Fachprüfung Sprachbeherrschung C2 – 3. Studienjahr

Regelungen gültig ab 1. Juli 2015

Sowohl der BA-Studienplan als auch der Lehramtsstudienplan (Version 2012) sehen für das **dritte Studienjahr** die **Fachprüfung Sprachbeherrschung** vor. Die einschlägigen Bestimmungen laut Studienplan sind:

"Voraussetzung für die Anmeldung zur Fachprüfung Sprachbeherrschung ist die Absolvierung der Module LANG 1 und LANG 2. Die Prüfung dauert maximal 4 Stunden (maximal 3 Stunden schriftlich und 1 Stunde mündlich) und **prüft das Erreichen des Niveaus C2** nach dem Gemeinsamen Europäischen Referenzrahmen für Sprachen. Sie bezieht sich insbesondere auf die Lehrinhalte der Lehrveranstaltungen der Module LANG 1 und LANG 2. Es wird empfohlen, die Fachprüfung Sprachbeherrschung im 5. Semester zu absolvieren."

Bei der Fachprüfung Sprachbeherrschung werden folgende Inhalte geprüft:

1. Schriftliche Prüfung:

1.1. Grammatik (ca. 60 Test-Items); (60 Min., aufbauend auf UE Advanced Grammar, UE Grammar and Writing)

entweder
1.2.1. Verfassen eines Texts (ca. 400 Wörter) mit konkreter Aufgabenstellung unter Verwendung eines einsprachigen Wörterbuchs (ACHTUNG: KEINE ONLINE WÖRTERBÜCHER oder COLLOCATIONS DICTIONARIES oder THESAURI) (90 Min.; aufbauend auf UE Grammar and Writing, UE Writing Genre bzw. Writing Strategies)

oder
1.2.2. Übersetzung (ca. 250 Wörter) von Deutsch auf Englisch unter Zuhilfenahme von Wörterbüchern und Internet (90 Min.; aufbauend auf UE Translation)

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
5-paragraph essay/ email format/ blog post/ review/ feature article etc.

Paragraph Unity
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, hypernyms
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 Presentation Skills)
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 televison 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 Teile (presentation, grammar, writing oder translation) müssen positiv absolviert werden. Im Falle eines Nicht genügends in einem Teil muss die gesamte Fachprüfung wiederholt 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 ESSAY:

The essay 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 = C2	Mittelwert (2-3)	Genügend = C1
Vocabulary range **and** **Vocabulary control**	- has a good command of a very broad (also low-frequency items) lexical repertoire including idiomatic expressions (no L1 interference on phrasal level) and colloquialisms; shows awareness of connotative levels of meaning - makes use of connotative levels of meaning to his / her purpose. Where appropriate, avoids repetition through flexible exploitation of word fields (synonyms, antonyms, hyponyms etc.) - consistently correct (does not use approximations but precise terms) and appropriate (precise and finer shades of meaning; specificity of vocabulary to the topic) - use of complex vocabulary, including consistently correct and appropriate use of a broad repertoire of collocations, lexical phrases and patterns (including prepositional phrases, lexically conditioned verb complementation and phrasal verbs – can be looked up in dictionary)	- has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning - consistently correct and appropriate use of vocabulary	- **has a good command of a broad lexical repertoire** allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. - good command of idiomatic expressions and colloquialisms. - **occasional minor slips but no significant vocabulary / spelling errors.**

Grammar	- maintains consistent grammatical control of complex language even when dealing with cognitively demanding content - shows confident handling of a wide range of constructions and punctuation appropriate to the given genre; well formed sentences showing awareness of focusing devices, passive constructions, etc.; observing principle of end-weight; no errors of agreement, tense, number, word order (including marked word order like cleft sentences, inversion, extraposition, existential there), articles, expressions of modality, negation, relative clauses, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences. No dangling participles. Meaning never obscured	- consistently maintains a high degree of grammatical accuracy, where errors are rare and insignificant. - hardly any errors of agreement, tense, number, word order (including marked word order like cleft sentences, inversion, extraposition, existential there), articles, expressions of modality, negation, relative clauses, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences	- **consistently maintains a high degree of grammatical accuracy although occasional errors may occur.** - uses a limited number of complex constructions correctly (such as sentence types deviating from SVO pattern, modals, adverbials, etc.). **Accurate** but unambitious **use of grammatical structures.** - **grammatical inaccuracy in the text does not impede overall understanding.** Occasional errors of agreement, tense, number, word order, articles, expressions of modality, negation, etc.
Textual competence	- can write clear, smoothly flowing, complex texts in an appropriate and effective style and logical structure, which helps the reader to find significant points - produces highly reader-friendly texts showing controlled use of organisational patterns (e.g. paragraphing, signposting); consistently produces flawless paragraphs with logical relations between sentences leading to coherent and cohesive texts -develops ideas clearly, making use of a variety of lexis, connectors, discourse markers and appropriate information structure		- can write clear, well-structured texts of complex subjects, underlining the relevant salient issues - can write a clear and readable text which **does not put too much strain on the reader.** - **can generally produce well-developed paragraphs**; ideas and **sentences are generally linked logically;** can compare and contrast ideas; shows awareness of a **variety of cohesive device**s

Task achievement	- complete task achievement; all content points addressed and developed appropriately; all text type requirements met - all salient points contained in the prompt are elaborated in adequate detail with examples and ideas of relevance - text shows all essential genre-specific characteristics: style / register, layout, conventional text elements (e.g. introduction, main body, conclusion in an argumentative text); text may show elements of ironic, allusive, figurative use of language.	- satisfactory task achievement; all content points addressed and most developed appropriately; text type requirements largely met - all salient content points in the prompt are addressed, and most are supported with examples and ideas of relevance - text shows the essential genre-specific characteristics, although occasionally minor elements may be missing (e.g., subject line in a letter)	- sufficient task achievement**; most content points addressed** and clearly noticeable attempts at developing them; **text type clearly recognisable** - most of the **salient points in the prompt are addressed**, of which most are **supported with examples** and ideas of **relevance** - the reader has no difficulty identifying the text type although an essential element may be missing

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 = C2	Mittelwert (2-3)	Genügend = C1
Lexico-grammatical resources & fluency	- shows great flexibility formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, using appropriate register - maintains consistent lexical and grammatical control of [complex] language as appropriate for the genre, even while attention is otherwise engaged - can express him/herself at length with a natural flow	- has a good command of a very broad range of language to express him/herself clearly and appropriately - generally maintains a high degree of lexical and grammatical control, as appropriate for the genre, where errors are rare and mostly insignificant - can express him/herself fluently and almost effortlessly (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)	- **has a good command of a broad range of language to express him/herself clearly and appropriately** - generally **maintains a high degree of lexical and grammatical control,** as appropriate for the genre although occasional errors may occur; repair strategies are used where relevant - can express him/herself fluently but may occasionally pause for reasons of grammar or word choice; pauses and reformulations **do not strain the listener**
Pronunciation & vocal impact	- maintains consistent control of the salient segmental, suprasegmental, and other prosodic features of a particular variety of English to convey finer shades of meaning precisely (e.g. deliberate and appropriate use of pacing, pauses, volume, intonation, stress, voice quality, articulation)	- generally maintains a high degree of control of the salient segmental and suprasegmental features of a particular variety of English	- generally **maintains control of the salient segmental and suprasegmental features of a particular variety of English**, although occasionally puts strain on the listener.

Structure & content (what)	- can produce … speech with an effective logical structure. This includes: clear 3-part structure, coherence, logical development, making full and appropriate use of … a wide range of cohesive devices (e.g. connectors), appropriate signposting . - presents and develops ideas of relevance, displaying awareness of audience and task constraints	- can produce well-structured speech, … showing controlled use of … connectors and [other] cohesive devices. This includes a generally coherent and logically developed 3-part structure, and adequate signposting. - presents and develops ideas of relevance, displaying awareness of audience and task constraints	- can produce adequately structured speech, … **showing controlled use of … connectors and [other] cohesive devices**. This includes a **generally coherent** and logically developed, recognisable 3-part structure, although not made explicit (by signposting). - presents ideas of relevance, displaying awareness of audience and task constraints
Genre-specific presentation skills: formal presentation (how)	Shows effective and appropriate use of all of the following: - visuals: visual appeal, relevance - time-keeping - clear take-home message - rhetorical features (e.g. metaphor, tripling, repetition, inclusive language, rhetorical questions, analogy) - audience rapport - convincing performance - paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space) to convey finer shades of meaning precisely	Shows appropriate use of all of the following: - visuals: visual appeal, relevance - time-keeping - clear take-home message - rhetorical features (e.g. metaphor, tripling, repetition, inclusive language, rhetorical questions, analogy) - audience rapport - convincing performance - paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space) to convey finer shades of meaning precisely	Shows appropriate use of most of the following: - visuals: visual appeal, relevance - time-keeping - take-home message - rhetorical features (e.g. metaphor, tripling, repetition, inclusive language, rhetorical questions, analogy) - audience rapport - convincing performance - paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)

Probeprüfung und zusätzliche Übungsmaterialien:
Auf den folgenden Seiten finden Sie eine Probeprüfung mit Lösungsteil.
Im Anschluss daran finden Sie Links zu weiteren Übungsmaterialien zum
Grammatikteil der schriftlichen Prüfung.

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 inst.

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

Write a text according to **one** of the following prompts. Make sure you address **all points** required by the prompt. Your text should contain roughly **400** words and exhibit appropriate **style** and **register**.

- A film magazine is running a series on drama adaptations. It has invited readers to send in reviews of films on adaptations of plays they particularly like. You decide to send in a review of such a film considering how closely the film relies on the original play and how effectively it has been put into film.
  Write your **review**.

- You work for the student union at your university. You have been asked to write a report on the language department's building in which you have spent the past three years studying English. Your report should include consideration of the design and atmosphere of the building, transport provision and the influence that the building appears to have on students' learning habits.
  Write your **report**.

- You have read an article in an English language newspaper which states that "the threat of the atomic bomb has helped to maintain peace in the world for the past 60 years". The newspaper has invited readers to contribute their own articles contradicting this view. You decide to write an article, in which you attack this position and list a number of occasions were peace was not maintained in spite of the nuclear threat.
  Write your **article**.

ALTERNATIVELY

PART II – TRANSLATION

CeBIT: Merkel gegen Einführung eines Internet-Ministers

Die deutsche Kanzlerin hat die traditionelle Computermesse eröffnet. Die CeBIT feiert heuer ihr 25-jähriges Jubiläum - mindestens doppelt so alt soll sie nach dem Willen der Kanzlerin werden. Die Aussichten sind jedoch trübe.

Die deutsche Bundeskanzlerin Angela Merkel hat die Forderung aus der Industrie nach Einführung eines Internet-Staatsministers abgelehnt. Sie glaube nicht, "dass das die Lösung ist", sagte die CDU-Politikerin zu Eröffnung der Computermesse CeBIT am Montagabend in Hannover. Die Traditionsmesse öffnet am Dienstag ihre Pforten für Besucher und läuft bis 6. März.

Vorher hatte der Branchenverband Bitkom die Einrichtung einer solchen Ministerstelle gefordert. Merkel sagte, Wirtschaftsminister Rainer Brüderle solle die Ansprechstelle bleiben, "die die IT-Politik in der Bundesregierung bündelt und vorantreibt".

Merkel: "Jeder ist für die IT da"

Bitkom-Präsident August-Wilhelm Scheer hatte zuvor geklagt, in der Bundesregierung gebe es Verwirrung, weil es zu viele Ansprechpartner für Fragen der Computerindustrie gebe. Merkel sagte jetzt, Scheer solle doch froh sein, "dass sich jetzt jeder Minister mit IT befasst".

Merkel sagte, die Bundesregierung wolle sich dafür einsetzen, dass die CeBIT die führende Messe der IT-Industrie weltweit bleibe. Im Jahr des 25-jährigen Bestehens der CeBIT sagte Merkel, sie wolle, dass auch "der 50. Geburtstag" hier gefeiert werde. So sicher ist es aber nicht, dass dieser Wunsch in Erfüllung geht. Nunmehr das zweite Jahr kämpft die CeBIT mit Aussteller- und Besucher-Rückgängen. Fachmessen wie der Mobile World Congress und die Consumer Electronics Show, die beide vor der CeBIT im Frühjahr stattfinden, graben der deutschen Traditionsmesse das Wasser ab.

STOP TRANSLATING HERE

Zapatero: EU darf Anschluss nicht verlieren

Partnerland der CeBIT ist in diesem Jahr Spanien. Der spanische Ministerpräsident und EU-Ratspräsident Jose Zapatero warnte auf der Eröffnungsveranstaltung davor, dass Europa den technischen Anschluss verlieren könne: "Europa muss vorankommen, und es muss sofort geschehen, wenn wir nicht hinter den Vereinigten Staaten und den aufstrebenden Staaten zurückbleiben wollen", sagte er laut Übersetzung. Er habe daher der EU-Kommission einen Vorschlag für ein digitales Europa vorgelegt. Dazu gehöre eine Charta der Nutzerrechte, die Sicherheit der Netze und der Schutz der geistigen Eigentumsrechte.

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](#)
[Key](#)

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

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

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