

Jahrgangsstufentest

ENGLISCH

Der vorliegende Jahrgangsstufentest kann aus urheberrechtlichen Gründen nur mit Einschränkungen veröffentlicht werden (vgl. Audio Listening 2 & 3; Texte S. 5, 7). Dennoch gibt die Datei einen ersten Überblick über das Prüfungsformat und mögliche Aufgabenformen. Für weitere Informationen wenden Sie sich bitte an die Englischlehrkraft der jeweiligen Realschule.

an bayerischen Realschulen

Termin:

Donnerstag, 29. September 2022

Bearbeitungszeit:

45 Minuten

Name: _____

Klasse: 7 _____

Punkte: _____ / 60

(Note):

PART I: Listening

TASK 1

You will hear five short conversations. Find out **what the people are doing right now**. Write the **correct numbers (1 – 5) in the boxes**. Use each number only **once**. Be careful, there are three boxes that you do not need. You will hear the conversations twice.

- 1 – 5
- | | | | |
|----------------------------|--------------------------|-----------------------|--------------------------|
| standing in a line | <input type="checkbox"/> | working in the garden | <input type="checkbox"/> |
| enjoying time in the water | <input type="checkbox"/> | talking at school | <input type="checkbox"/> |
| doing housework | <input type="checkbox"/> | feeding animals | <input type="checkbox"/> |
| buying food | <input type="checkbox"/> | studying for a test | <input type="checkbox"/> |

(5)

TASK 2

You will hear Sarah and Tom talking at the pet shop. **Finish sentences 6 – 10** with the correct ending. **Tick (✓) A, B or C**. You will hear the conversation twice.

- 6 Buster ...
- A can come in.
- B is always happy.
- C gets something to drink.
- 7 Sarah ...
- A doesn't have time for a dog.
- B knows a lot about dogs.
- C walks her neighbour's dog.
- 8 Tom ...
- A wants to look at the birds.
- B doesn't like seagulls.
- C feeds seagulls.
- 9 Seagulls won't take your food if you ...
- A look at them.
- B show them respect.
- C are friendly.
- 10 In the end ...
- A Sarah and Tom look at the mice and hamsters.
- B Sarah falls in love with the rabbits.
- C Tom talks with Sarah's parents.

(5)

TASK 3

You will hear an advertisement on the radio. Listen and **take notes (11 – 15)**. There is one example at the beginning **(0)**. You will hear the advertisement twice.

Family Farm Park

| | | | |
|-----|---------------------------------|--|---|
| (0) | location: | <i>15 minutes from Aberystwyth by car</i> | |
| 11 | farm animals (1 example): | <ul style="list-style-type: none">• <i>alpacas</i>• _____ | 1 |
| 12 | activity in spring: | _____ | 1 |
| 13 | extra for Go Karts: | <i>£</i> _____ | 1 |
| 14 | opening <u>hours</u> in winter: | <i>from</i> _____ <i>to</i> _____ | 1 |
| 15 | hotline: | 555 - _____ - _____ - _____ | 1 |

(5)

PART II: Reading

TASK 1

Read the notices (A – M). What do they say? Match them with the explanations (1 – 8). Write the correct letters in the boxes. Use the letters only once. Be careful, there are more notices than you need. There is one example at the beginning (0).

A **Don't want to stay in a hotel?**
Rent a campervan and explore your country by mobile home this summer.

B **Playground and school area – Slow!**

C All you can eat – £ 15
Free car park

D **Weekend Travel Card – Central London**
£ 15 (London Underground System)

E Junior's Paradise – Enjoy your stay!
We look after your kids.

F Central London closed to all cars today.

G **School library**
No food/drinks or mobile phones inside

H **Special offer**
Half-price non-alcoholic cocktails with all meals from Monday to Friday

I **Keep this campground tidy.**
Put your litter in the bin.

K Consume food no later than 24 hours after opening.

L No parking – Loading zone!

M **Danger!**
Parents: Keep an eye on your kids at all times

This notice says that ...

- 0 meals and cell phones are forbidden in here.
- 1 you should eat this very soon.
- 2 you can use this on Saturday and Sunday only.
- 3 you can travel and sleep in this kind of car.
- 4 you can't leave your car or campervan here.
- 5 you can't drive there at the moment.
- 6 your drinks will be cheaper if you eat here.
- 7 people must look after their children.
- 8 you shouldn't drive fast here.

| |
|----------|
| G |
| |
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| |
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| |
| |

(8)

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|--|

TASK 2

Read the following text. Are the sentences (9 – 15) true or false? If there is not enough information to answer 'True' (T) or 'False' (F), choose 'Not in the text' (N).

Tick (✓) the correct answer.

History and Future of the American School Bus

Der Text "History and Future of the American School Bus" kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden. Ungekürzte Originaltexte zum Thema sind unter folgenden Quellen zu finden:

Pritchett, Morgan. A brief History of the School Bus [online available on: <https://thenewswheel.com>]

Roberts, Tobias. What is a Skoolie? A Complete Guide [online available on: <https://www.buildwithrise.com>] (zuletzt aufgerufen am 23.07.2021);

Die hier als Textgrundlage verwendeten Originale wurden zu Testzwecken gekürzt und verändert.

- 9 Cars came first, then school buses.
- 10 People needed animals to drive the first school buses.
- 11 For most children, it was a long walk to school.
- 12 In rainy weather, the children on the bus got wet.
- 13 American school buses are yellow because students like this color best.
- 14 You can live in an old school bus.
- 15 A bus like this does not cost more than \$ 3,000.

| | T | F | N |
|----|---|---|---|
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

(7)

PART III: Writing

TASK

Look at the pictures and tell the story. What happened? Write 60 words or more.



Bilder urheberrechtlich geschützt (ISB)

Last Saturday, _____

| TA | Content & Elaboration | L | Structures & Vocabulary | L | Discourse |
|----|-----------------------|---|-------------------------|---|-----------|
| | / 5 | | / 5 | | / 5 |

(15)
TOTAL

PART IV: Use of English

TASK 1

Steve is talking to his friend Paul on the phone. What does Steve say? **Write the correct letters (A – G) in the boxes (1 – 5).** Be careful, there are two letters that you **do not need**. There is one example at the beginning **(0)**.

Der Dialog kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden;

Original als Textgrundlage zu Testzwecken gekürzt und verändert:

ESL fast. Invitation [online available on: <https://www.eslfast.com>] zuletzt abgerufen am 11.07.2021

EXAMPLE

Paul: Paul Gardiner, hello.

0 Steve:

Paul: 

1 Steve:

Paul: I'm not sure yet.

2 Steve:

Paul: 

3 Steve:

Paul: 

4 Steve:

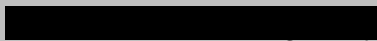
Paul: 

5 Steve:

Paul: Alright, have a nice weekend.

A 



B 



C 



D 

E 

F Good question.

G 



H 



(5)

TASK 2

Complete the text below. Tick (✓) the right box for each gap (6 – 15). There is one example at the beginning (0).

The Monster Goldfish

Example: Do (0) keep a goldfish?

Der Text "The Monster Goldfish" kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden.

Original als Textgrundlage zu Testzwecken gekürzt und verändert:

READ ON 11/2021

"Minnesota's lakes under attack from monster goldfish"

- | | | | | |
|----|------------------------------------|-------------------------------------|---|---------------------------------|
| 0 | <input type="checkbox"/> he | <input type="checkbox"/> she | <input checked="" type="checkbox"/> you | <input type="checkbox"/> it |
| 6 | <input type="checkbox"/> it's | <input type="checkbox"/> its | <input type="checkbox"/> his | <input type="checkbox"/> their |
| 7 | <input type="checkbox"/> see | <input type="checkbox"/> knew | <input type="checkbox"/> saw | <input type="checkbox"/> know |
| 8 | <input type="checkbox"/> will post | <input type="checkbox"/> is posting | <input type="checkbox"/> has posted | <input type="checkbox"/> posted |
| 9 | <input type="checkbox"/> into | <input type="checkbox"/> onto | <input type="checkbox"/> about | <input type="checkbox"/> on |
| 10 | <input type="checkbox"/> can | <input type="checkbox"/> must | <input type="checkbox"/> would | <input type="checkbox"/> can't |
| 11 | <input type="checkbox"/> little | <input type="checkbox"/> a lot | <input type="checkbox"/> less | <input type="checkbox"/> most |
| 12 | <input type="checkbox"/> is | <input type="checkbox"/> was | <input type="checkbox"/> are | <input type="checkbox"/> can |
| 13 | <input type="checkbox"/> in | <input type="checkbox"/> at | <input type="checkbox"/> on | <input type="checkbox"/> to |
| 14 | <input type="checkbox"/> as | <input type="checkbox"/> than | <input type="checkbox"/> like | <input type="checkbox"/> more |
| 15 | <input type="checkbox"/> because | <input type="checkbox"/> if | <input type="checkbox"/> as | <input type="checkbox"/> do |

(10)

RESULTS

| LISTENING | | | READING | | WRITING | | | USE OF ENGLISH | |
|-----------|--------|--------|----------|--------|----------|-------|-------|----------------|--------|
| Task 1 | Task 2 | Task 3 | Task 1 | Task 2 | TA/CE | L/SV | L/D | Task 1 | Task 2 |
| ___/5 | ___/5 | ___/5 | ___/8 | ___/7 | ___/5 | ___/5 | ___/5 | ___/5 | ___/10 |
| _____/15 | | | _____/15 | | _____/15 | | | _____/15 | |