in meaning** to the sentence printed before it. Use the given word. **Do not change the given word.**

EXAMPLE: Immediately after his arrival things went wrong.

**sooner**

ANSWER: No ..... *went wrong.*

1. I have called this meeting in order to present the latest sales figures.

**purpose**

My ..... present the latest sales figures.

2. Skyscrapers in the USA are on average taller than anywhere else in the world.

**average**

The..... anywhere else in the world

3. I was surprised at how easy he was to talk to.

**expected**

I..... to talk to.

4. Experts think that all dogs evolved from wolves.

**have**

All dogs ..... from wolves.

5. The two sides never looked likely to reach an agreement.

**time**

At..... to reach an agreement.

6. The permit expires at the end of this month.

**not**

The permit ..... this month.

7. I fully intend to find out who is responsible for the graffiti.

**every**

I..... who is responsible for the graffiti.

8. Absolute secrecy was crucial to the success of the mission.

**would**

Without .....



## PART II – WRITING

Choose **ONE** of the following **four** prompts to respond to. You may use a monolingual dictionary and thesaurus. Write **around 400** words.

### 1. **Email of Complaint**

*Write an email of complaint, using C1-level vocabulary range (including idiomatic language) and a register appropriate to the situation as well as a variety of syntactical structures and grammars of politeness.*

You have just failed a course for the third time, but this time you felt you'd done better than before but your grade was still the same. Having looked over your exam paper, you saw that your teacher, a gentleman nearing retirement, had marked wrong, phrases and expressions you've checked and found to be correct. **Write an email** to the teacher in which you complain about your result, and, as politely as possible, make some suggestions for improvement. Remember to stay as positive as possible in your complaint.

### 2. **Essay**

*Write an essay making sure your text covers all points required by the prompt and exhibits C1-level grammatical range and control and appropriate style and register.*

As an increasing number of both men and women are standing against the unrealistic portrayal of women in advertising because of the effect it has on both young girls and boys. Do you think it is right or wrong for advertisers to use size-zero models to sell products?

### 3. **Description**

*Write a C1-level descriptive piece that draws on idiomatic, figurative language and uses a good range of emphatic and stylistic devices.*

Describe a walk in the country **OR** sitting in a cafe and watching the world go by. Remember to incorporate smell, touch, sound, memories (and taste if you can!) and do not just write a visual description. (The answer to all your questions is YES!)

### 4. **Blog response**

*Write a C1-level blog response that uses phrasal verbs, colloquial expressions and a good range of emphatic and stylistic devices.*

**Wednesday, June 3, 2015**

### **[How do you keep track of new vocabulary?](#)**

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The first rule of widening your word-stock or vocabulary is to remember how a word is used in context or remember the very situation you first heard it.

My method is pretty simple: I email the word and phrase to myself as soon as I hear it, because, chances are, my phone is nearby.

What about you? How do you make sure you keep track of new words, phrases, idioms or expressions?

KEY  
PART I – GRAMMAR

1. Put each verb in brackets into an appropriate verb form. This may include **simple form, ing-form, infinitives, participles, passive voice, gerund, modal verbs, perfect aspect.**

Reporter Philip Taggart visits a farm where the sheep are super fit!

Farmers, as you (1) ...*may know*.... (know), (2)... *have had* ....(have) a hard time of it in Britain lately, and (3) ...*have turned*... (turn) to new ways of (4) .....*earning*..... (earn) income from their land. This (5)....*involves*... (involve) not only planting new kinds of crops, but also some strange ways of making money, the most unusual of which has got to be sheep racing. Yes, you (6) ...*heard*..... (hear) me correctly! A farmer in the west of England now (7).... *holds* ..... (hold) sheep races on a regular basis, and during the past year over 100,000 people (8)...*have turned up*.... (turn up) to watch the proceedings. 'I (9) ... *was passing*... (pass) the farm on my way to the sea for a holiday,' one punter told me, 'and I (10) ...*thought* ..... (think) I'd have a look. I (11) ....*did not believe* .... (not/believe) it was serious, to tell you the truth.' According to a regular visitor, betting on sheep is more interesting than betting on horses. 'At proper horse races everyone (12) ...*has already studied* ..... (already/study) the form of the horses in advance, and there are clear favorites. But nobody (13) ...*has heard*... (hear) anything about these sheep! Most people (14) ....*find*... (find) it difficult to tell one from another in any case.' I (15) ....*stayed*.... (stay) to watch the races, and I (16)...*must admit*...(admit) that I (17) ....*found*.... (find) it quite exciting. In a typical race, half a dozen sheep (18) ....*race*.... (race) downhill over a course of about half a mile. Food (19).....*is waiting*.... (wait) for them at the other end of the track, I (20) ...*should/ought to add*... (add)! The sheep (21) .....*run*... (run) surprisingly fast, although presumably they (22) ...*have not eaten*.... (not/eat) for a while just to give them some motivation. At any rate, the crowd around me (23) ....*were obviously enjoying*... (obviously/enjoy) their day out at the races, (24) ...*judging*.... (judge) by their happy faces and the sense of excitement.

2. Explain the **grammatical difference** in the use of the verbs printed in italics and explain **the difference in meaning** in the following pairs of sentences.

1. She *may* be hungry.
2. The baby *must* be hungry.

1. Modal verb expressing possibility
2. Modal verb expressing logical necessity

3. He *will* insist on asking me to go on a date with him every time I see him!
4. The Blenkinsops *will* never ask Tony to dinner again after the way he behaved.

3. Modal verb expressing strong volition / insistence + criticism
4. Modal verb expressing neutral prediction (will future)

5. You *might* have warned me your parents were coming to stay for the week!
6. He *may* have told me that his parents were coming to stay.

5. Modal verb expressing possibility + subtle criticism: you had the possibility of warning me but did not do so
6. Modal verb expressing possibility and lack of knowledge: speaker does not remember whether or not he has been told; it's possible he told me

7. When we returned, the babysitter *went* home.
8. The babysitter *had gone* when we arrived home

7. Past tense: normal use of reference to the past; series of events, one leading to the other
8. Past perfect tense, indefinite past in the past

9. *I've been waiting* here for you all afternoon.

10. *I was waiting* there for you all afternoon.

9. Present perfect tense continuous: started in the past and is incomplete and still in progress at the moment of speaking

10. Past tense continuous: longer (temporary) action in progress at a particular point of time in the past

11. *I've bathed* the baby.

12. *I've been bathing* the baby.

11. Present perfect tense simple, indefinite and resultative past: action is complete, result (clean baby) visible

12. Present perfect tense continuous: action incomplete and still in progress

3. Spot the error. Some of the following sentences are ungrammatical. **Underline the error** and **write the correct version** underneath. **Tick off** all correct sentences.

1. For some people the country ~~is signifying~~ peace. **signifies**
2. The car skidded round the corner and just avoided ~~to hit~~ an oncoming bus. **hitting**
3. He ~~is working~~ very hard and ~~publishing~~ a book every year. **works – publishes**
4. You're sacked, he said, you leave at the end of the week. **correct**
5. He is continually contradicting me. **correct**
6. I wish he ~~didn't make~~ such noise. **was not making / would stop making**
7. Your subscription ~~is expiring~~ on the 16th inst. **expires**
8. Up goes the flag. **correct**
9. If the weather ~~will be~~ fine tomorrow, we shall have a picnic. **is**
10. If I ~~will~~ catch you at it again, ~~you get~~ a sound beating.  
If **I catch** you at it again, **you will get** a sound beating.
11. (Of past events:) She turns on the light, the murderers seize her, she struggles and yells  
for help. **correct**
12. I wish I was home. **correct**
13. He ~~has been smoking~~ ten cigarettes ~~since~~ the past half hour. **has smoked / in the last half hour**
14. The girl is smelling the flowers. **correct**
15. Here ~~the bride comes~~. **comes the bride**

#### 4. Use of English

Finish each of the following sentences in such a way that it is **as similar as possible in meaning** to the sentence printed before it. Use the given word. **Do not change the given word.**

EXAMPLE: Immediately after his arrival things went wrong.  
**sooner**

ANSWER: No ...*sooner had he arrived than things*..... went wrong.

1. I have called this meeting in order to present the latest sales figures.

**purpose**

My ...*purpose in calling this meeting is to*.... present the latest sales figures.

2. Skyscrapers in the USA are on average taller than anywhere else in the world.

**average**

The....*average skyscraper in the USA is taller than*..... anywhere else in the world

3. I was surprised at how easy he was to talk to.

**expected**

I.....*had not expected him to be so easy*.....to talk to.

4. Experts think that all dogs evolved from wolves.

**have**

All dogs .....*are thought to have evolved*... from wolves.

5. The two sides never looked likely to reach an agreement.

**time**

At....*no time did the two sides look likely*.....to reach an agreement.

6. The permit expires at the end of this month.

**not**

The permit ....*will not be valid after this*..... this month.

7. I fully intend to find out who is responsible for the graffiti.

**every**

I.....*have every intention of finding out*.....who is responsible for the graffiti.

8. Absolute secrecy was crucial to the success of the mission.

**would**

Without .....*absolute secrecy the mission would not have been successful*.

**Links zu weiteren Übungen:**

[Fachprüfung Grammar for practice](#)

[Fill in the gap exercises \(with key\)](#)

[Rewrite sentences on all aspects of grammar \(with key\)](#)

[Mixed sentence re-writes \(with key\)](#)