

Kand.-Nummer ..... Klasse .....

Name ..... Vorname .....

# Englisch

# Serie B

Prüfungsdauer: siehe unten; Teil E inklusive 10' Vorbereitung  
Hilfsmittel: keine

## Schriftliche Prüfung (130')

- A. Hörverstehen (ca. 34')
- B. Leseverstehen (40')
- C. Grammatik (20')
- D. Textproduktion (40')

| mögliche Punkte | erzielte Punkte |
|-----------------|-----------------|
| 40              |                 |
| 30              |                 |
| 30              |                 |
| 40              |                 |

| maximale Punktzahl | erzielte Punktzahl | Note schriftlich |
|--------------------|--------------------|------------------|
| 140                |                    |                  |

## Mündliche Prüfung

- E. mündliche Prüfung (25')

**Note mündlich**

**Prüfungsnote**

## Notenskala (für die schriftliche Prüfung):

|               |     |      |       |       |       |       |              |        |         |         |         |
|---------------|-----|------|-------|-------|-------|-------|--------------|--------|---------|---------|---------|
| <b>Punkte</b> | 0-6 | 7-20 | 21-34 | 35-48 | 49-62 | 63-76 | <b>77-90</b> | 91-104 | 105-118 | 119-132 | 133-140 |
| <b>Note</b>   | 1.0 | 1.5  | 2.0   | 2.5   | 3.0   | 3.5   | <b>4.0</b>   | 4.5    | 5.0     | 5.5     | 6.0     |

1. Kontrolle .....

2. Kontrolle .....



## A. LISTENING COMPREHENSION

### TASK 1

10 POINTS

### RADIO PRESENTER – DJ

*In the first part of the test you will hear a talk given by Graham Garland, a radio music presenter, or DJ, to a group of students.*

*As you listen, fill in the gaps 1-10 in the notes below with **one to three words**.*

Graham's best subjects at school were **(1)** \_\_\_\_\_ and technology.

In his spare time he worked for an **(2)** \_\_\_\_\_ radio station.

The hospital radio work was a **(3)** \_\_\_\_\_ position but he really enjoyed it.

When Graham first tried to get a job as a professional radio presenter, he sent out lots of

**(4)** letters and \_\_\_\_\_ of himself.

In the end, one radio station offered Graham some work on one of their

**(5)** \_\_\_\_\_ programmes.

Graham's own regular show is broadcast in the **(6)** \_\_\_\_\_.

Graham can only go for lunch when he and his **(7)** \_\_\_\_\_, who is also his boss, have agreed on the running order of the content of his show.

Especially when he will be doing **(8)** \_\_\_\_\_ Graham needs to practise his timing.

One thing all radio presenters must **(9)** \_\_\_\_\_ are long silences or pauses.

Graham is normally able to leave work no later than **(10)** \_\_\_\_\_.

**TASK 2**

**16 POINTS**

**STUTTERING**

*In the second part of the test you will hear an interview with a woman who has recently co-founded an organisation offering help to people who stutter.*

*For questions 1-8, mark the best answer, A, B, or C.*

**1. How does the interviewer feel about the name of the new organization?**

- A He is fascinated by it.
- B He thinks it's confusing.
- C He thinks it's perfect.

**2. How does Belinda feel about being interviewed live on the radio?**

- A grateful
- B nervous
- C proud

**3. How was Belinda often treated at school?**

- A The teachers asked her difficult questions.
- B The teachers ignored her.
- C Her friends refused to play with her.

**4. How did Callum try to stop himself stuttering?**

- A By speaking very quickly.
- B By copying his mother.
- C By going to a speech therapist.

**5. The speech therapy course at the county hospital was**

- A like a holiday.
- B too far away.
- C a challenge.

**6. The hospital speech therapists insisted on the parents attending the course**

- A** because stuttering is an inherited genetic defect.
- B** because Callum found family life difficult.
- C** because stuttering can be linked to family behaviour.

**7. What did Callum's parents learn from the course?**

- A** They had to just accept their son's stutter.
- B** They had to change the way they communicated as a family.
- C** They had to encourage Callum to speak more slowly.

**8. Why does Belinda mention the film 'The King's Speech'?**

- A** Because it shows how damaging a stutter can be.
- B** Because it portrays the ups and downs of a stutterer so well.
- C** Because it shows how difficult it is to cure a stutter.

**TASK 3**

**14 POINTS**

**CALL CENTRE CHANGES**

*In the third part of the test you will hear a manager and her team discussing changes to their call centre's opening hours.*

*For questions 1-5, decide whether the statements are **true** or **false**. Correct the false ones, using up to **five key words**.*

|   |  | T / F | Correction |
|---|--|-------|------------|
| 1 | The helplines of their competitors are all open until 7.30 pm.                   |       |            |
| 2 | The manager is concerned about the financing of the change to the opening hours. |       |            |
| 3 | The manager proposes a trial period of four months.                              |       |            |
| 4 | Tanya has a strategy for recruiting suitable new staff.                          |       |            |
| 5 | The manager is unsure about the launch date.                                     |       |            |

## B. READING COMPREHENSION

### TASK 1

14 POINTS

*You are going to read about job interviews.*

*Which person (A – D) says their job involves*

training high-level staff in their area of work?

listening to disagreements?

taking measures to protect public safety?

accepting certain financial limitations?

balancing supply and demand?

introducing problems that require solutions?

organising trips designed to increase people's awareness?

doing considerable background research?

constant updating of their own materials?

working with a team of colleagues?

encouraging visitor participation?

corresponding with the public?

producing advertising literature?

working in an area that has personal meaning for them?

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| 14 |  |

## My Area of Work

You are going to read about four people talking about their jobs. For questions 1-14, choose from the people (A-D). The people may be chosen more than once.

### A. Sarah – Exhibition Programmes Organiser, Technorama

I am responsible for putting temporary exhibitions together. This includes planning and designing the exhibition and promoting it. I have to read up in depth on the subject of the exhibition beforehand and then talk to important people in the area so that I can establish the main themes and aims of the exhibition, and plan what objects and pictures should be displayed. I have to make sure the public can understand the thinking behind the exhibition, which means planning interactive displays, workshops and theatre. I also have to bring in engineers and electricians to make sure the final display is not dangerous to visitors. Before the exhibition opens, I help design and write the brochures and leaflets that we will use to tell people about it.

### B. Katarina – Teacher of Taxi Drivers, Zurich

The first thing I do when I get here at 7:30 a.m. is check the accounts. Then I see what new maps and documents need to be produced in order to learn the 'runs' or routes necessary to pass the Zurich taxi-driver test. By midday, about 50 students are at school, working out how to make the journeys. They work out the most direct route, using the correct one-way streets, and right- and left-hand turns. I get involved when there's a difference of opinion – like whether you can do a right turn at a particular junction. When they are close to the test, I will give them a simple route and no matter what way they say they will go, I will tell them they have to use another route because the road is closed. The next students will have to find a third route and again I will come up with a reason why they cannot go that way. It is just to make them think.

### C. Janet – Marine Conservationist on Lake Constance

I live on the shores of the lake and work from home. My work involves responding to telephone enquiries, producing educational resources and setting up training courses. Occasionally, I go into our main office but generally I am on the lake shore. I also work with schools and study centres and run courses for lake shore managers and those involved in making decisions about the fate of this lake. I do things like take them out on the lake in a boat in an attempt to make them think about the life beneath them. This often changes their views as it is very different from making decisions using their computer screen. I am extremely lucky because conservation is my hobby, so the job has many highs for me. The downside of the job is that I work for a charity, so there is a constant need for more money. This means I am always looking for more resources and I am not able to achieve everything I want.

### D. Stefan – Map and Atlas Publisher, Switzerland

My work is pretty varied. I have to make sure that the publishing programme matches market requirements and ensure that we keep stocks of 300 or so of the books that we publish. We have very high standards of information and content. We receive many letters from readers on issues such as the representation of international boundaries and these in particular require a careful response. I discuss future projects and current sales with co-publishers. I work as part of an enthusiastic group which makes the job that much more enjoyable. The negative side, as with many jobs, is that there is far too much administration to deal with, which leaves less time to work on the more interesting tasks such as product development and design.

**TASK 2**

**16 POINTS**

You are going to read an extract from a short story 'A Patchwork Planet' by Anne Tyler. For questions 15-22, choose from the options **A**, **B**, or **C** the answer that you think expresses best what the text says.

On the very last day of a bad old year, I was leaning against a pillar in the Baltimore railroad station, waiting to catch the 10:10 a.m. to Philadelphia. There were a lot more people waiting than I had expected. That airy, light, clean, varnished feeling I generally got in Penn Station had been crowded out. Elderly couples with matching luggage stuffed the benches, and swarms of college kids littered the floor with their duffel bags.

A grey-haired guy was walking around speaking to different strangers one by one. Well-off guy, you could tell: tan skin, nice turtleneck, soft, beige car coat. He went up to a woman sitting alone and asked her a question. Then he came over to a girl in a miniskirt standing near me. She had long blond hair, and I had been thinking I wouldn't mind talking to her myself. The man said, "Would you by any chance be traveling to Philadelphia?"

"Well, northbound, yes," she said.

"But to Philadelphia?"

"No, New York, but I'll be ..."

"Thanks anyway," he said, and he moved toward the next bench.

Now he had my full attention. "Ma'am," I heard him ask an old lady, "are you traveling to Philadelphia?" When the woman told him, "Wilmington," he didn't say a thing; just plunged on down the row to one of the matched-luggage couples. I straightened up from my pillar and drifted closer, looking toward Gate E as if I had my mind on my train.

Well, I was going to Philadelphia. He could have asked me. I understood why he didn't, of course. No doubt I struck him as unreliable. Instead he just flicked his eyes at me and then swerved off toward the bench at the end of the room. By now he was looking seriously stressed. "Please!" he said to a woman reading a book. "Tell me you're going to Philadelphia!"

She lowered her book. She was thirtyish, maybe thirty-five, older than I was, anyhow. A school-teacher sort. "Philadelphia?" she said. "Why, yes, I am."

"Then could I ask you a favour?"

I stopped several feet away and frowned down at my left wrist. (Never mind that I don't own a watch.) Even without looking, I could sense how **she went on guard**. The man must have sensed it too, because he said, "Nothing too difficult, I promise!"

They were announcing my train now. People started moving toward Gate E, the older couples hauling their wheeled bags behind them like big pets on leashes. Next, I heard the man talking. "My daughter's flying out this afternoon for a junior semester abroad," he was saying. "Leaving from Philadelphia; the airline offers a bargain rate if you leave from Philadelphia. So I put her on a train this morning, stopped for groceries afterward, and came home to find my wife in a state. It seems our daughter had forgotten her passport. She'd telephoned from the station in Philly; didn't know what to do next."

The woman clucked sympathetically. I'd have kept quiet myself. Waited to find out where the guy was heading with **this**.

"So I told her she should stay put. Stay right there in the station, I said, and I would get somebody here to carry up her passport."

A likely story! Why didn't he go himself, if this was such an emergency?

"Why don't you go yourself?" the woman asked him.

"I can't leave my wife alone that long. She's in a wheelchair: Parkinson's."

This seemed like a pretty flimsy excuse, if you want my honest opinion. Also, it exceeded the amount of bad luck that one family could expect. I let my eyes wander toward the two of them. The man was holding a packet. He must have pulled it from his car coat: not a manila envelope, which would have been the logical choice, but one of those padded mailers the size of a paperback book. Aha! Padded! So you couldn't feel the contents! And from where I stood, it looked to be stapled shut besides. Watch yourself, lady, I said silently.



- 15 What was the narrator's impression of the station that morning? 

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|----|--|
| 15 |  |
|----|--|
- A People were making too much noise.  
B There was a lot of rubbish on the ground.  
C It was unusually busy.
- 16 The narrator shows an interest in the grey-haired stranger because 

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| 16 |  |
|----|--|
- A He was impressed by the stranger's skill with people.  
B He was jealous of the stranger's appearance.  
C He was fascinated by the stranger's questions.
- 17 What does the writer mean by '**she went on guard**' in line 28? 

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| 17 |  |
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- A The woman was ready to call the police.  
B The woman was cautious in her response.  
C The woman was surprised by the man's attitude.
- 18 According to the stranger, how was his wife feeling when he got home? 

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| 18 |  |
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- A upset about their daughter's situation  
B relieved to see him  
C annoyed by their daughter's phone call
- 19 What does '**this**' refer to in line 38? 

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| 19 |  |
|----|--|
- A the story  
B the passport  
C the telephone call
- 20 When the narrator had heard the stranger's explanation, he felt 

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| 20 |  |
|----|--|
- A confused by the story the stranger told.  
B doubtful about the combination of events.  
C sympathetic towards the stranger's daughter.
- 21 When the narrator sees the packet, he thinks that the woman should 

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| 21 |  |
|----|--|
- A ask to check the contents.  
B proceed carefully.  
C remain on the platform.
- 22 What do we learn about the narrator's character from reading this extract? 

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| 22 |  |
|----|--|
- A He enjoys talking to strangers.  
B He interferes in the affairs of others.  
C He has a strong sense of curiosity.

### C. GRAMMAR

#### TASK 1

10 POINTS

**TENSES:** Read the text carefully and **conjugate the verb in brackets** in the **most appropriate tense**. Write your verb forms in the grid below.

#### TEXT ADAPTED FROM *THE COLLECTOR* (BY JOHN FOWLES)

[A letter written by the protagonist (who is held captive by a crazy person) to her sister Minny. The letter explains what the protagonist is going through.]

Dear Minny,

I **(1) (be)** here over a week now, and I miss you very much as well as the fresh air and the fresh faces of all those people I **(2) (hate)** on the Tube (= London underground railway) when I was free. The thing I miss most though is fresh light because in artificial light all lines seem to lie, which again makes me long for darkness.

I **(3) (not tell)** you yet how I **(4) (try)** to escape last week. I **(5) (plan)** it for quite some time; I pretended something was wrong with the bed before I **(6) (run)** towards the door. But I couldn't get the door shut to lock him in and he **(7) (catch)** me in the other cellar. I could see daylight through a keyhole.

This has raised my awareness that he **(8) (think / always)** of everything. Yet, the attempt to break free has been worth it. A tiny bit of light in seven days. Even though he must have foreseen that I would try to get out and lock him in, I haven't given up hope yet; I **(9) (try)** again. Hopefully, my next letter **(10) (send)** from the outside, in full daylight.

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| 10. |  |

**TASK 2**

**12 POINTS**

For questions 1-12, complete the second sentence so that it has a similar meaning to the first sentence. You must use the word given in **bold print**. **Do not change this word**. Your answer must consist of **two to five words**, including the word given.

- 1) Joe regularly sorts out other people's problems for them.

**USED**

Joe \_\_\_\_\_ other people's problems for them.

- 2) 'Somebody has stolen my bike today,' Jenny reported.

**HAD**

'I \_\_\_\_\_ today,' Jenny reported.

- 3) Michael shut the door so that nobody would hear what he was saying.

**PREVENT**

Michael shut the door to \_\_\_\_\_ what he was saying.

- 4) Because Yanic spoke very quietly, nobody could hear him.

**SO**

Yanic \_\_\_\_\_ nobody could hear him.

- 5) 'I have a reason to be annoyed,' Ralph said.

**FOR**

Ralph said he \_\_\_\_\_ annoyed.

- 6) Agash only found out the truth because he heard the two of them talking.

**NOT**

Agash wouldn't have found out the truth \_\_\_\_\_ the two of them talking.

7) Even though she has little money, Emma enjoys life.

**SPITE**

Emma enjoys life \_\_\_\_\_ money.

8) Maybe I'll win, maybe I won't – it isn't important to me.

**MIND**

I \_\_\_\_\_ win or lose.

9) The problem was impossible for the student to solve.

**EFFORT**

The student \_\_\_\_\_ the problem, but he couldn't.

10) 'Can you hear us properly?' they asked me.

**IF**

They asked me \_\_\_\_\_ properly.

11) My company sent me these documents.

**BY**

I \_\_\_\_\_ my company.

12) Fiona worked harder than necessary.

**NEED**

Fiona \_\_\_\_\_ so hard.

**TASK 3**

**8 POINTS**

Read the following text and use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

**ULURU NATIONAL PARK**

Uluru is, without a shadow of a doubt, one of the most

(1) \_\_\_\_\_ Australian landmarks. For the **SYMBOL**

indigenous Anangu people Uluru is sacred. Instead of climbing it

and thus showing that you are (2) \_\_\_\_\_ to their **RESPECT**

beliefs, (3) \_\_\_\_\_ are given a range of available **VISIT**

(4) \_\_\_\_\_ to make the most out of their stay in **CHOOSE**

the area. First and foremost, it is the rock itself you might want to

take a picture of. Even better, if you get a glimpse of its surface

(5) \_\_\_\_\_ changing colour – black, brown, red **APPEAR**

or anything in between. These colours, which are reflected,

depend (6) \_\_\_\_\_ on the times of day and the **LARGE**

weather conditions that are to be enjoyed. Of course, the best

times to take some photos are either at dawn or dusk. In order to

avoid the crowds at the special viewing areas, you could have a

closer look at Uluru by walking around its base; the

(7) \_\_\_\_\_ of the walk is a little under 11 km. If you **LONG**

set out early in the morning or around dawn, you will not fail to

experience how truly (8) \_\_\_\_\_ Uluru is. **BELIEVE**

## D. WRITING

**WRITING**

**40 POINTS**

Complete the following task in **180 – 220** words.

### Task:

You are doing practical training for the local tourist office in your area. The manager of the office has asked you to visit a tourist attraction in the area. Write a report on it describing the attraction, say what it has to offer to tourists and make a suggestion how it could attract even more visitors.

Write your **report** in an appropriate style.

Examiner's comments (do not write anything in the table below)

|            | CRITERIA (marked on a basis of 0 - 10 points) | POINTS          |
|------------|---|-----------------|
| <b>1</b>   | Content:                                      | ___ / 10        |
| <b>2</b>   | Communicative achievement & cohesion:         | ___ / 10        |
| <b>3</b>   | Vocabulary (range, accuracy):                 | ___ / 10        |
| <b>4</b>   | Grammar (range, accuracy):                    | ___ / 10        |
| <b>1-4</b> | <b>Total (max 40 points)</b>                  | <b>___ / 40</b> |



