HESSEN

Name: _____

Hessisches Kultusministerium

Abschlussarbeit Englisch
Bildungsgang Realschule
Teil C Prototyp A

C. Use of Language

1. Mediation

The lost violin

David Hawthorne, der Erste Geiger eines bekannten Orchesters, hat seine wertvolle Geige im Zug nach Hamburg vergessen. In Hamburg geht er ins Reisezentrum und möchte dort den Verlust melden. Leider spricht er nur Englisch. Du bist ebenfalls dort und bietest deine Hilfe an.

Vermittle zwischen dem Servicemitarbeiter Herrn Müller und Herrn Hawthorne. Ergänze den folgenden Dialog mit den wichtigsten Informationen in der jeweils geforderten Sprache.

Mr Hawthorne: Oh my goodness! I think I've forgotten my violin on the train and I need it back urgently because I am playing in a concert in Hamburg tomorrow. Obviously, I can't perform Vivaldi without my violin! What can I do?

Du [Deutsch]: **Er hat seine** …………………………………………………………………...

…………………………………………………………………………………………

………………………………………………………………………………………… 3 pts.

Herr Müller: Oh, das tut mir leid! Wir werden natürlich alles versuchen, um die Geige zu finden – wie ist das denn passiert? Wir müssten wissen, wann und in welchem Zug er sie verloren hat.

Du [Englisch]: ………...………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………… 3 pts.

Mr Hawthorne: It was on the ICE train from Frankfurt to Hamburg and the train departed from Frankfurt at 9.45 am. I forgot my violin in coach number 29. I was sitting by the window.

Du [Deutsch]: ………...………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………… 3 pts.

Herr Müller: Ach, wie ärgerlich. Lassen Sie mich mal nachsehen … der Zug ist dann weiter nach Kiel gefahren. OK, ich werde das Zugpersonal kontaktieren und fragen, ob die Geige noch im Zug ist. Ich wünsche Ihnen viel Glück.

Du [Englisch]: ………...………………………………………………………………………

………………………………………………………………………………… 2 pts.

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Mr Hawthorne: OK. Oh, but what if it's gone?

Du [Deutsch]: …….…..…………………………………………………………………………… 1pt.

Herr Müller: Ach, die Geige kommt schon nicht weg. Er soll sich beruhigen, das findet sich schon alles. Wir melden uns dann bei ihm; deshalb muss er bitte auch dieses Formular ausfüllen.

Du [Englisch]: …….…..………………………………………………………………………

………………………………………………………………………………………

……………………………………………………………………………………… 3 pts.

Mr Hawthorne: Thank you very much. Let's hope for the best.

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2.   Words and structures

Read the text, then tick (✓) the correct words.   10 pts.

The history of England's forests

When people began farming, England's trees were already __1__ disappearing. In the Middle Ages the forests became hunting grounds for the kings and noblemen.

__2__ the second half of the 17th century large parts of the forests disappeared because the population had grown quickly and needed wood for cooking. In addition, the English kings had always needed wood for shipbuilding, which was __3__ reason why so much forest was lost.

Soon __4__ realised that the British would need more trees if they wanted to breathe fresh air.

By 1905, forests only __5__ about 5% of land in Great Britain.

But in the course of the 20th century a steady programme of planting new trees increased England's tree cover to 13% – not far off the levels of 1000 years ago. This is not very much compared to countries __6__ Germany, where about 31% of the country is still woodland. It's really no surprise that in a country like England, so poor in forests, Robin Hood and King Arthur __7__ legends. They used to live, hunt and love deep in the forests, something very __8__ Britons have ever done.

Most of Germany's fairytales are set __9__ forests too, because there are so many of them. In German fairytales the forests always seem to be very dangerous and full of witches and magicians as well as wolves and bears; animals __10__ have almost disappeared from German forests – if they ever existed at all.

Text adapted from: http://www.theguardian.com/travel/2013/jul/27/history-of-englands-forests (12.12.2013)

1. ☐ slowly ☐ slow ☐ slowest ☐ slower	2. ☐ While ☐ During ☐ At ☐ Between	3. ☐ other ☐ others ☐ another ☐ otherwise	4. ☐ peoples ☐ people ☐ pupils ☐ pupil
5. ☐ will cover ☐ covered ☐ covers ☐ are covered	6. ☐ than ☐ how ☐ like ☐ then	7. ☐ will become ☐ become ☐ are becoming ☐ have become	8. ☐ few ☐ less ☐ little ☐ fewer
9. ☐ in ☐ about ☐ over ☐ under	10. ☐ whose ☐ who ☐ what ☐ which		