Jahrgangsstufentest

ENGLISCH

an bayerischen Realschulen

Termin:
Bearbeitungszeit:
45 Minuten

Name: ___________________________________________
Klasse: 7 ___
Punkte: ____ / 60

Note
LISTENING

Part 1:
You will hear five short conversations. You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 5, put a tick R under the right answer.

1 When’s the school trip?

**Tuesday**

A [ ]

**Wednesday**

B [ ]

**Thursday**

C [ ]

2 What was the weather like on Saturday?

A [ ]

B [ ]

C [ ]

3 What’s Laura going to read?

A [ ]

B [ ]

C [ ]

4 How much was Joe’s sweatshirt?

| £14.99 | £40.99 | £44.99 |

A [ ]

B [ ]

C [ ]

5 Where’s the sports centre?

A [ ]

B [ ]

C [ ]
LISTENING

Part 2:
Listen to a young woman talking to a policeman and answer questions 6 – 10.
You don’t have to write complete sentences but one word is not enough.
You will hear the conversation twice.

6 Where did the woman lose her rucksack?

7 How much money was in the rucksack?

8 What else was in the rucksack?

9 What time did the woman lose the rucksack?

10 What time will the policeman phone her?

Part 3:
You will hear some information about a cinema. Listen and complete tasks 11 – 15.
You will hear the conversation twice.

<table>
<thead>
<tr>
<th>Name of cinema:</th>
<th>South London IMAX Cinema</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Next week’s film:</td>
<td>........................................</td>
</tr>
<tr>
<td>12 Day(s):</td>
<td>........................................</td>
</tr>
<tr>
<td>13 Time:</td>
<td>........................................</td>
</tr>
<tr>
<td>14 Student ticket costs:</td>
<td>£ .............................</td>
</tr>
<tr>
<td>15 Nearest tube station:</td>
<td>........................................</td>
</tr>
</tbody>
</table>

____ / 5 Pts
### READING

**Part 1:**
Which notice (A – L) says this (1 – 8)? Write the correct letters in the boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th>Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Do not bring your lunch in here.</td>
</tr>
<tr>
<td>1</td>
<td>You can have dinner here.</td>
</tr>
<tr>
<td>2</td>
<td>You can’t drive this way.</td>
</tr>
<tr>
<td>3</td>
<td>Come here to book a holiday.</td>
</tr>
<tr>
<td>4</td>
<td>We work fast.</td>
</tr>
<tr>
<td>5</td>
<td>You can buy children’s clothes here.</td>
</tr>
<tr>
<td>6</td>
<td>You can’t leave your bikes here.</td>
</tr>
<tr>
<td>7</td>
<td>Children mustn’t play with this.</td>
</tr>
<tr>
<td>8</td>
<td>You can use this for two days.</td>
</tr>
</tbody>
</table>

A  School Uniforms Department  
B  Half-price drinks with all evening meals  
C  City centre closed to all traffic today  
D  COMPUTER ROOM  
   No food or drinks inside  
E  WATCH FOR BIKES  
F  Danger!  
   Keep away from children  
G  Weekend Travel Card  
   £10 (Train or Bus)  
   Central London only  
H  S L O W  
   Children at play  
I  School office closed for lunch  
J  No bikes against this window  
K  HAIR-PORT  
   Get a new hairstyle in 10 minutes (8 am – 5 pm)  
L  TURNER TRAVEL  
   Fly away to the sun this summer  

___ / 8 Pts
**READING**

**Part 2:**
Read the article about a writer. Are sentences 9 – 15 right or wrong? If there’s no information to answer ‘Right’ (A) or ‘Wrong’ (B), choose ‘Doesn’t say’ (C). Tick (R) A, B or C.

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**Howard Walker**
Howard Walker was a farmer, a teacher and a reporter before he became a writer of children’s books at the age of 60. Now, thirteen years later, he has written more than 80 books. Every day, he goes into his office and writes. In the evening, he gives the work to his wife to read. ‘She tells me when she doesn’t like something’, says Howard. ‘My ten grandchildren don’t live near here but they also read my stories and say if they are good or bad.’ And so Howard has learned what young children want to read.

Howard writes about the life in his village and on the farms near it. His fifth book is his favourite: *My Friend Spot* is about a farmer and the dog that helps him. ‘I have always liked animals,’ says Howard, ‘and dogs are so clever, they learn very quickly.’

Last year, the book was made into a film with real animals and actors. The film-makers used the latest computer technology to make people think that the animals are speaking. Howard was very pleased with the film. ‘Sometimes film-makers change books, but they didn’t change mine and I love the film.’

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**EXAMPLE**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>A Right</th>
<th>B Wrong</th>
<th>C Doesn’t say</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Howard has had different jobs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Howard became a writer thirteen years ago.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>10 Howard writes his books in the evenings.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>11 Howard’s neighbours like his books, too.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>12 Howard writes books about his grandchildren.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>13 <em>My Friend Spot</em> was Howard’s first book.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>14 Howard likes writing about animals better than writing about people.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
<tr>
<td>15 The film <em>My Friend Spot</em> is different from the book.</td>
<td>A Right</td>
<td>B Wrong</td>
<td>C Doesn’t say</td>
</tr>
</tbody>
</table>

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[7 Pts]
WRITING

You want to sell your mobile phone and you see this notice at your school.

MOBILE PHONE WANTED!

DO YOU WANT TO SELL YOUR MOBILE PHONE?

F Which extras has it got?
F Why are you selling it?
F Can you give any other information about it?

It should not cost more than 40 €. Please let me know how I can contact you.

Sarah Jones, 7a

Write a note to Sarah Jones to tell her what she wants to know (in about 60 words).

Hi Sarah,

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Content: ____ / 5 Pts Language: ____ / 10 Pts ☞ ____ / 15 Pts
USE OF ENGLISH

Part 1:
Complete the conversations. For questions 1 – 6, tick (R) A, B or C.

EXAMPLE

0  How are you?
   A  I’m 18.  ☐
   B  I’m Amanda. ☐
   C  I’m fine.  ☐

1  How long did the trip take?
   A  Over 500 kilometres. ☐
   B  About 5 hours.  ☐
   C  Last week.   ☐

2  Would you like anything else?
   A  That’s all, thank you. ☐
   B  Yes, I like everything. ☐
   C  Two, please.   ☐

3  It’s very loud in here!
   A  No, I don’t mind. ☐
   B  No idea.  ☐
   C  Sorry, what did you say? ☐

4  Let’s go to the shops now!
   A  I’m too tired. ☐
   B  They’re very good. ☐
   C  Not at all.   ☐

5  Who’s Peter?
   A  In the kitchen. ☐
   B  My neighbour’s son. ☐
   C  He’s always late. ☐

6  Have you met George before?
   A  Yes, at first. ☐
   B  Yes, on holiday. ☐
   C  Yes, I do.   ☐
USE OF ENGLISH

Part 2:
Complete this article about line dancing. Write ONE word in each space (7 – 15).

Line Dancing

Thousands of people in Britain ___________ (EXAMPLE) a new hobby – line dancing. In almost ___________ (7) town, you will find clubs and classes for this new activity.

“Line dancing is easy to learn. If you have two feet and can walk, then you can do it!” Pam Lever, a teacher, ___________ (8). “You don’t need a partner, you dance ___________ (9) groups. It’s the ___________ (10) way to make new friends. In my classes, ___________ (11) are young and old people. The boys like it ___________ (12) they can make a lot of noise with their feet.”

When ___________ (13) line dancing begin? Most people think it started about fifteen years ___________ (14) when American country music ___________ (15) popular in Britain.
LÖSUNGSVORSCHLAG

LISTENING

Part 1:
1 C 2 B 3 B 4 A 5 A

Part 2:
6 (in the) town centre 7 about twenty pounds / about £ 20* 8 her/a mobile phone
9 about ten o’clock 10 before nine (in the morning)
*Bei Nummer 7 muss für die Antwort not very much ebenfalls der Punkt vergeben werden.
Die unterstrichenen Ausdrücke sind unbedingt erforderlich, um den Punkt erlangen zu können.
Verstöße gegen die Rechtschreibung werden, sofern sie nicht sinnentstellend sind, nicht gewertet.

Part 3:
11 Moonwalker 12 Thursday 13 6:45 (in the evening)
14 (£) 2.80 15 KNIGHTSBRIDGE*
*Da der Name im Hörtext buchstabiert wird, kann hier der Punkt nur vergeben werden, wenn der Name richtig geschrieben wird.
Ansonsten werden Verstöße gegen die Rechtschreibung, sofern sie nicht sinnentstellend sind, nicht gewertet.

READING

Part 1:
1 B 2 C 3 L 4 K 5 A 6 J 7 F 8 G

Part 2:
9 A 10 B 11 C 12 B
13 B 14 C 15 B

USE OF ENGLISH

Part 1:
1 B 2 A 3 C 4 A 5 B 6 B

Part 2:
7 every/any 8 says/said 9 in 10 best/easiest 11 there
12 because 13 did 14 ago 15 became
Verstöße gegen die Rechtschreibung werden mit Punktabzug geahndet.
WRITING

There are 15 points for this task:  
\$ 5 points maximum for content and  
\$ 5 points maximum for language, \textit{multiplied by 2}.

Pupils are not expected to produce faultless English.  
To achieve 15 points, a pupil should write a cohesive text which successfully communicates all parts of the message (\textit{Extras / Reason for sale / Other information / Contact}) and contains only few minor errors.

<table>
<thead>
<tr>
<th>Points (x 2)</th>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
</table>
| 5           | All content elements covered \textit{appropriately}.  
Message \textit{clearly} communicated to reader. |  |
| 4           | All content elements \textit{adequately} dealt with.  
Message communicated \textit{successfully, on the whole}. |  |
| 3           | All content elements \textit{attempted}.  
Message requires \textit{some effort} by the reader.  
OR  
One content element \textit{omitted} but others \textit{clearly} communicated. |  |
| 2           | Two content elements \textit{omitted}, or \textit{unsuccessfully} dealt with.  
Message only \textit{partly} communicated to reader. |  |
| 1           | Little relevant content.  
Message requires \textit{excessive effort} by the reader. |  |
| 0           | Totally \textit{irrelevant} or too short. |  |

<table>
<thead>
<tr>
<th>Points (x 2)</th>
<th>LANGUAGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>There are \textit{almost no errors} in the text. Minor errors may occur when attempting more \textit{complex} language.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There are \textit{some minor}, but \textit{no major} errors.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There are \textit{several minor}, and \textit{few major} errors, but they \textit{do not impede} communication.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There are \textit{many minor} and \textit{several major} errors, which distract the reader and \textit{may obscure} communication at times.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>\textit{Frequent errors} which obscure communication; little evidence of language control.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Totally \textit{incomprehensible}.</td>
<td></td>
</tr>
</tbody>
</table>

Pupils are not penalised if they write more than 60 words.  
If pupils use \textit{less than 45 words}, they automatically lose \textbf{1 point} in the \textit{language} section, if they write \textit{less than 30 words}, they automatically lose \textbf{2 points} in the \textit{language} section.
LISTENING: TAPESCRIP

This is the English Listening Examination. There are three parts to the test. Look at the instructions for Part One.

Pause 05”

Part I

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1 – 5, put a tick under the right answer.

Pause 05”

1. When’s the school trip?
   Boy: Are you going to go on the school trip, Jenny?
   Girl: Yes, I am.
   Boy: It’s on Wednesday, isn’t it?
   Girl: No, on Thursday. The bus leaves at 11 o’clock.

Pause 05”

Now listen again. Repeat

Pause 05”

2. What was the weather like on Saturday?
   Woman: What was the weather like when you were on holiday?
   Man: Fine; it was sunny every day until Saturday.
   Woman: Really? What happened then?
   Man: Well, it was sunny in the morning, but it rained in the afternoon.

Pause 05”

Now listen again. Repeat

Pause 05”

3. What’s Laura going to read?
   Man: Can I read your newspaper, Laura?
   Laura: Didn’t you bring a book with you?
   Man: Yes, but it’s not very interesting.
   Laura: Ok, here you are. I’ll read this letter from Jim then.

Pause 05”

Now listen again. Repeat

Pause 05”

4. How much was Joe’s sweatshirt?
   Woman: That’s a nice sweatshirt, Joe – was it expensive?
   Joe: Mmm. Fourteen pounds ninety-nine.
   Woman: Oh, that’s not bad.
   Joe: No, and I do like blue.

Pause 05”

Now listen again. Repeat

Pause 05”

5. Where’s the sports centre?
   Man: Excuse me. Is the sports centre near here?
   Woman: Yes, it’s about 5 minutes’ walk. Go past the bank and take the second road on the left. It’s on the corner.
   Man: Thanks very much.

Pause 05”

Now listen again. Repeat

Pause 10”

This is the end of Part One.

Now look at Part Two.

Pause 10”
Part II

Listen to a woman talking to a policeman and answer questions 6 – 10.
You don’t have to write complete sentences.
You will hear the conversation twice.

Policeman: Good morning, madam. Can I help you?
Woman: Yes, I’ve lost my rucksack.
Policeman: Oh, I’m sorry to hear that. Now, where did you lose it?
Woman: Somewhere in the town centre. I know I still had it when I got off the bus.
Policeman: Was there any money in your rucksack?
Woman: Yes, but not very much. I usually have forty or fifty pounds in it, but today I think there was only about twenty.
Policeman: Was your rucksack expensive?
Woman: No, it was an old one, but I liked it very much.
Policeman: What else was in your rucksack?
Woman: My brand new mobile phone! I’m so glad I left my credit card at home, and that I put my keys in my pocket.
Policeman: Now, what time did you lose it?
Woman: Well, I left home at about nine thirty and the bus takes half an hour, so I think I lost it at about ten o’clock.
Policeman: Right. Well, if we find it, we’ll phone you. Are you at home in the afternoon?
Woman: Sorry, I’m at work until 7 o’clock. Could you try and phone me before nine in the morning?
Policeman: No problem, madam. What’s your number?
Woman: It’s three six two …

Pause 05"
Now listen again. Repeat
Pause 15"

This is the end of Part Two
Now look at Part Three.

Pause 15"

Part III

You will hear some information about a cinema.
Listen and complete tasks 11 - 15.
You will hear the information twice.

Woman: Thank you for calling the South London IMAX Cinema. There is no one to answer your call at the moment.
The South London IMAX Cinema is open seven days a week, showing exciting 3D films from all over the world.
Next week we will show a fantastic new film called Moonwalker. Only twelve people have ever walked on the Moon, now you could be the next together with Hollywood star Tom Hanks as your pilot. You can see this film only on Thursday. It is two hours and fifteen minutes long and starts at 6.45 in the evening. Please do not bring any soft drinks or snacks of your own for this thrilling journey to the moon and back.
Tickets are £4, but there is a special student price of £2.80 for all our midweek films. Please bring your student card if you want the cheaper ticket.
The nearest tube station to the cinema is Knightsbridge on the Piccadilly Line. Again, that’s K N I G H T S B R I D G E. From there, it’s just a three minute walk to the IMAX cinema.
Thank you for calling the South London IMAX Cinema. For any bookings, please go to our website or phone during box office hours – seven days a week, 11 a.m. to 9.30 p.m., on 0870 787 2525.

Pause 05"
Now listen again. Repeat
Pause 15"

This is the end of the listening examination.
**NOTENSCHLÜSSEL**

für den Jahrgangsstufentest Englisch 2006

<table>
<thead>
<tr>
<th>Wert</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 – 53</td>
<td>Note 1</td>
</tr>
<tr>
<td>52 – 45</td>
<td>Note 2</td>
</tr>
<tr>
<td>44 – 37</td>
<td>Note 3</td>
</tr>
<tr>
<td>36 – 29</td>
<td>Note 4</td>
</tr>
<tr>
<td>28 – 21</td>
<td>Note 5</td>
</tr>
<tr>
<td>20 – 0</td>
<td>Note 6</td>
</tr>
</tbody>
</table>