
Abschlussprüfung Englisch

Realschulabschluss Schriftlicher Teil

Name: _____

Klasse: _____

Vorname: _____

Ergebnis des schriftlichen Teils

	mögliche BE	erreichte BE
Teil 1	15	
Teil 2	15	
Teil 3	40	
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.

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

Doing a project at a language school

Students from different countries are at a language school in London. They are doing a project. There are four parts. You will hear each part twice.

___ / 03 BE

a) First listen to the teacher at the language school and complete the notes in English.

Language Course Project

Topic: _____

Groups of _____ students

What to do for the project:

- _____
- do a presentation

___ / 05 BE

b) Now listen to two interviews in the streets and answer the questions in 1 – 5 English words or numbers.

1 How does the girl characterize British people? Name two adjectives.

2 How is Wales different from England? Name one fact.

3 When was the first Mini sold?

4 Which celebrity/celebrities once bought a Mini?

5 Where does the famous Mini Run start?

Start: _____ Finish: Brighton

c) Now listen to the interview with a pub owner and complete the sentences in English.

___ / 04 BE

1 Pub means ...

2 The Star Pub opens at ...

3 If you want to buy a drink, you have to ...

4 At 11 pm the bell rings for ...

d) Now listen to the students' talk. Mark the correct option to complete the sentences.

___ / 03 BE

1 The bus didn't stop because

- the student was late.
- the student didn't want to take it.
- the student didn't know how to stop it.

2 The student couldn't get on the bus first because

- he had to help the old lady.
- the bus driver sent him to the end of the queue.
- the old lady sent him to the end of the queue.

3 The student had to pay more for the ticket because

- the ride was longer than expected.
- he was not able to pay cash.
- the bus driver had no cash to give change.

Fish and chips

Every Friday afternoon around half past five, Mum would send one of us round to Hammond's, the fish-and-chip shop. For sixpence you could get a piece of rock salmon in batter¹, a portion of chips cost one penny. Everything was wrapped first in clean paper and then in newspaper to keep it warm. We ate the fish and chips with salt and vinegar. These are the childhood recollections of my uncle, Thomas Sharp, a man who grew up in a poor area of London in the late 1930s. The tradition of a fish-and-chip supper is familiar today to millions of British families – though, of course, with higher prices and without the newspaper. It is hard to imagine a time when this quick, tasty meal was not available. In fact, though, fish and chips as a meal is only around 150 years old.

Fish and chips were sold separately for years before anyone had the idea of combining the two. According to John Walton in his book *Fish and Chips and the British Working Class, 1870-1940*, it was probably London's Jewish community that started the trade in fried fish around the mid 19th century. Cooking it in fat had the advantage that it stopped the fish going bad.

About the same time, small shops offering fried potatoes appeared in the industrial towns of northern England. The concept of frying small pieces of potato had come over from France, where the very first recipe for this dish was published in 1755. The English chip shop had nothing in common with these cultivated origins except for the main ingredient. "Chipped potatoes" were often sold from the front rooms of working-class homes by women trying to earn some extra income.

"An old boiler filled with rank lard set up on a block of bricks, with a small coal fire underneath," is how Colin Spencer describes such a business in his book *British Food*. It was a meal for the poor – cheap and satisfying – and it was produced in an environment where nobody could afford to care about hygiene and the smell of fish or fat.

Between 1870 and 1890, someone had the idea of bringing these two types of food together, and what Walton calls "the momentous marriage of fish and chips" took place. Exactly when and where this happened is not known, but we do know that the trade spread fast. By 1914, 800,000 meals of fish and chips were being sold across Britain each week.

The expansion of the fish-and-chip trade at this time was supported by improvements in technology. By the 1890s, British fishing fleets were sending fast steam-powered boats to the waters around Iceland. Here, they caught plentiful cod, which was frozen immediately and sent back home. The excellent British rail service allowed the fish to be distributed quickly and efficiently. At the same time, inventions such as the industrial "wonder potato peeler" ended one labour-intensive aspect of the fish-and-chips trade.

In the 1950s, fish and chips was mainly a working-class meal. It was something hot that was easy to eat while walking home after a day at the factory. The terraced houses of industrial towns were often so small that cooking at home was a challenge. The business idea, Walton says, was attractive to "small, back-street entrepreneurs". Also, there were few other food vendors with whom to compete.

By the time competition finally arrived in the form of cafés and hamburger restaurants in the 1950s and 60s, the fish-and-chip tradition had grown and was strong enough not to be destroyed. Today, there are around 11,500 fish-and-chip shops in Britain.

¹ rock salmon in batter – in Teig gebackener Räucherfisch

a) Find out whether the following statements are true, false or not given. Mark the correct option.

___ / 04 BE

		true	false	not given
1	Fish and chips as a meal is more than 200 years old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	In 1755 the recipe for fish and chips was brought from France.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Until 1914 the trade with fish and chips had developed tremendously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	In the 20 th century fish and chips was very popular in British schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Match the sentence halves. Use the chart below.

___ / 03 BE

		A	... caught plentiful cod in the waters around Iceland.
1	Thomas Sharp	B	... fried the fish in fat to conserve it.
2	Workers' wives	C	... could afford to care about hygiene in the house.
3	Jewish people	D	... often sold potatoes to increase the family budget.
		E	... used to have the popular dish salty and sour.

1		2		3	
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c) Answer the questions according to the text in English.

___ / 03 BE

1 Why was fish and chips so popular among the working class? Name two reasons.

2 What supported the spread of the fish and chips trade? Name two facts.

3 Writing

___ / 40 BE

3.1 Language Components

___ / 10 BE

Mark the correct option in the chart below.

The telephone box

In the good old days, the traditional British telephone box was a national symbol. Before mobile phones made everything so easy, the public telephone box **(1)** an important focus for community life.

People of all types and classes would orderly **(2)** outside its red iron door.

(3) their pennies they waited patiently for **(4)** turn to be linked up to the great wide world.

For a shy people **(5)** the British it was an opportunity to meet and **(6)** news, gossip with neighbours and get some fresh air. And what's more, once you were inside the box everything you **(7)** was private.

Everybody uses mobiles nowadays, but talking loudly in **(8)** places with unseen faces, about personal feelings or secret dealings ... well it's not something the true British feels comfortable about! Now there is a new generation of phone boxes **(9)** can link you up to the Internet, receive e-mails, take payment **(10)** phone card or credit card. Impressive, perhaps, but where is the romance?

- | | | | | |
|------|---------------------------------|-----------------------------------|------------------------------------|------------------------------------|
| (1) | <input type="checkbox"/> are | <input type="checkbox"/> is | <input type="checkbox"/> was | <input type="checkbox"/> were |
| (2) | <input type="checkbox"/> employ | <input type="checkbox"/> join | <input type="checkbox"/> queue | <input type="checkbox"/> turn on |
| (3) | <input type="checkbox"/> Clutch | <input type="checkbox"/> Clutched | <input type="checkbox"/> Clutches | <input type="checkbox"/> Clutching |
| (4) | <input type="checkbox"/> their | <input type="checkbox"/> there | <input type="checkbox"/> they | <input type="checkbox"/> they're |
| (5) | <input type="checkbox"/> how | <input type="checkbox"/> just | <input type="checkbox"/> like | <input type="checkbox"/> so |
| (6) | <input type="checkbox"/> change | <input type="checkbox"/> exchange | <input type="checkbox"/> reimburse | <input type="checkbox"/> replace |
| (7) | <input type="checkbox"/> said | <input type="checkbox"/> say | <input type="checkbox"/> saying | <input type="checkbox"/> says |
| (8) | <input type="checkbox"/> public | <input type="checkbox"/> publican | <input type="checkbox"/> publicity | <input type="checkbox"/> publicly |
| (9) | <input type="checkbox"/> where | <input type="checkbox"/> which | <input type="checkbox"/> who | <input type="checkbox"/> whose |
| (10) | <input type="checkbox"/> at | <input type="checkbox"/> by | <input type="checkbox"/> in | <input type="checkbox"/> past |

