
Abschlussprüfung Englisch
Realschulabschluss
Schriftlicher Teil

Name: _____ Datum: _____
Vorname: _____
Klasse: _____

Ergebnis des schriftlichen Teils

	mögliche BE	erreichte BE
Teil 1.1	01	
Teil 1.2	13	
Teil 1.3	01	
Teil 2.1	10	
Teil 2.2	05	
Teil 3.1	10	
Teil 3.2	15	
Teil 3.3	15	
GESAMT	70	
Unterschrift (Erstkorrektor)		
Unterschrift (Zweitkorrektor)		

Allgemeine Arbeitshinweise

Der schriftliche Teil der Abschlussprüfung besteht aus 3 Teilen:

- 1 Nachweis des Hörverständnisses (Listening)
- 2 Nachweis des Leseverständnisses (Reading)
- 3 Schreiben (Writing)

Vor der planmäßigen Arbeitszeit stehen Ihnen **15 Minuten** zum Vertrautmachen mit allen Teilen und Aufgaben zur Verfügung.

Die Arbeitszeit zur Lösung aller Aufgaben beträgt **180 Minuten**.

Die Prüfung beginnt mit Teil 1 Listening. Für die Aufgabe 1.1 (Pre-listening Task) stehen Ihnen 3 Minuten zur Verfügung.

Die Einhaltung der Normen von fachlicher und äußerer Form wird im Rahmen der Gesamtbewertung berücksichtigt.

Für die Lösung **aller Teile** benutzen Sie bitte die entsprechenden **Arbeitsblätter**.

Sie dürfen folgende **Hilfsmittel** verwenden:

- zweisprachiges Wörterbuch Englisch-Deutsch/Deutsch-Englisch in gedruckter Form
- zugelassenes Nachschlagewerk zur Grammatik
- Wörterbuch der deutschen Rechtschreibung

1 Listening

___ / 15 BE

1.1 Pre-listening Task

___ / 01 BE

Where can young people get work experience? Name one possibility.

1.2 While-listening Task

You will listen to a radio programme. There are 3 parts. You will hear each text twice.

a) First listen to a reporter talking about the idea of the Social Day. Fill in the gaps.

___ / 04 BE

- 1 In Germany the event Social Day came to life in _____.
- 2 Originally it came from Norway, where it was started in _____.
- 3 In Schleswig-Holstein _____ students took part in the 1st Social Day.
- 4 The 1st Social Day in Saxony took place in the year _____.

b) Listen to the first pupil and find out if the statements are true or false. Mark the correct option.

___ / 05 BE

		true	false
1	The two boys spent their Social Day in Dresden and met the Prime Minister of the Free State of Saxony.	<input type="checkbox"/>	<input type="checkbox"/>
2	They took part in a meeting of the Cabinet where they spoke about the Social Day.	<input type="checkbox"/>	<input type="checkbox"/>
3	They made a tour of different government buildings in Dresden.	<input type="checkbox"/>	<input type="checkbox"/>
4	In the post office downstairs they worked at the stamp machine.	<input type="checkbox"/>	<input type="checkbox"/>
5	At the end of the day they had to prepare the lunch in the canteen.	<input type="checkbox"/>	<input type="checkbox"/>

c) Listen to the second pupil. Write down the activities the pupils did.

___ / 04 BE

- 1 Two activities pupils from St. Afra did on their Social Day.
e.g. hand out flyers, _____, _____
- 2 Two activities the pupils had to do in preparation of the day.
e.g. convince the principal, _____ time well, _____ other schools

1.3 Post-listening Task

___ / 01 BE

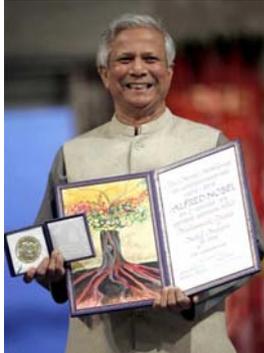
Would you like to take part in the next Social Day on 8th July 2008? Mark and answer.

yes no

Why (not)?

2.1 Comprehension

Read the text. Then do tasks a – c.



(1) Every year since 1901 the Nobel Prize has been awarded for achievements in physics, chemistry, physiology or medicine, literature and for peace. With Muhammad Yunus receiving the Nobel Peace Prize for his work with microcredits in 2006, the tiny bank loans are in the spotlight. Now there are many countries where tiny loans are offered to the poor in order to improve their situation on the job market.

Banker to the Poor Helps Bangladesh's Neediest

Dhaka, Bangladesh (Reuters).

(2) For a man who has perhaps done more than anyone to help people out of poverty, Muhammad Yunus makes no apologies for giving nothing to beggars.

Yunus, 63, is the founder of Grameen Bank, which has made more than \$4 billion of tiny loans to poor Bangladeshis, providing a lifeline for millions and a banking model that has been copied in more than 100 nations from Australia to Zambia.

But Yunus's philosophy is to help the poor to help themselves: *Give a man a fish and you feed him for a day, but only by teaching him how to fish do you feed him for life.*

He says that he feels bad - sometimes he feels terrible - that he's denying a begging person. But he never gives them anything. He said in an interview that it is more important to solve the problem than just to give the people a hand to survive for one day.

(3) The economics professor has been trying to solve the problem since 1976, when he lent the equivalent of \$27 to 42 women in a village near his home.

The women were in debt to dishonest lenders and so Yunus's aim was simply to persuade a local bank manager to step in and offer the villagers regular credit. The bankers said that it was impossible without a guarantee. So did the other bankers he turned to.

Yunus set out to prove them wrong and has never looked back. He founded his own bank called Grameen which means 'village' in his language. Today his bank pays out \$30 million a month to more than 3 million borrowers in 44,000 villages. The borrowers of Grameen Bank are taking the business very seriously. The majority of them are women. Yunus knows that women, traditionally second-class citizens in Bangladesh, not only use their small loans better than their often careless husbands, but also pay them back.

(4) "Unity, discipline and work is the path to achieve success," some women chant at the end of a weekly meeting with their loan officer, who has collected installments of about \$720. The slogan points to the philosophy behind Grameen: loans are not just about building a new house or buying an ox. They are a path to self-confidence and self-respect. Moreover, Yunus is actually promoting peace by wiping out one of the root causes of conflict: poverty.

(adapted from the article by Alan Wheatley, published 2004 REUTERS LIMITED. LESSON © 2004 WWW.ENGLISH-TO-GO.COM 26.07.2007 on <http://english-to-go.com/index.cfm?CFID=1240118&CFTOKEN=90121831>; http://www.hurriyet.com.tr/_newsimages/2574113.jpg)

a) Match the paragraphs to the subheadings. Fill in the numbers of the paragraphs. There are more subheadings than you need.

___ / 04 BE

Subheading	Number of Paragraph
A great award for microcredits	
A nickname for a bank	
Help the poor for more than a day	
How Grameen Bank was founded	
It's not just the money – it's a new life feeling	
Stingy banker only thinks of himself	

b) Decide whether the following statements are true or false. Mark the correct option.

___ / 04 BE

	true	false
1 When Yunus sees begging people he always helps them by giving money.	<input type="checkbox"/>	<input type="checkbox"/>
2 Yunus is a politician by profession.	<input type="checkbox"/>	<input type="checkbox"/>
3 He couldn't convince the local bankers to give credits to poor people.	<input type="checkbox"/>	<input type="checkbox"/>
4 In his experience it is better to lend money to women than to men.	<input type="checkbox"/>	<input type="checkbox"/>

c) Copy the sentence from the text that tells you:

___ / 02 BE

1 ... about Yunus's idea how to support poor people.

2 ... a slogan which describes how people can reach their goals.

3 Writing

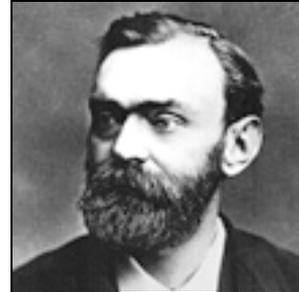
___ / 40 BE

3.1 Language Components

___ / 10 BE

Mark the correct option in the chart below.

The Nobel Prize is an international award administered by the Nobel Foundation in Stockholm, Sweden. Each Nobel Prize **(1)** of a medal, personal diploma, and a cash award.



And who was the man this prize **(2)** after?

Alfred Bernhard Nobel was born **(3)** October 21, 1833 in Sweden. His father was an engineer and Alfred was interested in science, too, especially in chemistry.

He also **(4)** foreign languages. He was able to **(5)** without going to a university.

Nobel worked on a development of explosive nitroglycerine and obtained a patent on "dynamite". All in all, Nobel had 355 patents and he was one of **(6)** men in Europe.

But he was not only interested in science, he also **(7)** attention to social problems. With his **(8)**, he wanted to help mankind.

In 1896 he died. One year later it was found out **(9)** he had left most of his wealth to a fund. This fund should award people **(10)** work had been of the greatest benefit to mankind. It is called the Nobel Foundation.

(information based on: <http://www.br-online.de/wissen-bildung/thema/nobelpreis/index.xml> and http://nobelpeaceprize.org/eng_com_will1.html; http://nobelpeaceprize.org/eng_com_will1.html)

(1)	<input type="checkbox"/> consists	<input type="checkbox"/> exists	<input type="checkbox"/> lasts	<input type="checkbox"/> passes
(2)	<input type="checkbox"/> are named	<input type="checkbox"/> named	<input type="checkbox"/> names	<input type="checkbox"/> is named
(3)	<input type="checkbox"/> at	<input type="checkbox"/> of	<input type="checkbox"/> on	<input type="checkbox"/> to
(4)	<input type="checkbox"/> speak	<input type="checkbox"/> speaking	<input type="checkbox"/> speaks	<input type="checkbox"/> spoke
(5)	<input type="checkbox"/> studied	<input type="checkbox"/> studies	<input type="checkbox"/> study	<input type="checkbox"/> studying
(6)	<input type="checkbox"/> more rich	<input type="checkbox"/> rich	<input type="checkbox"/> richer	<input type="checkbox"/> the richest
(7)	<input type="checkbox"/> gave	<input type="checkbox"/> paid	<input type="checkbox"/> presented	<input type="checkbox"/> sold
(8)	<input type="checkbox"/> invent	<input type="checkbox"/> invented	<input type="checkbox"/> inventions	<input type="checkbox"/> inventor
(9)	<input type="checkbox"/> than	<input type="checkbox"/> that	<input type="checkbox"/> then	<input type="checkbox"/> there
(10)	<input type="checkbox"/> where	<input type="checkbox"/> which	<input type="checkbox"/> who	<input type="checkbox"/> whose

3.2 Guided Writing

Imagine you are a member of your school firm and you want to start an international export-import business. Achievers International® can help you to contact a partner school from another country. Fill in the form.

(1 BE)

School	_____
Town / Village	_____
Region / State	_____
Country	_____

Write complete English sentences.*

(2 BE)

1 Provide some detailed information about your school (where, how many classes, age of pupils ...).

(2 BE)

2 When will your school firm start and finish the programme Achievers International®?

(2 BE)

3 What products would your school firm like to sell?

(2 BE)

4 What two regions / countries do you wish your partner school to come from?

(2 BE)

5 Ask for information you need to start this programme (costs, work time, technical equipment ...).

(2 BE)

6 How did you find out about Achievers International?

(2 BE)

*Für die stilistische Qualität der sprachlichen Umsetzung können Sie bis zu 2 BE erhalten.

