

Hinweise zum Beantworten der Fragen

1. Bevor Sie mit dem Test beginnen, bitte das **Antwortblatt** vom Testheft **abtrennen**.
2. **Alle Antworten** müssen auf das **Antwortblatt** geschrieben werden. Es werden nur die Antworten auf dem Antwortblatt gewertet!
3. Um Fehler bei der Übertragung von Antworten vom Testheft auf das Antwortblatt zu vermeiden, empfehlen wir, grundsätzlich **keine** Antworten in das Testheft, sondern **ausschließlich auf das Antwortblatt** zu schreiben.
4. Das Ausfüllen der Antwortblätter erfolgt in der Arbeitszeit.
5. Verwenden Sie einen **blauen oder schwarzen Stift**.
6. Bei der Aufgabe 1 (Multiple Choice) bitte jeweils **nur 1 Kästchen** ankreuzen. Falls Sie versehentlich das falsche Kästchen markieren, malen Sie es bitte vollständig aus und kreuzen das richtige an.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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7. Bei Aufgabe 2 (Zuordnen) bitte die Antwort **in Blockbuchstaben und leserlich** schreiben. Falls Sie Ihre Antwort korrigieren möchten, malen Sie das Kästchen bitte aus und schreiben den richtigen Buchstaben rechts neben das Antwortkästchen.

Q20	Q21	Q22
<input type="checkbox"/> B	<input checked="" type="checkbox"/> G	<input type="checkbox"/> F

8. Falls Sie bei den Aufgaben 3 und 4 (Editieren, Wortbildung) eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

Q16	falsche Antwort richtige Antwort
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Viel Erfolg!



Task 1 (What do Britain's children know about Winston Churchill?)

0	A	B	C	D
Q1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

von der Lehrperson auszufüllen:

richtig	falsch
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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Task 2 (A modern-day tailor)

0	Q11	Q12	Q13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Q15	Q16	Q17
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18	Q19	Q20	Q21
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q22			
<input type="checkbox"/>			

von der Lehrperson auszufüllen:

richtig	falsch
<input type="checkbox"/>	<input type="checkbox"/>
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___ / 12 P.



von der
Lehrperson
auszufüllen:
richtig falsch

Task 4 (School rules)

0	having
Q37	
Q38	
Q39	
Q40	
Q41	
Q42	
Q43	
Q44	
Q45	
Q46	
Q47	
Q48	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

— / 12 P. —

von der
Lehrperson
auszufüllen:
richtig falsch

Task 3 (Kicked out)

0	✓
00	of
Q23	
Q24	
Q25	
Q26	
Q27	
Q28	
Q29	
Q30	
Q31	
Q32	
Q33	
Q34	
Q35	
Q36	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Bitte umblättern

Task 1**10 P.**

Read a text about the knowledge of English school children. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1-10) in the text. Put a cross (☒) in the correct box [on the answer sheet]. The first one (0) has been done for you.



What do Britain's children know about Winston Churchill?

To many, he is the greatest Briton of all time. But it seems that children have a distinctly hazy (0) ___ of Winston Churchill's place in history.

One in three primary school pupils think the Second World War leader was the first man to walk on the moon, (Q1) ___ a survey yesterday. The four- to ten-year-olds confused Churchill with the American astronaut Neil Armstrong, (Q2) ___ they are from different sides of the Atlantic and were born in different centuries.

The display of (Q3) ___ comes a matter of months after a poll of adults revealed that a quarter of those questioned thought Churchill never existed at all. They believed he was a fictional character who had more to (Q4) ___ with the TV advert for Churchill insurance – which features a nodding dog of the same name – than with (Q5) ___ Europe from the Nazis.

In 2002, a BBC poll named Churchill as the greatest Briton of all time, beating William Shakespeare, John Lennon and Elizabeth I. Almost half a million voted for Churchill.

Yesterday's survey of 1,400 youngsters which revealed (Q6) ___ ignorance of Churchill also showed that they need to concentrate more in science lessons. The survey, (Q7) ___ was on astronomy, found that two in five children think Mars is just a chocolate bar, (Q8) ___ a third believe Earth is not an official planet. On a positive

note, children are keen to learn more about the universe, with three-quarters saying they were interested in astronomy.

Gavin Quirk, of Walt Disney Studios Home Entertainment, which commissioned the survey in conjunction with the Royal Astronomical Society, said: "It's a bit of a (Q9) ____ to find that children don't know who the first man on the moon is, let alone that they don't know who led the country to (Q10) ____ in the Second World War. And I think it is definitely time to get back to the classroom if our school children think of Mars firstly as a chocolate bar."

- | | | | | |
|-----|--------------|----------------|-------------------|-----------|
| 0 | A thought | B knowledge | C idea | D option |
| Q1 | A due to | B according to | C because of | D after |
| Q2 | A despite | B nevertheless | C even though | D however |
| Q3 | A ignorance | B unity | C knowledge | D wisdom |
| Q4 | A do | B deal | C agree | D share |
| Q5 | A preventing | B keeping | C stopping | D saving |
| Q6 | A our | B their | C one's | D your |
| Q7 | A what | B that | C which | D who |
| Q8 | A during | B while | C then | D as |
| Q9 | A fear | B question | C doubt | D worry |
| Q10 | A win | B defeat | C gain | D victory |

Task 2

12 P.

Read a text about Michael Swaine, a tailor. Some parts are missing from the text. For each gap (11-22), choose the correct parts (A-O) from the list. There are two extra words that you should not use. Write your answers in the spaces provided *[on the answer sheet]*. The first one (0) has been done for you.

A modern-day tailor

It wasn't easy at first. People were (0) ___ of me – until some of those same people remembered that they had some trousers that needed (Q11) ___ and ran off to get them. And Tony, a big, friendly guy who is a sort of unofficial mayor of the (Q12) ___, was so happy with my work that he started telling people about me. Slowly, I built trust.



I wouldn't have kept (Q13) ___ this project for so many years if it wasn't (Q14) ___ the people. Mending time is story time. It's amazing how many honest conversations I have had with strangers (Q15) ___ would normally just walk on by: a street kid with a broken backpack, a man with the jacket of his best friend who had passed (Q16) ___, a woman whose daughter was pregnant and who wanted a sweater (Q17) ___ to fit a big belly.

I started my mending as an art project, but today it's something different. My cart has created a little community. For a (Q18) ___, I gave sewing lessons to Antoine, a neighbourhood kid. Merlin, a musician, joined us and played the violin, and Eric made coffee. One day, a businessman, a homeless man and a minister stood in front of my cart and discussed their memories of sewing machines. It was one of these beautiful little moments that reminded me that we are all (Q19) ___ the same thread.

My most loyal client is Veronica, a woman (Q20) ___ thirties. She comes every month with a big bag of clothes. Once she brought (Q21) ___ a newspaper photo of Jackie Onassis, her fashion favourite, (Q22) ___ a fur-trimmed jacket. Veronica wanted to imitate her outfit and asked me to sew fake fur on to the hood of her pink velour jacket. I did my best.

- | | | | |
|-----------|----------|--------------|---------|
| A along | E fixing | I leader | M which |
| B altered | F for | J suspicious | N while |
| C away | G from | K up with | O who |
| D block | H in her | L wearing | |

Task 3

14 P.

Read a text about young men living at home. In most lines of the text there is a word that should not be there. Write that word in the space provided [on the answer sheet]. 3-5 lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

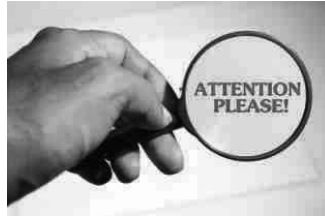
Kicked out



THREE months ago I did something controversial. I told my	0
twentysomething of sons, Alexander and Joseph, it was time to	00
leave the home. Within three weeks they were in a rented flat. Some	Q23
friends thought about this was absolutely the best decision I could	Q24
have made, while others ones thought I was cruel. My sons were	Q25
split too: my eldest was overwhelmingly grateful, my youngest	Q26
just thought I was such cruel.	Q27
According to research, a quarter of men aged at 25 to 29 still live	Q28
at home. And the driving factor is not always money. Many of young	Q29
adults choose to live at home because they are getting married later in life.	Q30
Well, if I had a daughter, I would have definitely tell her: Don't marry a	Q31
man who's been living most of his life with mummy.	Q32
Do women really think they are doing to their offspring a favour by	Q33
continuing to ever cook their meals, make their beds and wash their	Q34
pants? I don't think so. In an age where there most women are now	Q35
working, equality begins at home. If we would spoil our adult sons,	Q36
what expectations does that set up when they eventually leave?	

Task 4**12 P.**

Read a text about rules at school. Some words are missing from the text. Use the words in brackets to form a word that fits in the gap (37-48). Write your answers in the spaces provided *[on the answer sheet]*. The first one (0) has been done for you.

**School rules**

Nobody likes being told what to do, but most school rules do in fact have a clear purpose. The most important reason for (0) ___ (**have**) rules is to make sure that certain standards of (Q37) ___ (**safe**) are guaranteed in the school building and when pupils are out on excursions. Teachers are (Q38) ___ (**response**) for their pupils and they have to decide what kind of (Q39) ___ (**behave**) is appropriate to prevent their pupils (Q40) ___ (**get**) hurt or ending up in potentially (Q41) ___ (**danger**) situations. It makes sense to stop children running at top speed along the corridor at school; it is (Q42) ___ (**reason**) to ask pupils visiting a foreign city on a school trip not to wander off on their own. Pupils (Q43) ___ (**general**) understand that rules that are made to protect people and property are necessary. Even if they break these rules from time to time, either intentionally or unintentionally, pupils accept the rules in principle.

However, there are other kinds of rules that pupils like to rebel against. For example, rules about what kind of clothing must be worn at school are very often (Q44) ___ (**deliberate**) ignored. Pupils feel that the way they dress is an (Q45) ___ (**express**) of their personality and their individuality. They do not see why they should be forced to wear the school sweatshirt and smart grey trousers instead of a torn T-shirt and baggy jeans. They refuse to (Q46) ___ (**move**) the piercings and jewellery that the school says they are not allowed to have. Rebellious pupils argue that it is more important for the individual to feel (Q47) ___ (**comfort**) than it is for everybody to look the same; they say that the way they look has nothing to do with their academic (Q48) ___ (**achieve**). Schools, on the other hand, say that a school uniform creates a sense of equality among pupils and encourages them to identify more with their school.