

Aufgaben 10. Klasse Englischunterricht

A-Kurs

SB= Student's book

WB= Workbook

1. SB S. 54-55
Erledige die Aufgaben 6 a, 7, 8a und 9a, c. Alle Aufgaben sollen schriftlich gemacht werden.
2. WB S. 53-55 Üb. 1, 2a, c, 5, 6, 7a, 8a, 9, 10. Achte auf die Verweise auf die Seite und Übungsnummer im SB, falls du Hilfe brauchst oder nach Vokabeln suchst (unter der Übungsnummer).

B-Kurs

SB= Student's book

WB= Workbook

1. SB S. 54-55
Erledige die Aufgaben 6 a,b, 7, 8a,b und 9a, c. Alle Aufgaben sollen schriftlich gemacht werden.
2. WB S. 53-55 Üb. 1, 2a, c, 3, 5, 6, 7a,b, 8a, b, 9, 10. Achte auf die Verweise auf die Seite und Übungsnummer im SB, falls du Hilfe brauchst oder nach Vokabeln suchst (unter der Übungsnummer).

Prüfungsvorbereitung (gilt für ALLE Schüler)

In den Unterlagen findest du zwei alte MSA Prüfungen von 2015 und 2016. Übe diese so wie wir das im Unterricht gemacht haben. Für jede komplette Prüfung hast du 105 Minuten Zeit. Writing-Aufgaben sind nur für das Land Berlin vorgesehen. Diese brauchst du NICHT machen.

Die Hörverstehen-Aufgaben bestehen aus 4 Audiodateien. Die 4 Audiodateien brauchst du ALLE. Lade sie also alle runter und höre sie dir nacheinander an.

Bringe diese Übungen in schriftlicher Form nach den Ferien mit, damit wir sie alle gemeinsam kontrollieren können.

Viel Erfolg

1 Find words that mean the same.

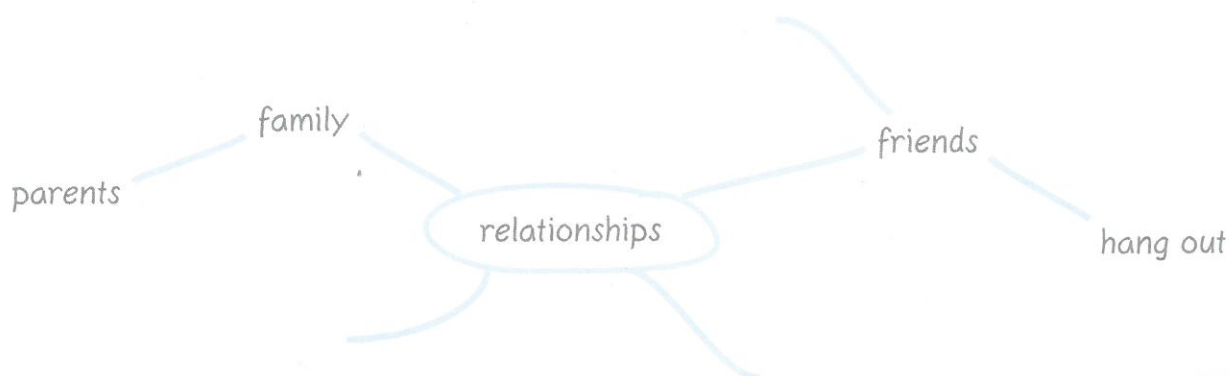
52/2

- | | | | | | |
|----------|---|----------------|--------------|---|-------|
| 1. upset | = | <u>unhappy</u> | 5. scared | = | _____ |
| 2. fight | = | _____ | 6. difficult | = | _____ |
| 3. huge | = | _____ | 7. work | = | _____ |
| 4. angry | = | _____ | 8. talk | = | _____ |

2 Find relationship words.

53/4a)

- a) Make a mind map. Look at the words on page 188 in your book for help.



53/4b)

- b) Compare your mind map with your partner's.
 c) Use your mind map to write four sentences about your relationships with friends and/or family.

My best friends are ...

My parents are ...

I have ...

...

1. _____
2. _____
3. _____
4. _____

3 Rewrite the underlined sentence parts using your own words.

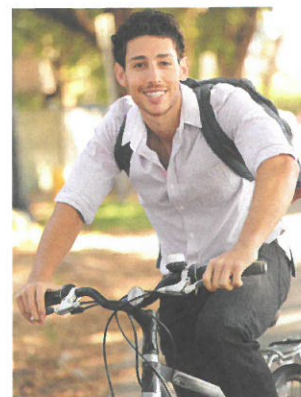
53/4b)

1. She has a really big crush on Sam.

2. Sam and his bike are inseparable.

3. Sam turned her down so she wasn't happy.

4. He is so indifferent to her.



11
53/5

4 (LISTENING) Listen to Danny talking to his friends. Answer the questions.

1. What is Danny's dream? _____
2. What does Danny say about the jobs he applied for in Christchurch?

3. What does Kyle say about his job search?

4. What is Jack going to do?

5. What do Danny's parents think about his new job in Wellington?

6. Who wants to help with Danny's leaving party?

53/5

5 (POEM) A true friend

a) Complete the poem with these words.

around

joke

long

spoke

wrong

down

Knows when you are feeling _____
and will always come _____.
Finishes the end of your last _____
even started to laugh before you _____.
Will let you know if you are _____
but will support you all day _____.

b) Which picture does not match the poem? _____



54/6

6 Complete Danny's sentences with the past perfect and the simple past.

1. I had accepted (accept) the job before I told (tell) Clara about it.
2. I hadn't told (not tell) Clara about the job, so she _____ (be) angry.
3. Clara _____ (not know) I was moving away before I _____ (tell) her.
4. After we _____ (argue), I _____ (go) home.
5. I _____ (already/send) her five messages before I finally _____ (call) her.
6. After Clara _____ (speak) to her parents, she _____ (decide) to stay at school.

54/6

7 Write sentences. Use the simple past and the past perfect.

a) Write sentences about Clara. Green is simple past. Blue is past perfect.

1. Clara wrote to an agony aunt / after Danny talked to her

Clara wrote to an agony aunt after Danny had talked to her.

2. Before Danny move to Wellington / Danny and Clara make up

3. Before Clara meet Danny / she never think about leaving Christchurch

4. Clara go to live with Danny / after she finish school

5. Before she decide to move away / Clara speak to her parents

6. Clara miss her family / after she move away

b) Complete the sentences with your own ideas.

1. Before I went to school today, _____

2. After I had done my homework, _____

3. I had already finished my dinner before _____

8 Make sentences with the simple past and the past progressive.

a) Put in the correct tense.

1. I was talking (talk) on the phone when I saw (see) my friend.

2. While I _____ (run) down the street, I _____ (fall over).

3. While I _____ (wash) my hair, I _____ (get) shampoo in my eyes.

4. I _____ (write) an e-mail when my computer _____ (break).

5. While I _____ (walk) to school yesterday, I _____ (lose) my phone.

6. While I _____ (watch) TV last night, I _____ (fall asleep).

b) Write two sentences about the picture.



54/7

54/7

55/8

9 Choose the right tense: Simple past, past progressive or past perfect.

Yesterday I _____ (have) a terrible day! While I _____ (wait) for the bus, my girlfriend called me because she _____ (be) angry with me. I was so upset that I _____ (leave) my school project on the bus, but I did not realise until after the bus _____ (go). At the beginning of class, I _____ (explain) to my teacher what _____ (happen), but she didn't believe me. She gave me a detention! And then, while I _____ (sit) in detention, I _____ (remember) something - I _____ (promised) to call my girlfriend back right after school!

Tip: Use the **simple past** 5 times, the **past progressive** 2 times, and the **past perfect** 3 times.

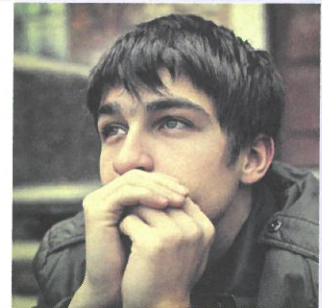


10 (WRITING) Read the letter to the agony aunt and write a reply with your advice.

55/9

INTERNET

Dear Linda,
I've just moved to Christchurch and I'm now over 500 kilometres away from all my friends. My new school is OK and the people are friendly, but I haven't really made any new friends. I feel really lonely here and I miss my old friends. In my free time I just stay at home, play computer games and chat with my friends online. How can I feel more at home here? How can I make some new friends? I want to fit in here.
Ryan



If I were you, I'd ...

I think you should ...

Have you thought about ...?

Why don't you ...?

I would recommend you ...

My advice is to ...

Dear Ryan,

I understand



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2015 im Fach Englisch

Mittwoch, 13. Mai 2015

Zugelassene Hilfsmittel:

- keine

Erweiterte Berufsbildungsreife:

50 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Mittlerer Schulabschluss:

75 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Anspruchsvollere Aufgaben sind mit einem Stern (*) gekennzeichnet.

Alle richtig bearbeiteten Aufgaben werden für beide Abschlüsse angerechnet.

Teil II: Leseverstehen/Schreiben

3 Lesetexte mit 25 Aufgaben

3 Schreibaufgaben

Arbeitszeit: 11:15 – 13:00 Uhr

Bearbeitungszeit: 105 Minuten

Leseverstehen

Bitte bearbeiten Sie die Aufgaben zunächst auf den Aufgabenbögen.

Übertragen Sie dann die Ergebnisse auf den Auswertungsbogen (S. 10).






Schreiben

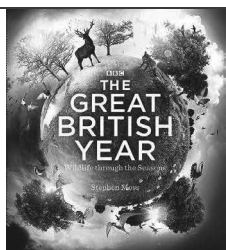
Benutzen Sie die dafür vorgesehenen Aufgabenbögen.

Name, Vorname: Klasse:

Reading Part 1: Watching TV

- These people (a - e) want to watch some TV.
- First read the information about the people, then look at the descriptions of the programmes (A - G) on the next page.
- In each case (a - e) find the **two** programmes each person would watch. Write the letters of the programmes in the boxes next to the viewers' names.
- Some of the programmes can be chosen more than once.

No.	Pro 1	Pro 2		The viewers
1/2				a) Raju (40) , a construction worker from Pakistan who lives in Great Britain, misses his home country and the Pakistani culture very much. He likes watching funny series about immigrant families. Alternatively, he likes to watch programmes that have something to do with his job.
3/4				b) Sami (17) is working on a presentation about the situation of homosexuals in different countries and is looking for a helpful programme on TV. In his free time he works as a dogsitter and is naturally interested in finding out as much as possible about these furry friends.
5/6				c) Grace (60) lives together with her husband John. Since her husband once worked for a big construction company, they like to watch programmes with some heavy construction going on. When she is alone, she enjoys touching stories about pets and their owners.
7/8				d) Imogen (16) loves animals and is especially interested in helping endangered ones. She tries to watch programmes that give her an idea of what she can do to help. She is also a humorous person who enjoys watching comedies with lots of good jokes.
9/10				e) Shaniqua (19) shows great interest in landscape photography. At weekends she likes travelling to the countryside to take pictures. She is also interested in programmes that she can relate to, for example the situation at home - her older brother doesn't want to move out of his comfort zone.

**A) The Great British Year**

Spring is the start of a race for life where timing is everything; trees explode with blossom and mornings fill with the magical chorus of bird song. Birds frantically build nests, while in our oceans seahorses court each other as if dancing elegantly. As we celebrate Easter, a stoat mother hunts the young rabbits to feed her own playful young. As spring becomes summer, Guillemot chicks leap from their cliffs to begin life at sea, and this year's young prepare for life alone.

This documentary about spring in Britain is packed with beautiful photography.

**B) Citizen Khan**

The second series of the family sitcom about the British-Pakistani Khans and their unlucky, busybody head of the family (played by Adil Ray), which is set in the capital of British Pakistan – Sparkhill, Birmingham, kicks off with the discovery that daughter Alia has failed her exams. Mrs Khan desperately wants her to go to college – but when Mr Khan learns how much it'll cost, he looks for a cheaper option. You will laugh yourself sick.

**C) The Crane Gang**

Enter the world of the 'heavies' - the team behind the huge machines that are challenged with carrying out the biggest lifts of all.

The pressure is on as the UK's largest mobile crane company has to lift a very expensive sculpture into a private home in Somerset. Meanwhile in east London, the removal of an old railway bridge turns into a big problem. For crane driver teams like Leigh and Lee, it all means a hard and often frustrating 24/7 schedule.

**D) Britain's Big Wildlife Revival**

The series returns to walk through our wetlands in search of wildlife. Many animals are in danger because of alien invaders, or as a result of our tidying up and building on the countryside. So now, the discovery of a rare species on a building site can stop work completely.

Many animals living in our wetlands aren't pretty, but they play an important part in keeping the balance of our environment. Mike Dilger shows how you can help, too, by building a garden pond, even a tiny one made from a dustbin lid.

**E) Stephen Fry, Out There**

This episode sees Stephen visit Brazil, home to the largest gay pride celebration in the world and a place that has some of the best legislation on the planet for gay equality. But it has come at a price. All of the advances have brought about violence against gay people; on average, one gay person is murdered every 36 hours in Brazil. Stephen sees how this influences the lives of gay men and women there and also confronts the politician leading the fight against gay rights.

**F) The Wonder of Dogs**

This time the team looks at the special relationship between people and dogs. How much of our pets' behaviour and personality is as a result of their nature and how much comes from us? They discover how dogs have developed to understand us better than any other creature on the planet, even better than our closest living relative, the chimpanzee. Ruth Goodman looks deep into the history of Greyfriars Bobby, one of the most famous dogs in the world. This loyal dog guarded his master's grave for 14 years.

**G) Hotel of Mum and Dad**

We meet sci-fi fanatics Ellie Rose and Mitch from Norwich.

Mummy's boy Mitch is refusing to grow up. He is used to his mum doing every little thing for him and this is driving his girlfriend Ellie mad. She desperately wants Mitch to move out and she wants them to get a place of their own. But there's one problem - his mum just doesn't want to let him go. Can Ellie finally persuade Mitch to get a job and start earning so they can stand on their own two feet and get their own place? Or will this mummy's boy be running home at the end of the week?

Reading Part 2: Short Texts

- Look at the text and the statements in each task.
- Put a tick (✓) next to the statement that matches the text – **A, B, C** or **D**.
- There is only one correct statement for each sign.

11



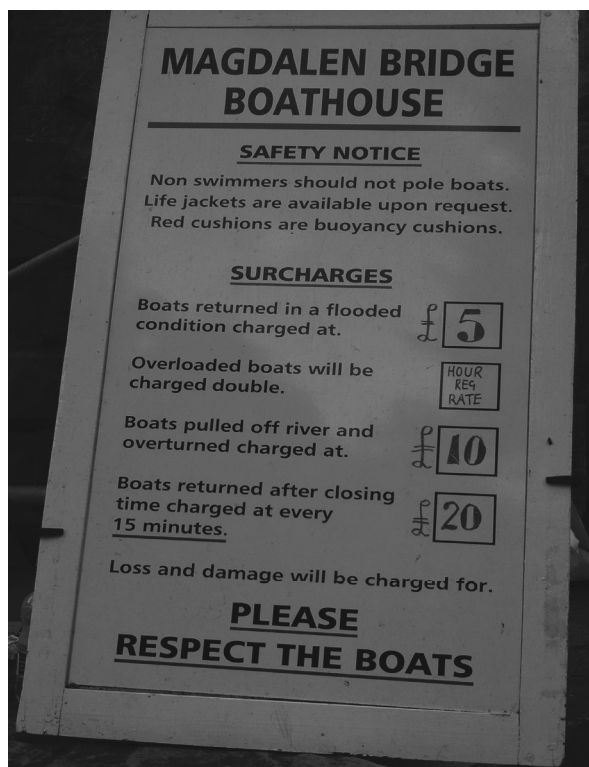
- A** Press the green button to open the door.
- B** Be polite - open the door for other guests.
- C** This door may only be used in an emergency.
- D** You may only enter if you have a ticket.

12



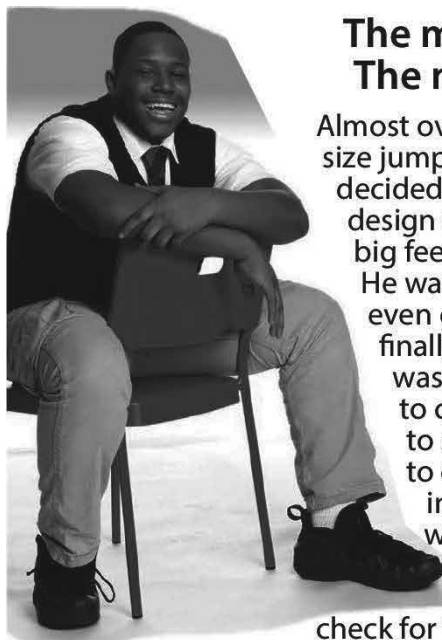
- A** Watch your step when crossing the river.
- B** Swimming is forbidden in this river.
- C** Attention - the bridge is under construction.
- D** You are asked to wear waterproof shoes.

13



- A You must clean the boat before returning it.
- B You can't return your boat after the boathouse closes.
- C Handle the boats with care.
- D Pay for the boat before renting it.

14



The more you LEARN The more you EARN

Almost overnight, DeAndre's shoe size jumped from 12 to 15. He decided - right then and there - to design shoes for other guys with big feet. It wouldn't be easy. He wasn't doing well in school - even got expelled. But DeAndre finally decided that enough was enough, and he needed to change. He started going to school every day, getting to class on time and turning in his assignments. His hard work paid off; he is getting A's and is headed for college. In a few years, check for "**Shoes by DeAndre**" in stores across the country.

As DeAndre wanted to start his own business, he

- A needed a new outfit.
- B began working hard at school.
- C worked part-time in a shoe store.
- D quit school at the age of 15.

15



- A Video cameras will improve safety on the Underground.
- B An action film is being shot in this underground station - do not disturb.
- C You are not allowed to use your video camera on the Underground.
- D More staff will help you find your way on the Underground system.

16

If you are ever trapped under a ton of rubble, I promise to sniff you out.



I promise to be worth every cent of the \$10,000 that it took to train me.
I promise to ignore all other more fascinating smells and concentrate on the scent of live humans.
I promise to go about my work with a wagging tail, even if my paws get sore.
I promise to never give up.

National Disaster Search Dog Foundation
 Strengthening disaster response in America by teaming the most highly trained dogs with firefighters to save lives.

To donate, call (888) 459-4376 or visit
www.searchdogfoundation.org.
<http://www.bloomingtonanimalhospital.com/national-disaster-search-dog-foundation.html>

- A Support the training of dogs that find people in danger.
- B Train your dog to make your life more fun.
- C Save a dog's life - give it a good home.
- D In case of a disaster, don't leave your dog behind.

★Reading Part 3: Educating Yorkshire

- Read the text and the statements on the opposite page.
- Put a tick (✓) in the box next to the correct answer.
- Only one answer is correct in each case.



Georgia is a 16-year-old with a lousy attitude; she swears at the teachers, won't wear her school uniform and storms out of class when she's told off. But the platinum blonde is also the first of her family to almost reach the end of her school life without being kicked out, and her teachers at the Thornhill Community Academy are proud that she is going to take her GCSEs¹.

Georgia is one of the 'stars' of *Educating Yorkshire*. By turns horrifying and heartwarming, this reality TV show makes fascinating viewing even if it is, at times, a little uncomfortable. Filmed over eight weeks, it shows life at the comprehensive school in Dewsbury, Yorkshire, from teachers' meetings in the staff room to pupils dancing at the school prom. Each story is interesting and exciting, from the young Asian girl working really hard for her GCSEs, to the bullied boy who can't stop punching others.

At the heart of it all is head teacher Jonny Mitchell, who really likes singing to himself. He's been at Thornhill for just under two years and he's determined to give his pupils a decent education and teach them how to be model citizens; even if it's the last thing they want.

'Dewsbury, to most people, has negative connotations', says Jonny, 'but we wanted to do something to make our young children proud. We're trying very hard to make their lives better under difficult circumstances.' Dewsbury has a 20 per cent unemployment rate and Jonny estimates that 10 per cent of his pupils' parents work in offices; the rest are industrial workers or are unemployed. Half his students are of Asian, mainly Pakistani, origin while the rest are white British.

Thornhill, a former failing school, is now rated 'good' in school inspections. It was expected to get 45 per cent A-C grades at GCSE last year but it actually managed 63 per cent.

'I think we're doing a fantastic job and I wanted to put that across,' says Jonny of his reasons for agreeing to 65 cameras being placed in almost every corner of his school. 'I think our kids are brilliant and they deserve to experience something a little bit different.' Jonny says staff and pupils were only really aware of the cameras for the first few days. In the first 20 minutes the kids did not show any respect. Instead they were

showing off, making all sorts of faces and gestures. 'We told them you won't be a TV star if you make all these obscene gestures and they stopped. For the first two days it felt weird, but quite exciting. Everyone was coming in with new hairdos. But then it was business as usual although, generally, behaviour improved a bit. It's still better than it was; I think that's because they know the show's coming out.'

The programme certainly shows the ups and downs of teaching. There are huge challenges, from the children whose behaviour constantly disrupts classes to the boy with a stutter who's terrified about how he'll cope with his oral examinations.

There are also embarrassing and tragic moments, such as when Jonny has to tell a boy's shocked mother that he hasn't behaved well enough to go to the school prom. She'd already taken out a loan of £1,500 to hire a sports car and £2,000 on a suit for her son. 'The prom thing is ridiculous, it's quite obscene,' says Jonny. 'A lot of our families are financially deprived but they all want to keep up with each other. They spend shedloads on a dress their daughters will never wear again. It's bonkers.'

Over 100 schools volunteered to be featured, and it took ten months for Thornhill to be chosen and for its staff, pupils and parents to get to know the producers and be fully on board. It was quite a risk for the headmaster and his colleagues to trust the two producers whom they had only known for a few months. The whole project could have turned out to be a disaster for the school's reputation. But the risk was worth taking.

Although consent forms had to be signed at every stage of the process, the school had no editorial control and sometimes the teachers as well as the pupils are seen making mistakes. 'It shows humanity,' says Jonny. 'Yes it shows error, but it also shows people working hard. I don't think any of us come out of it at all badly.'

Jonny, who looks like a nightclub bouncer but actually began his working life as an accountant, is hoping the show will attract more pupils to his school.

Educating Yorkshire, Thursday, 9pm, Channel 4.

(Adapted from: www.dailymail.co.uk/femail/article-2406992/Educating-Yorkshire-A-school-unruly-pupils-future-recession-hit-town-headmaster-determined-help-succeed-A-new-reality-captures-all.html. 29.10.2013)

¹ GCSE: General Certificate of Secondary Education; a British exam taken by students usually around the age of 16.

★ Reading Part 3: Educating Yorkshire

17 Georgia, one of the stars in the reality show,	A	behaves badly at school.
	B	wants to be a hairdresser.
	C	will take an exam.
	D	both A+C
18 <i>Educating Yorkshire</i> shows scenes	A	in the teachers' room.
	B	from a dance event.
	C	with a student studying for an exam.
	D	all of them (A+B+C)
19 The students at this school	A	mostly come from rich families.
	B	are all immigrants from different countries.
	C	managed to get better test results than before.
	D	both A+B
20 When the filming began, the students did not	A	want to be filmed.
	B	do any homework.
	C	come to school.
	D	behave well.
21 One effect of the show is that	A	the teachers work together more.
	B	the school has won a prize.
	C	the students behave better.
	D	the parents support the teachers more.
22 What does Jonny think about the prom?	A	Students should be better prepared for it.
	B	Parents spend too much money on it.
	C	It is difficult to organise.
	D	all of them (A+B+C)
23 The show was filmed at Thornhill because	A	the producers were interested in bullying at school.
	B	the school wanted to take part and was accepted.
	C	the headmaster and the producer were old friends.
	D	the parents wanted to make the school's problems public.
24 According to Jonny,	A	the show gives an unrealistic picture of school life.
	B	the producers should have had more influence.
	C	the show illustrates that making mistakes is human.
	D	the producers had problems with the parents.
25 What could be the best alternative title for this article?	A	Be a Headmaster - Become a Star
	B	Media Education Today
	C	Tough Teachers at Work
	D	Reality TV Meets Real School Life

Reading: Candidate Answer Sheet**Name:** _____*For students: Put a tick (✓) in the correct box.***Part 1: Watching TV**

Number	Name	A	B	C	D	E	F	G	
1/2	a) Raju								
3/4	b) Sami								
5/6	c) Grace								
7/8	d) Imogen								
9/10	e) Shaniqua								/10 P

Part 2: Short Texts

Number	A	B	C	D	
11					
12					
13					
14					
15					
16					/6 P

★Part 3: Educating Yorkshire

Number	A	B	C	D	
17					
18					
19					
20					
21					
22					
23					
24					
25					/9 P

Total:**/25 P**

Writing Part 1: A New Soap* Character

- Complete the questionnaire below.
- Write keywords or short sentences.

MEET THE JOHNSONS

Channel 5 would like to create a new soap opera called "Meet the Johnsons". You can help by creating a character profile. Please fill out the questionnaire.

Name of character

Age

Male

☐

Female

☐

(1) What job does your character have?

(2) What hobbies does your character have? (Name two)

(3) Name one positive and one negative quality of your character.



(4) Name something special your character has done.

(5) What does your character want to do in the future?

SEND

HOME

*soap (=soap opera): A TV series about the lives and problems of a group of people.

/5 P

Writing Part 2: Mobile Phones


- Read what a blogger has written below.
- Then write back, answering all of his questions.
- Write 100 - 160 words.

[Home](#)
Welcome to our site


[Services](#)
What we do

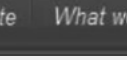
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Read our stories

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[Blog](#)
[Public topics](#)



Name: Fony




At my school mobile phones are completely forbidden. It's really old-school! What are the rules at your school? And what happens if you break them? We have a new headmaster who really seems to be into the latest technology and is thinking of a new concept. He wants to hear different arguments before making a decision. Please help us: How can mobile phones be useful at school? What could be negative about using them?

[illegible]

[illegible]

Inhalt: Sprache: Gesamt:

★ Writing Part 3: Mediation – Young Careers

<p>Lukas Mielke: Deutschlands jüngster Unternehmer</p>  <p>Er ist gerade erst volljährig und hat schon 40 Mitarbeiter. Lukas Mielke, ein junger Berliner Unternehmer. Lukas Mielke spricht kaum einen Satz zu Ende. Mal klingelt das Handy, mal platzt ein Kollege ins Büro. Alle wollen etwas von Mielke.</p> <p>Wie viel Geld Mielke verdient, hält er geheim. Diskretion! Bemerkenswert ist ohnehin eine andere Zahl: Lukas Mielke ist erst 18 Jahre alt. „Wenn ich 30 bin, möchte ich fünf Jahre lang um die Welt segeln. Das ist mein großes Ziel“, sagt er.</p> <p>In der elften Klasse gründet Mielke das erste Unternehmen, vertreibt Nahrungsergänzungsmittel und Kosmetika. Das einfache Prinzip: billig einkaufen, teuer verkaufen. Heute hat er knapp 40 Mitarbeiter, sein Geschäft hat er längst ausgeweitet auf Webdesign und den Handel mit Solaranlagen. Die Schule absolviert er nebenbei, macht Fernabitur und besucht gleichzeitig erste Wirtschaftsvorlesungen an der Uni.</p> <p>Mielke weiß, dass er anders ist als viele seiner Altersgenossen. Er hat erkannt, dass er arbeiten muss, wenn er etwas haben will: „Ich leiste lieber jetzt etwas und ruhe mich später aus.“</p> <p>Vorurteile von Gleichaltrigen? Ja, das gebe es schon, sagt Mielke: „Aber ich habe das Gefühl, dass da oft Neid dahintersteckt.“ Im Job wird sein Alter manchmal ein Problem, sagt Lukas: „Wenn ich einen, der die doppelte Lebenserfahrung hat, von einem Geschäft überzeugen will, ist das schon schwierig.“</p> <p>http://www.bild.de/politik/wirtschaft/unternehmer/juengster-unternehmer-warum-ist-er-so-erfolgreich--12030012.bild.html [26.11.13]</p>	<p>Zeda: Rapperin</p>  <p>Rap und Hiphop sind die Musik vieler Migrantenjugendlicher und Kinder aus der sozialen Unterschicht. Die Lyrics der deutsch-libanesischen Rapperin Zeda erzählen von Wut, Schmerz und Glück. Sie hat sich in der Männerwelt des Hiphop ihren Platz erkämpft - und das alles ohne Management.</p> <p>Das gerade einmal 1,55 Meter große Energiebündel ist ein aufgehender Stern am Frankfurter Hiphop-Himmel.</p> <p>Vor 20 Jahren floh ihre Familie vor dem Bürgerkrieg ins norddeutsche Peine. Dort wuchs sie in einem sozialen Brennpunkt auf, wurde eingeschult, ohne ein Wort Deutsch zu sprechen. Zeda sang in der Schulband, Songs von den Rolling Stones zum Beispiel. Das wollte die Lehrerin. Aber für Zeda passte das nicht. „Singen ist zu sehr heile Welt, diese extremen Gefühle lassen sich nur in Sprachgesang ausdrücken“, sagt sie. „Hiphop ist ein Lebensgefühl, es ist meine Sprache.“</p> <p>Peine ließ ihr keinen Raum, sich zu entfalten. So packte Zeda ihre Koffer und suchte eine Wohnung in Frankfurt am Main, lebte zunächst vom Ersparten. Sie klappert die Hiphop-Läden ab, zieht zum Freestyle durch Bars und Clubs und lernt andere Künstler kennen.</p> <p>Leben kann Zeda noch nicht von ihrer Musik. Ihren Lebensunterhalt verdient sie in einer Apotheke, Vollzeit. Dennoch nimmt sie sich Zeit für Jugendliche: In Workshops bringt sie ihnen bei, Texte zu schreiben und zu „performen“. Ehrenamtlich.</p> <p>http://www.gew.de/Hiphop_gehoert_den_Kaempfern_Die_Rapperin_Zeda_drueckt_ueber_Musik_ihr_Lebensgefuehl_aus.html [26.11.13]</p>
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★Writing Part 3: Mediation – Young Careers

Your class is taking part in a European project called "Young Careers" and you have to write a text in English about a young German's professional development.

- Read the two articles.
- Choose **one** article.
- Say what the person does and mention at least four **important** aspects of their professional development.
- **Do not translate word for word**, just give the main information.
- Write complete sentences.

The image shows a screenshot of a Microsoft Word document window. The title bar at the top reads "Dokument1 - nichtkommerzielle Verwendung". The ribbon at the top includes tabs for "Start", "Einfügen", "Seitenlayout", "Verweise", "Sendungen", "Überprüfen", and "Ansicht". The "Start" tab is active, showing options for "Einfügen" (Paste), "Format übertragen" (Format Painter), and "Zwischenablage" (Clipboard). The "Schriftart" (Font) section shows "Arial" and "12". The "Absatz" (Paragraph) section shows various alignment and spacing options. The "Formatvorlagen" (Styles) section shows "Standard", "Kein Link", "Überschrift...", "Überschrift...", "Titel", "Untertitel", and "Schwache...". The main document area is a large white rectangle with horizontal lines for writing. The status bar at the bottom shows the page number "1" and the word count "18".

Seite: 1 von 2 Wörter: 32 Deutsch (Deutschland) 160%

Inhalt: Sprache: Gesamt:



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2015 im Fach Englisch

Mittwoch, 13. Mai 2015

Zugelassene Hilfsmittel:

- keine

Erweiterte Berufsbildungsreife:

50 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Mittlerer Schulabschluss:

75 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Anspruchsvollere Aufgaben sind mit einem Stern (*) gekennzeichnet.

Alle richtig bearbeiteten Aufgaben werden für beide Abschlüsse angerechnet.

Teil I: Hörverstehen

4 Hörtexte mit 25 Aufgaben

Arbeitszeit: 10:00 – 10:45 Uhr

Bearbeitungszeit: 45 Minuten

Bitte bearbeiten Sie die Aufgaben zunächst auf den Aufgabenbögen.
Übertragen Sie dann die Ergebnisse auf den Auswertungsbogen (S. 7).

Name, Vorname: Klasse:

Listening Part 1: Short Messages

- You are going to hear two short messages.
- You will hear the recording twice.
- There are four questions in this part, two questions for each message.
- Look at the pictures and then listen to the recording.
- Choose the correct picture and put a tick (✓) in the right box.





Message One

1 What is Taylor's shoe size?

Shoe Size Conversion			Shoe Size Conversion			Shoe Size Conversion			Shoe Size Conversion		
UK	EUR	US	UK	EUR	US	UK	EUR	US	UK	EUR	US
3	36	5	3	36	5	3	36	5	3	36	5
4	37	6	4	37	6	4	37	6	4	37	6
5	38	7	5	38	7	5	38	7	5	38	7
6	39	8	6	39	8	6	39	8	6	39	8
7	40	9	7	40	9	7	40	9	7	40	9
8	41	10	8	41	10	8	41	10	8	41	10


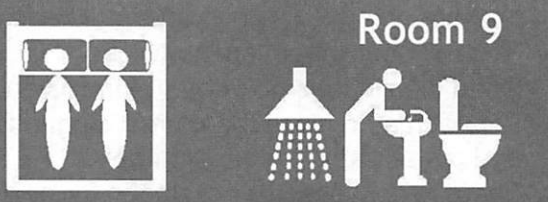


A ☐ B ☐ C ☐ D ☐

2 What does Taylor need the shoes for?





	
A <input type="checkbox"/>	B <input type="checkbox"/>
	
C <input type="checkbox"/>	D <input type="checkbox"/>

Message Two

3 Which room can you book at Blueberry Lodge?

 <p>Room 8</p>	 <p>Room 9</p>
A <input type="checkbox"/>	B <input type="checkbox"/>
 <p>Room 10</p>	 <p>Room 11</p>
C <input type="checkbox"/>	D <input type="checkbox"/>

4 Which service do you have to pay for at Blueberry Lodge?

			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>

Listening Part 2: Radio Ads

Please note: You do not need to understand every word to do this task.

- You are going to listen to four radio ads.
- You will hear the recording twice.
- Read the slogans below first, then listen to the recording.
- For each ad choose the correct slogan from the list (A-F) and put a tick (✓) in the right box.
- There is only one correct slogan for each ad.
- Two slogans can't be matched.






- A) Sign up for one of our courses.**
- B) Support your child's school career.**
- C) Always keep fires under control.**
- D) Be sure to drink enough water.**
- E) Go camping with your children.**
- F) Keep the environment clean.**

Number	Radio Ads	Slogan					
		A	B	C	D	E	F
5	Radio Ad 1						
6	Radio Ad 2						
7	Radio Ad 3						
8	Radio Ad 4						

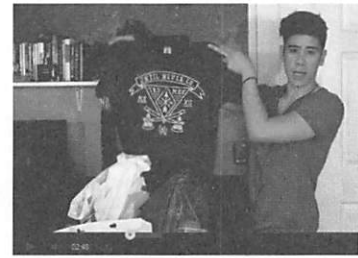
Listening Part 3: World Alternative Games

- You are going to hear descriptions of three unusual sports.
- You will hear the recording twice.
- Complete the table below using 1 to 5 words or numbers.

	Where from?	What to wear? (Name one)	How far?	Which rules? (Name one)
Stiletto Racing 	nobody knows	9	10 metres	11
Wife Carrying 	12	13	14 metres	same-sex couples allowed
Egg Throwing 	15	16		17

★Listening Part 4: Fast Fashion

- You are going to hear a radio show.
- There are four people in the show: Talma Williams (the presenter), Malvin Kureishi, Hannah Flynn and Bill Wallace.
- You will hear the recording twice.
- Read the statements below first, then listen to the recording.
- Put a tick (✓) in the box next to the correct statement.
- Only one statement is correct in each case.



18 The guest Hannah	A	<input type="checkbox"/>	is a dressmaker.
	B	<input type="checkbox"/>	has written a book on fashion.
	C	<input type="checkbox"/>	owns a clothes shop.
19 Malvin goes clothes shopping	A	<input type="checkbox"/>	every week.
	B	<input type="checkbox"/>	on the Internet.
	C	<input type="checkbox"/>	both A+B
20 Why do people post haul videos according to Malvin?	A	<input type="checkbox"/>	to show what they've bought
	B	<input type="checkbox"/>	to give styling tips
	C	<input type="checkbox"/>	both A+B
21 Bill has become successful because	A	<input type="checkbox"/>	his website attracts a lot of customers.
	B	<input type="checkbox"/>	he works longer hours than other businessmen.
	C	<input type="checkbox"/>	he changes the clothes in his shops more often than others.
22 Hannah points out that fast fashion clothes	A	<input type="checkbox"/>	are produced by unfairly treated workers.
	B	<input type="checkbox"/>	should be sold at a lower price.
	C	<input type="checkbox"/>	are made of low-quality material.
23 What does Bill mean by the "democratisation of luxury"?	A	<input type="checkbox"/>	Old clothes are passed on to others.
	B	<input type="checkbox"/>	Everybody can wear the latest designs.
	C	<input type="checkbox"/>	Ordinary people present his clothes on the catwalk.
24 According to Hannah, shoppers should	A	<input type="checkbox"/>	know more about how clothes are produced.
	B	<input type="checkbox"/>	think about their shopping habits.
	C	<input type="checkbox"/>	both A+B
25 A possible alternative title for this talk show could be	A	<input type="checkbox"/>	The Price of Fashion
	B	<input type="checkbox"/>	A Shoppers' Paradise
	C	<input type="checkbox"/>	The Future of Shopping

Listening: Candidate Answer Sheet Name:*For students: Put a tick (✓) in the correct box.***Part 1: Short Messages**

Number	A	B	C	D	
1					
2					
3					
4					
					/4 P

Part 2: Radio Ads

		Slogan						
Number	Radio Ads	A	B	C	D	E	F	
5	Radio Ad 1							
6	Radio Ad 2							
7	Radio Ad 3							
8	Radio Ad 4							/4 P

Part 3: World Alternative Games

Die Ergebnisse müssen nicht übertragen werden.	/9 P
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***Part 4: Fast Fashion**

Number	A	B	C	
18				
19				
20				
21				
22				
23				
24				
25				/8 P

Total: /25 P



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2016 im Fach Englisch

Donnerstag, 12. Mai 2016

Zugelassene Hilfsmittel:

- keine

Erweiterte Berufsbildungsreife:

50 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Mittlerer Schulabschluss:

75 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

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Alle richtig bearbeiteten Aufgaben werden für beide Abschlüsse angerechnet.

Teil I: Hörverstehen

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Arbeitszeit: 10:00 – 10:45 Uhr

Bearbeitungszeit: 45 Minuten

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Übertragen Sie dann die Ergebnisse auf den Auswertungsbogen (S. 7).



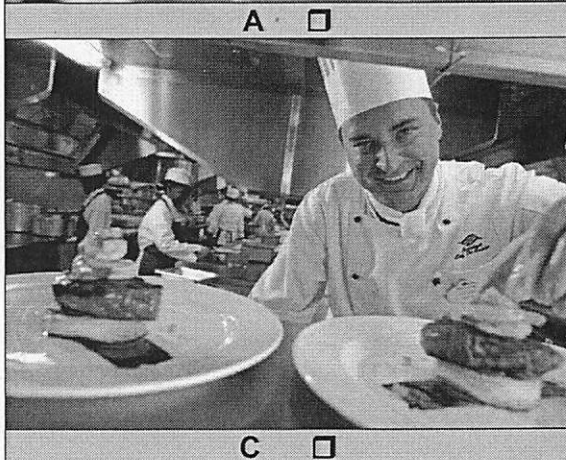
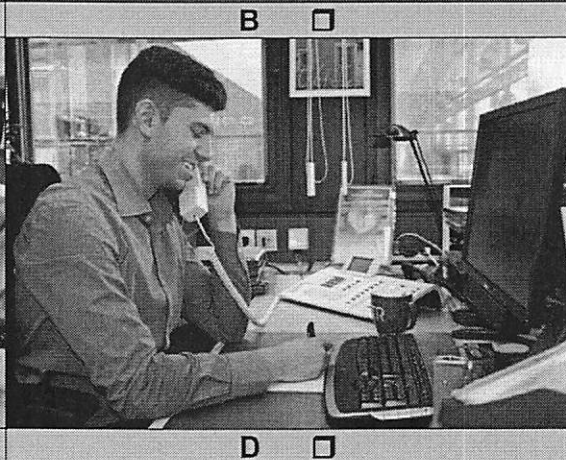
Name, Vorname:	Klasse:
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Listening Part 1: Short Messages




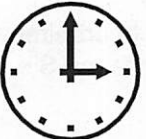
- You are going to hear two short messages.
- You will hear the recording twice.
- There are four questions in this part, two questions for each message.
- Look at the pictures and then listen to the recording.
- Choose the correct picture and put a tick (✓) in the right box.

Message One

1 What kind of job is Jakob interested in?




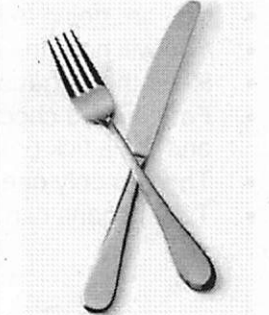
	
A <input type="checkbox"/>	B <input type="checkbox"/>
	
C <input type="checkbox"/>	D <input type="checkbox"/>

2 At what time can Jakob come for the interview?



			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>

Message Two

3 What are you NOT allowed to bring inside the museum?

			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>

4 Which part of the museum is NOT open to the public?

	
A <input type="checkbox"/>	B <input type="checkbox"/>
	
C <input type="checkbox"/>	D <input type="checkbox"/>

Listening Part 2: Radio Ads

Please note: You do not need to understand every word to do this task.

- You are going to hear four radio ads.
- You will hear the recording twice.
- Read the slogans below first, then listen to the recording.
- For each ad choose the correct slogan from the list (A - F) and put a tick (✓) in the right box.
- There is only one correct slogan for each ad.
- Two slogans can't be matched.



A) Read a book - find your way to someone's heart

B) Switch off the light - save energy

C) Follow these rules - keep your home safe

D) A healthy life - it only takes a few steps

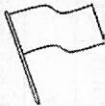


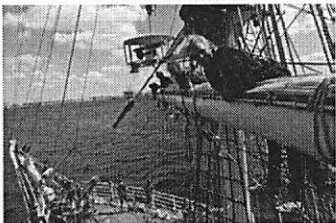


E) Exercise right - see your doctor first

F) Turn it off - spend time with your loved ones

Number	Radio Ads	Slogan					
		A	B	C	D	E	F
5	Radio Ad 1						
6	Radio Ad 2						
7*	Radio Ad 3						
8	Radio Ad 4						

Listening Part 3: Schools Around the World

- You are going to hear three reports about different schools.
- You will hear the recording twice.
- Complete the table below. Use 1 to 5 words or numbers for each answer.

	 Country	12345 67890 Age of students	 Likes (Name one)	 Dislikes (Name one)
Class Afloat 		9	10*	11
Summerhill School 	12	5 - 18	13	14*
Padamu Education Centre 	15	6 - 10	16	17

Listening Part 4: Hotel Mom and Dad

- You are going to hear a radio show.
- There are four people in the show: Sally Jessy Raphael (the host), Sam Maynard, Maria Maynard and Andrew Chan.
- You will hear the recording twice.
- Read the statements below first, then listen to the recording.
- Put a tick (✓) in the box next to the correct statement.
- Only one statement is correct in each case.



18 Maria Maynard wanted her children	A	<input type="checkbox"/>	to stay at home until they got married.
	B	<input type="checkbox"/>	to move out as soon as they became adults.
	C	<input type="checkbox"/>	to finish school before moving out.
19 Sam moved back home because	A	<input type="checkbox"/>	he was waiting for a place at college.
	B	<input type="checkbox"/>	his girlfriend liked the comfort of his family home.
	C	<input type="checkbox"/>	he did not want to spend so much on living costs.
20 According to Andrew Chan, a consequence of young adults living with their parents is that	A	<input type="checkbox"/>	they get lazy and depressed.
	B	<input type="checkbox"/>	they do not develop important financial skills.
	C	<input type="checkbox"/>	they become socially isolated.
21* Sam's parents	A	<input type="checkbox"/>	pay some of his regular bills.
	B	<input type="checkbox"/>	have bought him a new car.
	C	<input type="checkbox"/>	pay his college fees.
22* What is Andrew Chan's advice to parents?	A	<input type="checkbox"/>	Save money for your children's future.
	B	<input type="checkbox"/>	Set up rules about money matters.
	C	<input type="checkbox"/>	Always keep an eye on your children's spendings.
23* Why might grown children be a problem for their parents?	A	<input type="checkbox"/>	Parents might develop serious health problems.
	B	<input type="checkbox"/>	Parents' relationships might suffer.
	C	<input type="checkbox"/>	Parents might face financial problems in the future.
24* How does Maria feel about her son still living at home?	A	<input type="checkbox"/>	She wants him to move out as soon as possible because she needs his room.
	B	<input type="checkbox"/>	She feels that her freedom in her own house is limited.
	C	<input type="checkbox"/>	She does not mind having him around the house as long as he takes his studies seriously.
25* Which statement sums up this part of the talk show best?	A	<input type="checkbox"/>	Boomerang kids are a product of overprotective parents.
	B	<input type="checkbox"/>	Boomerang kids have problems growing up.
	C	<input type="checkbox"/>	Boomerang kids have a close relationship with their parents.

Listening: Candidate Answer Sheet Name:*For students: Put a tick (✓) in the correct box.***Part 1: Short Messages**

Number	A	B	C	D	
1					
2					
3					
4					

/4 P**Part 2: Radio Ads**

		Slogan						
Number	Radio Ads	A	B	C	D	E	F	
5	Radio Ad 1							
6	Radio Ad 2							
7*	Radio Ad 3							
8	Radio Ad 4							

/4 P**Part 3: Schools Around the World**

Die Ergebnisse müssen nicht übertragen werden. (10* und 14*)	/9 P
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Part 4: Hotel Mom and Dad

Number	A	B	C	
18				
19				
20				
21*				
22*				
23*				
24*				
25*				

/8 P**Total: /25 P**



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2016 im Fach Englisch

Donnerstag, 12. Mai 2016

Lösungen und Bewertungen

- Transkripte der Hörtexte
- Lösungsbögen für die Aufgaben zum Hörverstehen und Leseverstehen
- Bewertungskriterien für die Aufgaben zum Schreiben
- Bewertungstabelle für die schriftliche Prüfungsarbeit
- Zusammenführung der Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit (Anlage zum Formular MSA-02)
- Vordruck für das abschließende Gutachten

Listening Part 1: Short Messages

Message One

Hello, this is Orla Devlin speaking. I am the personnel manager of the Metropolitan Hotel in Dublin. This is a message for Jakob Heinemann. You have applied for a job as a cook. We would like to invite you for a job interview next Monday. The interview will be here at our hotel in Parnell Street. By the way, if you arrive by plane, our driver can pick you up from the airport. We can offer you either 9am or 10.30am for the interview. Please let us know which time is best for you. You can call between 3 and 5pm any afternoon this week. Just ask for Orla Devlin and the receptionist will connect you to my office. Please bring your health certificate to the interview. It's necessary for kitchen staff. Thank you and goodbye.

Message Two

Hello and welcome to the Natural History Museum. To make your visit more enjoyable please note the following:

Your bags and other personal items will be inspected. Sharp objects such as knives, forks or scissors will be taken from you. Coats and bags can be left in the cloakrooms in the Central Hall next to the café. In the café you can enjoy a great variety of tasty sandwiches, salads and cakes. If you prefer to bring your own food, please visit the Picnic Area on the ground floor for seating and tables. You may take photographs and record videos for personal use in the museum. Our museum collections cover many kinds of animals and plants from all around the world. How about celebrating summer with beautiful butterflies in our popular outdoor Butterfly House? Please note that the Dinosaurs Gallery will be closed for maintenance work until the end of May. Dinosaur toys and souvenirs are still available in our museum's shop next to the main entrance. Enjoy your stay.

Listening Part 2: Radio Ads

Ad 1: Walk

(sounds of footsteps, birds chirping ...)

FEMALE: Take a moment, and see if you can guess what I'm doing... I'm getting healthy by walking. Walking daily has tons of health benefits: managing weight, lowering cholesterol and blood pressure, and improving your overall mood. So, whether it's around your neighborhood (sound of horn honking) or over your lunch break, just take a walk.

For your free booklet, visit wrinstitute.org or call toll-free 877-957-7575, and find us on facebook and twitter. The Will Rogers Institute – since 1936.

http://www.wrinstitute.org/files/frontporch3/files/radio/WRI_Radio30_TakeAWalk_FINAL.mp3 [28.02.2014]

Ad 2: Discover the Forest - Busy Family

Mom: So, Jaclyn.

Girl: Yes Mom....

Mom: I wanted to talk to you about (BUZZ) something and... oh wait (BUZZ) hold on I just got a text. Oh, there's another one! Wow, busy, busy me! So anyway

Girl: (DING) Oh wait Mom I just got a message (ding). My friends keep commenting on my comment (ding) . Oh there's another one! Soooo many comments on my comment!

Dad: Oh I can't wait to watch TV tonight. Playoffffffffs! (TV SOUNDS)

Boy: Hey guys, check out my new video game! Broom boop booom (VIDEO GAME SOUNDS)

(All sounds now overlapping, then simultaneously)

Girl: Wait mom what?

Dad: What hold on

Boy: Wait a sec, what?

Announcer: This weekend (SUDDENLY, ALL SOUNDS STOP) Un....plug

(MUSIC UP) Take your family to the forest. (Forest SFX Throughout) There's nothing in the world like experiencing nature first hand. Trees, paths, blue birds, streams. Getting closer to nature, can get you closer to your family. To find the forest nearest you, go to [discovertheforest.org](http://www.discovertheforest.org). Brought to you by the US Forest Service and the Ad Council.

<http://www.discovertheforest.org/about> [28.02.2014]

Ad 3: Dating Library

Male: Hey, Rob. Where were you the other day?

Rob: I was at the library.

Female: That's hot.

Male: No, really, where were you?

Rob: I just told you – the Barrie Public Library.

Male: Why?

Rob: Girls like guys who can read. It's... intelligent and stuff.

Female: You're so dreamy.

Male: Really?

Rob: Yeah, watch this... Hey, Tina! A rose by any other name would smell as sweet.

Female (II): That's sooo romantic.

Rob: Ha, ha, yeah!

Female (III): This dating tip brought to you by the Teen Advisory Board of the Barrie Public Library - enriching your community and social life.

<http://library.barrie.ca/teens/library/adverts/dating.mp3> [28.02.2014]

Ad 4: Burglary

FEMALE: There are lots of precautions you can stop a burglar breaking in. Listen to the following until you feel reassured. He looks to see if anyone's home. If you always leave a light on, you can stop listening now. He walks up the path. If you have installed a security light, you can stop listening now. He stands by your front door. If you always lock it, you can stop listening now. Without these precautions, a burglar can now enter your home. If you're still listening, maybe it's time to start acting. Most burglaries are preventable. For more information on how to secure your home, go to metbumblebee.org. Here for London. The Metropolitan Police Service.

<http://content.met.police.uk/Campaign/bumblebeecampaign2012> [07.03.2014]

Listening Part 3: Schools Around the World

(Class Afloat)

Can you imagine living only 15 meters away from your classroom, right next to your classmates and your teachers for 10 months? No? Then you will probably miss the experience of a lifetime. *Class Afloat* is a sailing classroom for students between 16 and 17 years of age. Over the course of a school year your ship will sail to four continents and visit 20 different ports around the world. This is your chance to see other landscapes and learn about other cultures not from books but by really visiting them. Students taking part love things like diving in the Caribbean, visiting temples in Greece and Turkey and climbing sand dunes in the Sahara. These activities are part of everyday life on board. But it's not just fun and games. There are also unpleasant tasks like cleaning the deck or going on night watch. And don't forget the extreme weather conditions at sea - high winds and huge waves. Many students have problems with that. Still, one year aboard *Class Afloat* is an unforgettable experience for everybody.

Based on: <http://www.classafloat.com/section/about-class-afloat/about-class-afloat>, 26.03.2014

(Summerhill School)

"If you don't want to go to classes, you don't have to." This is not what your friends tell you at Summerhill School but what the teachers say. Summerhill School in the East of England is home to about 80 students aged 5 to 18, who live on the school grounds during the school term. This school is popular because it offers almost total freedom. Students and teachers have the same rights and make their school rules together. There is only one rule everybody

has to follow: Do what you like as long as you don't harm anyone else. You might think this school will never work if students don't have to do anything. The secret is: Students get bored if they stay away from classes for too long. So pretty soon they realize that going to classes can be fun. This sounds great but of course, there are also negative aspects. One that is often pointed out is that teachers don't plan lessons carefully. But this is something the students accept for the freedom they have.

Based on: http://en.wikipedia.org/wiki/Summerhill_School, 26.03.2014

(Padamu Education Centre)

In Europe pupils often see school as a necessary evil. But there are countries in which having the chance to go to school is the only way to escape extreme poverty. One of these schools is The Padamu Residential Education Centre School in a distant mountain region in Bangladesh. About seventy students aged 6-10 live and learn in this boarding school. They come from the villages around the school, but also from far-away places because it's the only school far and wide. Most of these students enjoy going to school simply because they can learn there. But that's not the only thing they love about Padamu. A lot of students are glad to get a free meal every day, others are grateful for free school materials and books. Even if this sounds very good, some students, especially the younger ones get homesick because they don't often see their parents. But they know – it's only for their own good.

Based on: <http://www.takepart.com/article/2011/04/18/jungles-bangladesh-halls-harvard>, 26.03.2014

Listening Part 4: Hotel Mom and Dad

Host: Good morning and welcome to *Focus on the Family*, a daily discussion about family-related topics with me, your host, Sally Jessy Raphael. Today we'll be talking about grown children who are still living at their parents' homes. Most young adults want to leave home as soon as they can. But for some, that seems to be a difficult move to make.

With me here are Sam Maynard, a 24-year-old college student at the University of San Diego, ...

Sam: Hi, there.

Host: ... his mom, Maria Maynard, owner of the Cucina Urbana restaurant, ...

Maria: Good morning.

Host: ... and financial advisor Andrew Chan who has a blog for parents.

Chan: Thanks for having me.

Host: Home, sweet home – of all the places in the world, there's no place like home. Maria, what role does the home play in your family's life?

Maria: My parents were from Italy, and my father was a real mama's boy. He continued to enjoy the luxuries of 'Hotel Mama' until he was about 32. What, with his *Mamma* feeding him all that delicious Italian pasta, who could blame him? But this is America. As my children were growing up, I liked to warn them, half jokingly, "Checkout time at this hotel is age 18," I would tell them.

Sam: Yeah, I remember you telling us, but it hasn't worked out that way. You see, a year ago, I asked Mom if I could move back home - with my girlfriend in tow. We wanted to save money when attending college.

Maria: My husband and I agreed, and Sam and his girlfriend moved into his old bedroom, which is like an apartment of its own with a bathroom, a TV, Internet, and a small fridge. I mean, do you know what the cost of living is in San Diego? It's getting more and more expensive to live in such a big city.

Chan: If I may step in here ... The Maynards are hardly alone. This phenomenon we are talking about here is actually called the "boomerang generation". Millions of young adults in the U.S. and Canada are moving back in with their parents while in college or even after finishing.

Host: No wonder your parenting blog is so popular! And is the rising cost of living the main reason why adult-age kids are living at home?

Chan: There are many factors that come into play: a weak economy, a long recession, or not enough jobs – just to name a few. As you know, the job market is very competitive, and with little job security, young adults don't have much financial room to leave home early. This means that many grown children are financially dependent on their parents, and don't learn how to manage their money.

Sam: (*clearing his throat*) Excuse me for interrupting, but when I told my parents that I needed to move back home, we sat down to talk things over. They told me what they expected me to do around the house, which was fine by me. And I've held up my end of the deal, haven't I, Mom?

Maria: Yes, honey, you have. But on top of room and board, your Dad and I have had to help with extra expenses like your car insurance and cell phone payments. I mean, we want to support you while you're working toward your college degree, but if we're constantly being asked for \$20 here and \$50 there, it adds up.

Host: Any suggestions, Mr. Chan?

Chan: The best way for parents to handle expenses outside of room and board is a weekly or monthly sum. That teaches young adults how to manage their own money and sets a strict limit for how much they will be able to spend. Parents should be firm with their kids from the start and avoid the temptation to give extra financial help, like loans. Something I advise parents on my blog to do is to write up a contract and sign it, so that everything is in black and white and clear to everybody.

Maria: Hmmm... A contract would make it more of a serious thing... Then, Sam, you couldn't say, 'We never agreed to that'.

Sam: Alright, Mom, let's not get carried away here. I mean, we'd never take advantage of you. And besides, you and Dad seem to have enough money.

Chan: Are you sure about that, Sam? Having a grown child at home can cost between 8,000 and 18,000 dollars a year. Parents are finding themselves stuck caring for children, sometimes for much longer than they planned - often damaging their own financial health and using money they have saved up for their old age.

Maria: It's true. Since Sam moved back home, my husband and I have delayed a life-long dream of ours - to go on a cruise in the Caribbean, and my husband, who is now 60, has to keep working full-time, although he was planning to reduce his working hours.

Sam: Oh, Mom, I didn't realize. But we are happy with these living arrangements, right? The house is so close to my college campus, and it's not like I plan on staying until I'm 30 or 35 or even until I'm married like Grandpa *Nonno* did. You'd never actually kick me out of the house, would you?

Maria: Well, we never did set a limit for how long you are allowed to stay, but you've been back for a year now and seem to have gotten quite comfortable at home... I mean, your father and I have given up a lot of privacy because you are living with us again. We would like to have our nest back for ourselves someday, you know.

Chan: If you don't mind me saying so, Mrs. Maynard, the biggest mistake parents make is not to say from the start when they expect their child to move out. As a rule of thumb, parents shouldn't allow their kids to live with them longer than, say, a year and a half. The longer children stay, the harder it is for them to leave.

Host: And the more expensive it gets.

Chan: Exactly. One approach to encourage kids to move out is for parents to give their child a sum of money every month that will slowly be reduced over time. It's a strategy I am using with my own 20-year-old daughter who is still living at home. As my wife and I reduce her allowance by about \$50 a month, she is taking on more responsibility.

Host: Isn't taking on more and more responsibility what growing up is all about? Let's hold on to that thought. We'll go into more detail right after this commercial break, (fade out) brought to you by your local ...

Based on: <http://online.wsj.com/articles/SB10001424127887323699704578326583020869940>, 22.01.2016; <http://www.spiegel.de/international/europe/bad-economy-means-young-europeans-having-trouble-leaving-home-a-877616.html>, 22.01.2016; <http://www.canada.com/story.html?id=83904bd8-3118-45c8-bc4c-cabd2a8ef8db>, 22.01.2016

Lösungen Hörverstehen

Part 1: Short Messages

Number	A	B	C	D
1			✓	
2		✓		
3				✓
4		✓		

Part 2: Radio Ads

Number	Ads	A	B	C	D	E	F
5	Ad 1				✓		
6	Ad 2						✓
7*	Ad 3	✓					
8	Ad 4			✓			

Part 3: Schools Around the World

Jede sinnvolle Antwort wird akzeptiert. Es werden nur ganze Punkte vergeben. Für jede Antwort kann maximal ein Punkt vergeben werden. Sollte die Schülerin / der Schüler bei einem Item mehrere Aspekte angeben (und damit u.U. die angegebene Wortzahl überschreiten), so kann der Punkt nur vergeben werden, wenn alle genannten Aspekte inhaltlich richtig sind.

Achtung:

Sprachliche Fehler führen nicht zu Punktabzug, solange die Aussage verständlich ist.

Im Folgenden finden Sie Beispiele für mögliche Antworten auf die Items 9-17:

- (9) 16 - 17 (years)
- (10)* diving (in the Caribbean) / visiting temples / climbing sand dunes / see other landscapes / learn about other cultures / visit other countries/continents
- (11) cleaning the deck / (going on) night watch / bad weather conditions / (high) winds / (huge) waves
- (12) (East of) England
- (13) going to classes / (total) freedom / same rights / make rules together
- (14)* teachers don't plan (lessons / carefully)
- (15) Bangladesh
--> nicht akzeptiert wird: mountain region / India
- (16) (they) can learn there / free meal / free materials / free books
- (17) (some students / younger ones) (get) homesick / don't see parents

Part 4: Hotel Mom and Dad

Number	A	B	C
18		✓	
19			✓
20		✓	
21*	✓		
22*		✓	
23*			✓
24*		✓	
25*		✓	

Lösungen Leseverstehen**Part 1: Apps**

		A	B	C	D	E	F	G
1/2	a) Jamal			✓		✓		
3/4	b) Afifa		✓		✓			
5/6	c) Grace				✓		✓	
7/8	d) Ryan	✓					✓	
9/10	e) Charlotte	✓						✓

Part 2: Short Texts

Number	A	B	C	D
11*				✓
12			✓	
13		✓		
14	✓			
15	✓			
16			✓	

Part 3: Distracted Walking

Number	A	B	C	D
17			✓	
18*		✓		
19*	✓			
20*				✓
21*			✓	
22*			✓	
23*		✓		
24*	✓			
25*	✓			

Lösungen Schreiben

Writing Part 1: Rent a Bed (5 P)

Jede sinnvolle Antwort wird akzeptiert. Es werden nur ganze Punkte vergeben. Für jede Antwort kann maximal ein Punkt vergeben werden.

Achtung:

- Sprachliche Fehler führen nicht zu Punktabzug, solange die Aussage verständlich ist.
- Angaben zu den Kategorien "Age", "City/Town" werden bei der Bewertung nicht berücksichtigt.

Im Folgenden finden Sie Beispiele für mögliche Antworten auf die Fragen 1 - 5:

- (1) (in a) bed / (on the) sofa / (on a) mat / (on the) floor / (in a) sleeping bag / (in a) tent / in my room
Nicht akzeptiert wird: in a hostel / in my house / in a hotel room
- (2) (my) family / boyfriend/girlfriend / friends (of mine) / dog/cat / nobody
- (3) mindestens **zwei** Regeln müssen genannt werden:
no smoking / no alcohol / be quiet/no loud music / be home by midnight / clean up after yourself / before you leave
- (4) park (nearby) / shopping (center)/shops / cafés/pubs/restaurants / (quiet) neighborhood / football pitch/soccer field / sights / clubs/nightlife
- (5) toothbrush / shampoo / bedsheets / pajamas / (deposit) money / a present / sleeping bag / good sense of humor / good mood / music / own food / nothing

Writing Part 2: Trip to Berlin (12 P)

Korrekturhinweise

- Markieren Sie Fehler durch Unterstreichen und verwenden Sie am Rand die üblichen Korrekturzeichen (sp, gr, voc, ex)
- L+ am Rand: besonders gelungene Formulierungen
L – am Rand: Formulierungen, die es den Lesern erschweren oder unmöglich machen, den Inhalt zu verstehen
- Für die inhaltliche und sprachliche Ausführung werden jeweils maximal 6 Punkte vergeben (s. Bewertungstabellen). **Umfasst der Text weniger als 50 Wörter, können im Bereich Sprache nur maximal 3 Punkte vergeben werden.**

Inhaltliche Anforderungen

Bezugnahme auf die in der Aufgabenstellung geforderten inhaltlichen Punkte:

- description of student's district/part of town
- what he/she likes about it
- what he/she dislikes about it
- feelings about living in Germany

Punkte	Bewertungskriterien für den Inhalt
6	<ul style="list-style-type: none"> • Bearbeitung aller in der Aufgabenstellung geforderten Punkte • durchgängig präzise, sehr gut strukturiert, anschaulich, logisch • durchgängig Bezug auf die Aufgabe
5	<ul style="list-style-type: none"> • Bearbeitung aller in der Aufgabenstellung geforderten Punkte • präzise, gut strukturiert, anschaulich, logisch • durchgängig Bezug auf die Aufgabe <p>Wird <u>ein</u> Punkt weniger ausführlich bearbeitet, kann dies durch eine besonders ausführliche Darstellung der anderen Punkte ausgeglichen werden.</p>
4	<ul style="list-style-type: none"> • Bearbeitung aller bis auf einen der geforderten Punkte • meist strukturiert, logisch, anschaulich • mit einer unwesentlichen Ausnahme Bezug auf die Aufgabe <p>oder:</p> <ul style="list-style-type: none"> • teilweise Bearbeitung aller in der Aufgabenstellung geforderten Punkte • meist strukturiert, logisch, anschaulich • mit einer unwesentlichen Ausnahme Bezug auf die Aufgabe
3	<ul style="list-style-type: none"> • Bearbeitung von zwei der geforderten Punkte • meist strukturiert, logisch, anschaulich • mit unwesentlichen Ausnahmen Bezug auf die Aufgabe <p>oder:</p> <ul style="list-style-type: none"> • teilweise Bearbeitung aller bis auf einen der geforderten Punkte • teilweise strukturiert, anschaulich, logisch • mit unwesentlichen Ausnahmen Bezug auf die Aufgabe
2	<ul style="list-style-type: none"> • Aufgreifen von zwei der geforderten Punkte • ansatzweise logisch und/oder anschaulich • mit gelegentlichen Ausnahmen Bezug auf die Aufgabe <p>oder:</p> <p>Der Text ist zu kurz (weniger als 80 Wörter).</p>
1	<ul style="list-style-type: none"> • Aufgreifen von einem der geforderten Punkte • nicht strukturiert/logisch/anschaulich • teilweise Bezug auf die Aufgabe <p>oder:</p> <p>Der Text ist viel zu kurz (weniger als 50 Wörter).</p>
0	Der Bezug zur Aufgabenstellung ist nicht erkennbar.

Punkte	Bewertungskriterien für die Sprache
6	<ul style="list-style-type: none"> durchgängig verständlich bei seltenen Normverstößen umfangreicher, differenzierter Wortschatz durchgängig sicherer Gebrauch einfacher und komplexer Strukturen der Aufgabe durchgängig angemessene Textgestaltung
5	<ul style="list-style-type: none"> durchgängig verständlich bei gelegentlichen Normverstößen umfangreicher, der Aufgabe angemessener Wortschatz sicherer Gebrauch einfacher Strukturen Verwendung geläufiger komplexer Strukturen der Aufgabe angemessene Textgestaltung
4	<ul style="list-style-type: none"> überwiegend verständlich bei einigen Normverstößen der Aufgabe angemessener Wortschatz meist sicherer Gebrauch vor allem einfacher Strukturen der Aufgabe insgesamt angemessene Textgestaltung
3	<ul style="list-style-type: none"> wesentliche Aussagen verständlich bei mehreren Normverstößen einfacher Wortschatz einfache Strukturen der Aufgabe meist angemessene Textgestaltung
2	<ul style="list-style-type: none"> wesentliche Aussagen teilweise verständlich bei zahlreichen Normverstößen ungenauere Verwendung von einfachem Wortschatz unkorrekte Verwendung einfacher Strukturen der Aufgabe teilweise angemessene Textgestaltung
1	Wesentliche Aussagen sind ansatzweise verständlich bei fehlerhaftem Gebrauch von Wortschatz und Strukturen.
0	Der Text ist aufgrund gravierender Normverstöße unverständlich.

***Writing Part 3: Mediation – Young Careers (8 P)**

Von den Schülerinnen und Schülern wird eine sinngemäße Übertragung (keine wörtliche Übersetzung!) eines Textes erwartet. Die wesentlichen inhaltlichen Aspekte sind im Folgenden aufgelistet, ohne dass es sich dabei um von den Schülern einzufordern Formulierungen handelt. Anstelle abstrahierender Formulierungen können inhaltliche Aspekte auch über konkrete Beispiele gemittelt werden.

Für die inhaltliche Übertragung und die sprachliche Ausführung werden jeweils maximal 4 Punkte vergeben (s. Bewertungstabellen). Bitte beachten Sie die Korrekturhinweise auf Seite 11.

Erwartete Inhaltspunkte:

Der Text beschreibt den beruflichen Werdegang der gewählten Person. Die allgemeine Information ist obligatorisch zu nennen und muss zeigen, was die Person macht. Von den anderen Informationen müssen mindestens vier genannt werden. Für das Nennen von Informationen, die für den Schreibanlass nicht relevant sind, werden keine Inhaltspunkte vergeben.

Grace Risch: Sängerin

Allgemeine Information
z. B. Grace Risch is a singer
Weitere Informationen
<ul style="list-style-type: none"> • has just released her first single • her music is a mixture of drum 'n' bass and synthesizer beat • started singing at a young age • at first she sang only in English • now she also sings in German • gets her ideas while travelling in town or sitting in a café • as well as modelling, she also does some acting • could see herself opening up a café or restaurant • etc.

Lennart Wronkowitz: Modedesigner

Allgemeine Information
z. B. Lennart Wronkowitz is a fashion designer
Weitere Informationen
<ul style="list-style-type: none"> • 16-year-old high school student wants to make it on the international fashion market • does not see a future career in his hometown • interest in fashion aroused at 14 • taught himself by copying from catalogues • learnt sewing from his mother • created his own fashion label and started selling on the Internet • is about to launch his 3rd collection • is thinking about quitting high school and applying to a college of design • etc.

Punkte	Bewertungskriterien für den Inhalt
4	<ul style="list-style-type: none"> klare, gut strukturierte Bearbeitung der Aufgabenstellung Darstellung der allgemeinen Information Darstellung von mindestens vier weiteren inhaltlichen Aspekten
3	<ul style="list-style-type: none"> vorwiegend klare, strukturierte Bearbeitung der Aufgabenstellung Darstellung der allgemeinen Information Darstellung von drei weiteren inhaltlichen Aspekten
2	<ul style="list-style-type: none"> im Allgemeinen klare Bearbeitung der wesentlichen Teile der Aufgabenstellung Darstellung der allgemeinen Information Darstellung von zwei weiteren inhaltlichen Aspekten
1	ansatzweise Darstellung von Teilen der allgemeinen Information und/oder weiteren inhaltlichen Aspekten
0	kein erkennbarer Zusammenhang zur Aufgabenstellung

Punkte	Bewertungskriterien für die Sprache
4	<ul style="list-style-type: none"> durchgängig verständlich bei seltenen Normverstößen umfangreicher Wortschatz, angemessen verwendet durchgängig sicherer Gebrauch einfacher und komplexer Strukturen der Aufgabe durchgängig angemessene Textgestaltung
3	<ul style="list-style-type: none"> durchgängig verständlich bei gelegentlichen Normverstößen einfacher, der Aufgabe angemessener Wortschatz meist sicherer Gebrauch einfacher Strukturen; Verwendung einzelner komplexer Strukturen der Aufgabe meist angemessene Textgestaltung
2	<ul style="list-style-type: none"> überwiegend verständlich bei wiederholten Normverstößen einfacher, der Aufgabe meist angemessener Wortschatz meist sicherer Gebrauch einfacher Strukturen der Aufgabe teilweise angemessene Textgestaltung
1	Verständlichkeit stark eingeschränkt durch fehlerhaften Gebrauch von Wortschatz und Strukturen
0	unverständlich

**Bewertungstabelle für die schriftliche Prüfungsarbeit
zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss
2016 in der 1. Fremdsprache**

EBBR-Note		Punkte		MSA-Note
1	+	75	+	1
	+	74	+	
	+	73		
	+	72		
	+	71	-	
	+	70	-	
	+	69	+	2
	+	68	+	
	+	67		
	+	66		
	+	65		
	+	64	-	
	+	63	-	3
	+	62	+	
	+	61	+	
	+	60		
	+	59		
	+	58		
	+	57		
	+	56	-	
	+	55	-	4
	+	54	+	
1	+	53	+	
	+	52		
	+	51		
	+	50		4
2		49		
		48		
	-	47		
	+	46	-	
	+	45	-	5
		44	+	
3		43	+	
	-	42		
	-	41		
	+	40		
	+	39		
		38		
		37		
		36		
		35		
	-	34		
	-	33		

EBBR-Note		Punkte		MSA-Note
4	+	32		5
	+	31		
		30		
		29		
		28		
		27		
5	-	26		6
	-	25		
	+	24	-	
	+	23	-	
		22		
		21		
		20		
		19		
		18		
		17		
		16		
		15		
6	-	14		6
	-	13		
		12		
		11		
		10		
		9		
		8		
		7		
		6		
		5		
		4		
		3		
		2		
		1		
		0		

Mittlerer Schulabschluss / erweiterte Berufsbildungsreife

1. Fremdsprache: Zusammenführung der Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit¹

Die beiden Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit werden mit Tendenz vergeben.

Für die Nutzung der Tabelle müssen sich beide Noten auf dasselbe Niveau beziehen (MSA oder eBBR). Die Gesamtnote wird im Verhältnis 3:2 (schriftlicher Teil : Sprechfertigkeit) errechnet und kaufmännisch gerundet.

		Note für die Sprechfertigkeit															
Note der schriftlichen Leistung	Note	1+	1	1-	2+	2	2-	3+	3	3-	4+	4	4-	5+	5	5-	6
	1+	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3
	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3
	1-	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
	2+	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3
	2	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3
	2-	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4
	3+	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4
	3	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4
	3-	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4
	4+	2	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4
	4	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5
	4-	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5
	5+	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5
	5	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5	5
	5-	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
	6	4	4	4	4	4	4	4	5	5	5	5	5	5	5	6	6

¹ Eine zusätzliche mündliche Prüfung wird ggf. gesondert berücksichtigt. In diesem Fall wird aus der gemäß der obigen Tabelle ermittelten, gerundeten Note und der Note für die zusätzliche mündliche Prüfung die Endnote im Verhältnis 2:1 ermittelt.

**Mittlerer Schulabschluss /
Erweiterte Berufsbildungsreife
2016 im Fach Englisch**

Abschließendes Gutachten für _____

Schriftliche Prüfung

Fertigkeitsbereich	Punkte:	
Hörverstehen	von 25	
Leseverstehen	von 25	
Schreiben	von 25	
Gesamt	von 75	
Noten (gemäß der Bewertungstabelle für die schriftliche Prüfungsarbeit)	MSA-Niveau	EBBR-Niveau
Hörverstehen, Leseverstehen, Schreiben (mit Tendenz)		
Überprüfung der Sprechfertigkeit (mit Tendenz)		

Note auf MSA-Niveau: _____
(gemäß beigefügter Tabelle, ohne Tendenz)

Note auf EBBR-Niveau: _____
(gemäß beigefügter Tabelle, ohne Tendenz)

Datum Gutachter/in (Name und Dienstbezeichnung)

ggf. Zweitbegutachtung

- ☐ Eine Zweitbegutachtung wurde vorgenommen.
- ☐ Nach vollständiger Durchsicht der Arbeit und der Korrektur schließe ich mich dem vorstehenden Gutachten an.
- ☐ Nach vollständiger Durchsicht der Arbeit und der Korrektur schließe ich mich dem vorstehenden Gutachten nicht an. Mein Zweitgutachten ist beigefügt.

Datum Zweitgutachter/in (Name und Dienstbezeichnung)

ggf. zusätzliche mündliche Prüfung

- ☐ Eine zusätzliche mündliche Prüfung hat stattgefunden.

	MSA-Niveau	EBBR-Niveau
Note der zusätzlichen mündlichen Prüfung (ohne Tendenz):		
Gesamtnote der schriftlichen Prüfung (siehe oben) x 2:		
Summe der beiden Noten		
Gesamtergebnis (Summe geteilt durch 3, kaufmännisch gerundet):		

Gesamtergebnis der Prüfungsleistung: _____ (MSA), _____ (EBBR)

Datum Fachausschussvorsitzende/r (Name und Dienstbezeichnung)



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2016 im Fach Englisch

Donnerstag, 12. Mai 2016

Zugelassene Hilfsmittel:

- keine

Erweiterte Berufsbildungsreife:

50 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Mittlerer Schulabschluss:

75 Punkte (Hör-, Leseverstehen und Schreiben) entsprechen 100 % der Gesamtleistung.

Anspruchsvollere Aufgaben sind mit einem Stern (*) gekennzeichnet.

Alle richtig bearbeiteten Aufgaben werden für beide Abschlüsse angerechnet.

Teil II: Leseverstehen/Schreiben

3 Lesetexte mit 25 Aufgaben

3 Schreibaufgaben

Arbeitszeit: 11:15 – 13:00 Uhr

Bearbeitungszeit: 105 Minuten

Leseverstehen

Bitte bearbeiten Sie die Aufgaben zunächst auf den Aufgabenbögen.

Übertragen Sie dann die Ergebnisse auf den Auswertungsbogen (S. 10).

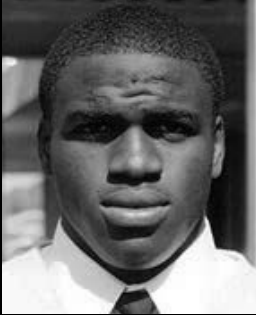




Schreiben





Benutzen Sie die dafür vorgesehenen Aufgabenbögen.

Name, Vorname:	Klasse:
----------------------	---------------

Reading Part 1: Apps

- These people (a - e) want to download some useful apps onto their phones.
- First read the information about the people, then look at the descriptions of the apps (A - G) on the next page.
- In each case find the **two** apps the people would download. Write the letters of the apps in the boxes next to the people's names.
- Some of the apps can be chosen more than once.

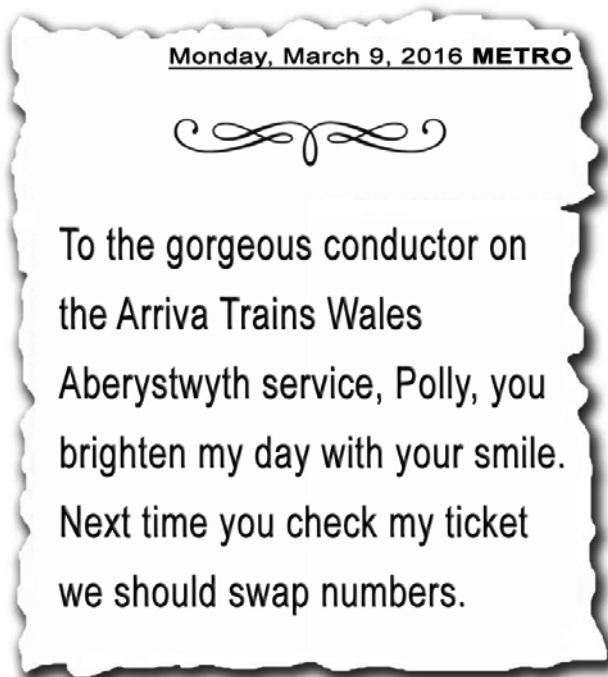
No.	App 1	App 2		The people
1/2				a) Jamal has seen better days. Over the past three months he has gained a few kilos and he has performed pretty badly at school. But now he wants to change that. What he needs is a cool running app that keeps him away from the couch and one that helps him remember to do his homework.
3/4				b) Afifa trains the youth team of her soccer club. They are good but they don't score. So, she is looking for an app that would help her to analyze goal kicks. On the weekends she loves to go to concerts with her friends. If an app could only tell her beforehand where they all plan to go.
5/6				c) Grace is a festival addict who always wants to be the first to get the tickets. If there is an app she needs, it is one that makes buying and selling tickets as easy as pie. But she would also feel more comfortable at these festivals with an app that can notify her closest friends or family if necessary.
7/8				d) Ryan has to take a 30-minute train ride to school. Instead of staring out of the window he would like to listen to news stories or blogs but this app has not been designed yet, or has it? Especially in the evening he has already experienced some dangerous situations on the train. Some friends could easily help him out if he could contact them somehow.
9/10				e) Charlotte has just moved into town from Berlin, Germany. She needs to work on her English a little. An app that explains music clips or talk shows would be great for her. Listening to some authentic speakers who read the news in an app would be a perfect exercise, too. Here she could see how much she already understands.

	<p>A) Are you one of the people who never really have the time to sit down and read the newspaper or a blog? This might be <u>the</u> app for you. Listen to an ever growing catalogue of articles from the world's best publishers and bloggers narrated by professional voice-actors. Whether commuting, working out at the gym, or cooking at home, let this app accompany you and enrich your day. This app is perfect for you if you like podcasts, listen to audio books or prefer to consume other audio content on the go.</p>
	<p>B) This is a video app for serious athletes who want to improve their performance in sports. Record and analyze amazing HD videos and instantly review them in slow motion. Create and share coaching videos that help you train smarter and see results faster. Record your players and instantly show them how to improve, right on the field. Analyze your golf swing, easily break down a volleyball serve, improve soccer skills, or even demonstrate proper weightlifting. Every coach, parent and athlete needs this app.</p>
	<p>C) With this app you will run like never before. If you find it hard to work up the motivation to exercise, try being chased by a rampaging zombie horde. Using either pedometer step tracking or (less accurate) GPS, this app makes a game out of exercising with a storyline played over your headphones. Each "episode" can be infused with songs from your personal playlist. As you run, you'll find items and earn points which can be used to upgrade your base and, just maybe, help humanity survive the zombie apocalypse.</p>
	<p>D) Discover popular local events, get event recommendations just for you, and see which events your friends are going to! Get tickets and quickly access all of your tickets and event information from your phone. Find something new to do -- concerts, festivals, classes, conferences, free events and more -- right in the palm of your hand. This app enables anyone to create, promote, and sell tickets to any event imaginable, while also helping people discover and share events that match their passions - whether it's a neighborhood block party or a sold-out concert.</p>
	<p>E) This app does not do your school work for you. Instead, it allows you to stay organized and on top of your assignments through a handy calendar function that allows you to enter class times, homework assignments and study sessions. The app also lets you set reminders so you never forget what assignments and reading you need to complete. For example, if you have a class on Tuesday and need to read two chapters of your textbook by Monday night, the app will send you a reminder on the day of your choosing so you can stay ahead of the game.</p>
	<p>F) This unique app is for those situations when you need to quickly and discreetly get help from your friends or family. Two quick taps sends one of three pre-written text messages to as many as six of your contacts. One message sends your GPS location and a request to be picked up, while another asks your friends to quickly get in touch with you. With this app you have a new way to connect with your most trusted friends - to stay close, stay safe and prevent violence before it happens!</p>
	<p>G) This app takes real-world videos and turns them into English learning experiences. You'll learn English as it's spoken in real life. Browse through the huge database of the app and find the latest music videos, popular talk shows, news, inspiring talks and funny commercials. This app makes it really easy to watch English videos. There are captions that are interactive. That means you can tap on any word to see an image, definition, and useful examples. Learning by watching has never been so easy.</p>

Reading Part 2: Short Texts

- Look at the text and the statements in each task.
- What does the text say?
- Put a tick (✓) next to the statement that matches the text – **A, B, C** or **D**.
- There is only one correct statement for each sign.

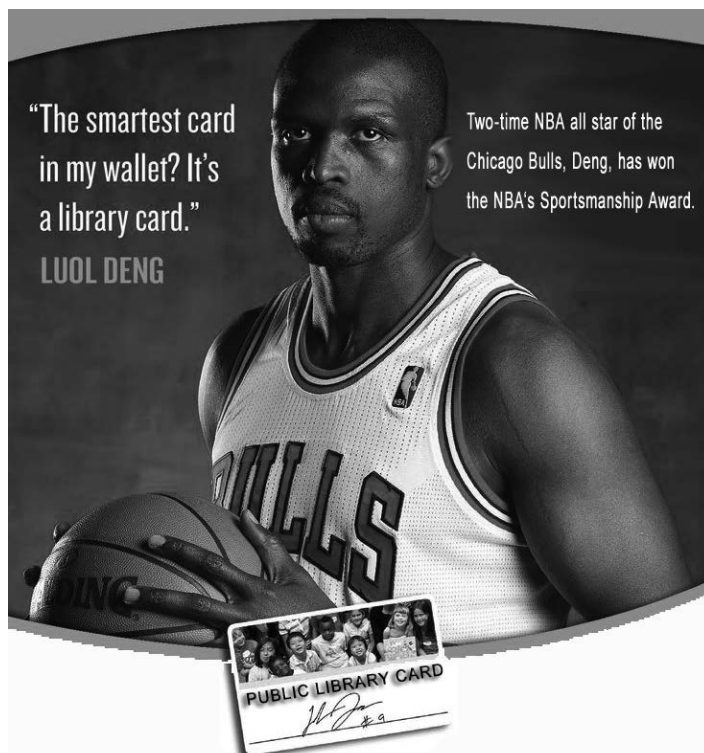
11*



What does the writer want?

- A** to go to Wales
- B** to improve the train service
- C** to return a lost ticket
- D** to get to know somebody

12



- A** Win a basketball season ticket.
- B** The latest book about the Chicago Bulls is available now.
- C** Get a library card just like Luol Deng.
- D** The Chicago Bulls will be giving autographs in the library.

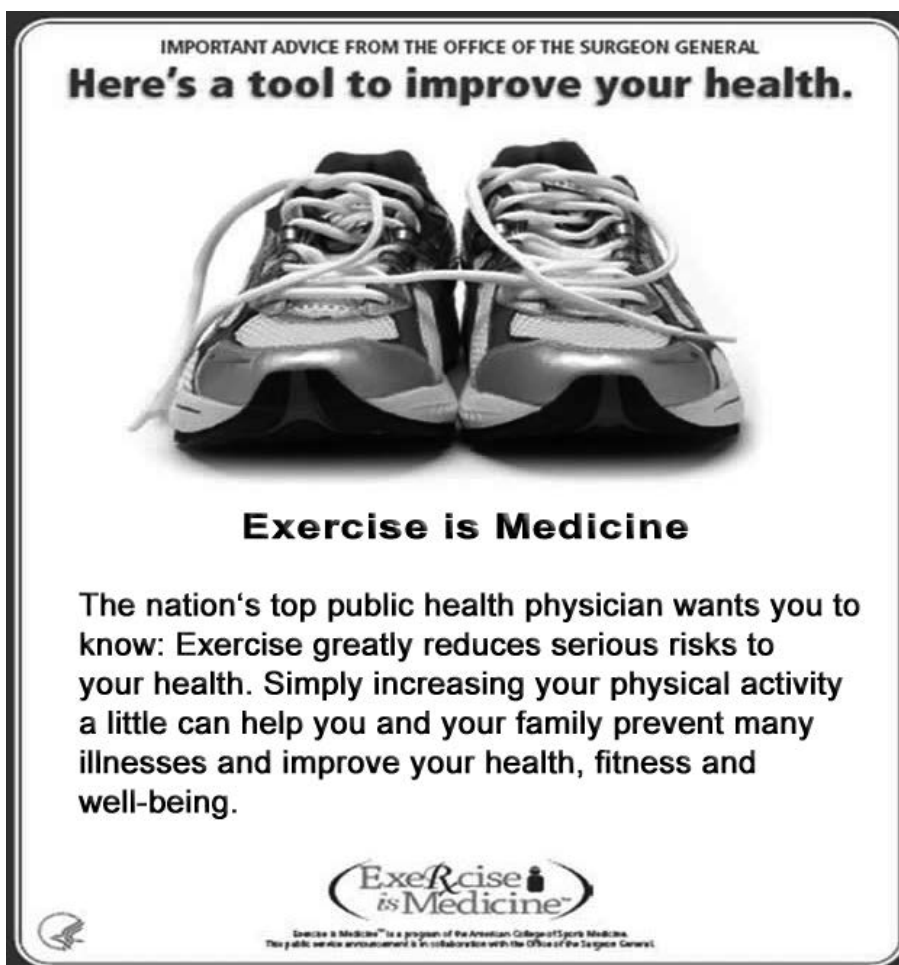
13



This sign tells people how to prevent

- A getting drunk.
- B a fire.
- C a car accident.
- D drug addiction.

14



- A Get moving!
- B Take your daily vitamins!
- C Register for the local marathon!
- D See your doctor regularly!

15



You cannot visit the Dinosaurs gallery because

- A** it is being cleaned.
- B** it is closed during the summer holidays.
- C** it is under construction.
- D** it has been moved to another museum.

16



- A** You may put out your waste the night before collection.
- B** Use the rubbish bags that the city council provides for you.
- C** Both rubbish and recyclables will be collected on the same day.
- D** Rubbish will be collected on 5 days a week.

Reading Part 3: Distracted Walking

- Read the text and the statements on the opposite page.
- Put a tick (✓) in the box next to the correct answer.
- Only one answer is correct in each case.



WASHINGTON (AP) — A young man talking on a cellphone wanders along the edge of a lonely train platform at night. Suddenly he stumbles, loses his balance and falls

over the side, landing head first on the tracks. Fortunately there were no trains approaching the Philadelphia-area station at that moment, because it took the man several minutes to recover enough to climb out of danger. But the incident shows the risks of what government officials and safety experts say is a growing problem: distracted walking.

On city streets, in suburban parking lots and in shopping centers, there is usually someone walking while talking on a phone, texting with his head down, listening to music, or playing a video game. The problem isn't as widely discussed as distracted driving, but the danger is real. State and local officials are struggling to figure out how to respond, and in some cases asking how far government should go in trying to protect people from themselves.

In Delaware, highway safety officials opted for a public education campaign, placing signs on crosswalks and sidewalks at busy intersections urging pedestrians to "Look up. Drivers aren't always looking out for you."

As an April Fool's Day joke with a serious message, Philadelphia officials taped off an "e-lane" for distracted pedestrians on a sidewalk outside downtown office buildings. Some didn't get that it was a joke. "The sad part is we had people who, once they realized we were going to take the e-lane away, got mad because they thought it was really helpful to not have people get in their way while they were walking and texting," an official said.

The Utah Transit Authority adopted a regulation forbidding pedestrians from using cellphones, headphones or other distracting electronic devices while crossing the tracks of its rail system on the streets of Salt Lake City. Offenders have to pay a \$50 fine. "It sounds very ridiculous," said Tia Little, a pedestrian in downtown Washington. "I mean, it's our phone. We should be able to use it and walk and talk if we choose to, walk and text or whatever."

The Southeastern Pennsylvania Transportation Authority has received reports from bus drivers and train engineers who say they nearly hit pedestrians who didn't appear to hear them sound their horns because they were distracted by their electronic devices, said Jim Fox, the agency's director of system safety and risk management.

The Internet is full of such stories: a woman texting while she walked through a suburban Philadelphia shopping mall this year tumbled into a large fountain directly in front of her and got soaking wet. A security camera video of the incident went viral, generating millions of hits.

Researchers say they're not surprised that multi-tasking pedestrians run into trouble. Psychological studies show that most people can't focus on two things at once. Instead, their attention shifts rapidly back and forth between tasks, and neither task is done well. But like a lot of drivers who use cellphones behind the wheel, pedestrians often think they're in control and that it's all the other fools on their phones who aren't watching what they're doing. "I see students as soon as they break from a class, they have their cellphones out and they're texting to one another. They're walking through the door and bumping into one another," said Jack Nasar, an Ohio State University professor and expert on environmental psychology. "People think they can do it, that they are somehow better." A study Nasar carried out on campus found that people talking on cellphones were significantly more likely to walk in front of cars than pedestrians not using phones. In 2010, 1,500 pedestrians were treated in emergency rooms for cellphone-related incidents.

A study by researchers at Stony Brook University in New York compared the performance of people who were asked to walk across a room to a target — a piece of paper taped to the floor — without distractions and then again next day while talking on a cellphone or texting. The group that talked on the cellphone walked slightly slower and went off course a bit more than before, but the texting group walked slower, went off course 61 percent more and overshot the target 13 percent more. "People really need to be aware that they are impacting their safety by texting or talking on the cellphone" while walking, Eric Lamberg, a physical therapy professor, said. "I think the risk is there."

(adapted from:
http://www.huffingtonpost.com/2012/07/30/texting-while-walking_n_1717864.html. 10.2.2014)

Reading Part 3: Distracted Walking

17 What happened to the man at the railway station?	A	<input type="checkbox"/>	He took the wrong train.
	B	<input type="checkbox"/>	He did not have a valid ticket.
	C	<input type="checkbox"/>	He had an accident on the platform.
	D	<input type="checkbox"/>	He lost his wallet.
18* "Distracted walking" is walking	A	<input type="checkbox"/>	on railway tracks.
	B	<input type="checkbox"/>	while using electronic devices.
	C	<input type="checkbox"/>	while talking to another pedestrian.
	D	<input type="checkbox"/>	both A + C
19* To make people watch out for the traffic, the city council of Delaware	A	<input type="checkbox"/>	put up warnings on the side of the road.
	B	<input type="checkbox"/>	forbade the use of cellphones on busy streets.
	C	<input type="checkbox"/>	started an online safety campaign.
	D	<input type="checkbox"/>	installed more traffic lights.
20* The "e-lane" in Philadelphia	A	<input type="checkbox"/>	was not meant to be permanent.
	B	<input type="checkbox"/>	was welcomed by some people.
	C	<input type="checkbox"/>	caused more accidents.
	D	<input type="checkbox"/>	both A + B
21* In Salt Lake City people are not allowed to use electronic devices	A	<input type="checkbox"/>	in pedestrian areas.
	B	<input type="checkbox"/>	in public buildings.
	C	<input type="checkbox"/>	when walking across tram rails.
	D	<input type="checkbox"/>	when driving.
22* Which incident is mentioned in ll. 59 - 74?	A	<input type="checkbox"/>	Someone bumped into a lamppost.
	B	<input type="checkbox"/>	Someone fell down the stairs.
	C	<input type="checkbox"/>	Someone fell into water.
	D	<input type="checkbox"/>	Someone tripped over a suitcase.
23* What is said about "multitasking"?	A	<input type="checkbox"/>	Women are better at it than men.
	B	<input type="checkbox"/>	People believe they themselves can do it better than others.
	C	<input type="checkbox"/>	It trains people's ability to concentrate.
	D	<input type="checkbox"/>	It is a new course at Ohio State University.
24* What did the experiment at Stony Brook University show?	A	<input type="checkbox"/>	While walking, texting is more dangerous than talking on the phone.
	B	<input type="checkbox"/>	Texting while walking causes more accidents than texting while driving.
	C	<input type="checkbox"/>	The more you practice texting while walking, the better you get.
	D	<input type="checkbox"/>	all of them (A + B + C)
25* What could be the best alternative title for this article?	A	<input type="checkbox"/>	Devices down - heads up!
	B	<input type="checkbox"/>	Ban distracted walking!
	C	<input type="checkbox"/>	You drive, you text, you pay!
	D	<input type="checkbox"/>	Freedom for phone users!

Reading: Candidate Answer Sheet**Name:***For students: Put a tick (✓) in the correct box.***Part 1: Apps**

Number	Name	A	B	C	D	E	F	G	/10 P
1/2	a) Jamal								
3/4	b) Afifa								
5/6	c) Grace								
7/8	d) Ryan								
9/10	e) Charlotte								

Part 2: Short Texts

Number	A	B	C	D	/6 P
11*					
12					
13					
14					
15					
16					

Part 3: Distracted Walking

Number	A	B	C	D	/9 P
17					
18*					
19*					
20*					
21*					
22*					
23*					
24*					
25*					

Total:**/25 P**

Writing Part 1: Rent a Bed

- Complete the questionnaire below.
- Write keywords or short sentences.
- You may use your imagination.



We are looking for people who offer young visitors from all over the world a place to sleep in their home. Please fill out this questionnaire.

Age

City/Town

(1) **Where would the visitor sleep?**

(2) **Who lives with you?**

(3) **Name two important rules in your home.**

(4) **What is nice about the area you live in?**

(5) **What should the visitor bring?**

SEND

HOME

/5 P


Writing Part 2: Trip to Berlin

- Read what the blogger has written.
- Then write back, answering all of his questions.
- Write a minimum of 100 words.

Home <i>Welcome to our site</i>	Services <i>What we do</i>	Blog <i>Read our stories</i>	Contact <i>Get in touch</i>	e pinion
------------------------------------	-------------------------------	---------------------------------	--------------------------------	----------

Blog > Public topics >

Trip to Berlin

<p>Name: City Hopper</p> 	<p>Hey Berliners, I am planning on travelling to your city this summer. I've always wanted to see it. It is pretty big, right? Maybe you can help me find a nice area where I can stay.</p> <p>Tell me about the part of the city where you live. How would you describe it? What do you like about it? But I want to know everything. So tell me: what do you dislike about it? Of course, I would like to know more - how do you feel about living in Germany?</p>
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[illegible]

[illegible]

Inhalt: /6 P

Sprache: /6 P

Gesamt: /12 P

* Writing Part 3: Mediation – Young Careers

Grace Risch: Sängerin aus Berlin



Die Berliner Sängerin Grace Risch mit nigerianischen Wurzeln hat kürzlich ihre erste Single „Kleine Welt“ veröffentlicht. Darin singt die 32-Jährige zu einer Mischung aus Drum 'n' Bass und Synthesizerbeat; in ihren Texten wirbt sie dafür, sich auf eine Sache zu konzentrieren und sich nicht in der Vielfalt des Lebens zu verlaufen.

Mit dem Singen ging es schon früh bei ihr los, erzählt sie. Bevor sie sprechen konnte, summt sie bereits die großen Hits von Michael Jackson mit, die auf dem Plattenspieler ihrer Eltern endlos ihre Runden drehten.

Dass Grace Risch auf Deutsch singt, entwickelte sich erst mit der Zeit. Anfangs hatte sie das Gefühl, die deutsche Sprache würde nicht zu ihrer Musik passen. Also sang sie auf Englisch. Inzwischen findet sie im Deutschen die passenden Worte für ihre Musik. Die Ideen für ihre Lieder kommen ihr in der Straßenbahn, beim Radeln durch Berlin oder auch beim Cappuccinotrinken im „Café Kirsche“.

Zu den kleinen Projekten, die sie sonst so ausprobiert, gehört neben dem Modeln seit Kurzem auch das Schauspielen. „Ich hatte überhaupt keine Erfahrungen im Schauspiel, aber es war spannend.“ Außerdem könnte sie sich aber auch vorstellen, irgendwann mal ein eigenes Café oder Restaurant zu betreiben. „Man muss immer gucken, wo man gerade steht“, sagt sie und bestellt sich noch einen Cappuccino. „Im Moment ist mir meine Musik am wichtigsten, aber vielleicht ändert sich das auch noch mal.“

<http://www.tagesspiegel.de/berlin/berliner-saengerin-grace-risch-musik-nur-wenn-sie-laut-ist/10992424.html>. 19.11.2014

Lennart Wronkowitz: Modedesigner* mit 16



Er muss weg aus der Provinz, das weiß Lennart Wronkowitz, 16. Er muss seine Heimat verlassen, sonst kann er seinen Traum vergessen. Und sein Traum ist schon ziemlich konkret, Lennart arbeitet bereits daran, ihn zu verwirklichen: Der

Gymnasiast aus Soest will als Modedesigner international Karriere machen. "Deshalb muss ich auf lange Sicht auch weg von hier", sagt Lennart, "cool angezogene Leute findet man in Soest nämlich eher nicht." Lennart selbst kleidet sich allerdings überaus ausgefallen. Mit seinen Eigenkreationen fällt der Jung-Designer auf.

Im Alter von 14 Jahren erwachte bei Lennart das Interesse für Design - und er begann, sich Dinge selbst beizubringen: "Ich habe aus Modekatalogen abgezeichnet, und das Nähen habe ich mit Hilfe meiner Mutter, die eine Schneiderlehre gemacht hat, gelernt." Dann gründete er sein eigenes Label und vertreibt seitdem seine Mode im Internet.

Darüber hinaus steht nun die Veröffentlichung seiner dritten Kollektion kurz bevor. Sicher dürfte sein, dass die Stücke der neuen Kollektion alle seine Handschrift tragen: ein gewagter Stil für Menschen, die sich etwas trauen; jugendliche Partymode, die auffällt und alltagstauglich ist.

Für seinen Traum überlegt Lennart, kurz vor dem Abi die Schule zu schmeißen und auf eine Design-Schule zu wechseln. Sein Ziel: den Modeolymp zu erklimmen. "Es wäre schon geil, wenn ich es nach New York schaffen würde", sagt er. Mangelndes Selbstbewusstsein ist eher nicht sein Problem. Und gleichzeitig wirkt Lennart keineswegs abgehoben, sondern bodenständig und erwachsen.

<http://www.spiegel.de/schulspiegel/leben/modedesigner-mit-16-vergesst-lagerfeld-hier-kommt-lennart-a-685225.html>. 27.08.2014

* **Modedesigner = fashion designer**

* Writing Part 3: Mediation – Young Careers

Your class is taking part in a European project called "Young Careers" and you have to write a text in English about a young German's professional development.

- Read the two articles.
- Choose **one** article.
- Say what the person does and mention at least four **important** aspects of their professional development.
- **Do not translate word for word**, just give the main information.
- Write complete sentences.

The image shows a screenshot of a Microsoft Word document. The title bar at the top reads "Dokument1 - nichtkommerzielle Verwendung". The ribbon is set to the "Start" tab, showing options for "Einfügen", "Seitenlayout", "Verweise", "Sendungen", "Überprüfen", and "Ansicht". The "Font" group on the ribbon is active, displaying settings for "Arial" font, size "12", and various formatting icons like bold, italic, underline, and text color. Below the ribbon, there are several horizontal lines for writing, indicating a template for a text response.

Seite: 1 von 2 Wörter: 32 Deutsch (Deutschland) 160%

Inhalt: /4 PSprache: /4 PGesamt: /8 P