

Name	
Vorname	
Bisherige Schule	
Kandidatennummer	

	Maximum	Erreichte Punktzahl
Part A (Listening)	25 Pts.	
Part B (Grammar and Vocabulary)	30 Pts.	
Part C (Reading)	25 Pts.	
Part D (Writing)	20 Pts.	
<b>Total</b>	<b>100 Pts.</b>	
<b>Note</b>		

**BBZ Herisau und KST Trogen**

**Englischprüfung 2022/2023**

**BM - FMS**

**Prüfungszeit: 90 Minuten**



## Part A: Listening (25 points)

/25

=> First read the instructions and statements in task 1. You have two minutes for that.  
=> Then you will hear the recording twice.

A1: After listening, put a cross (X) in the right place. The following statements are either "true" or "false" or "can't know" (this means that the text you are hearing does not give you this information).

Example:

Statements	true	false	can't know
The name of the guest is Christiano.		X	
This is a radio programme.			X
The people are talking about a book.	X		

Statements	true	false	can't know
Chris has written several books.			
The book they are talking about has just come out and people don't know it yet.			
In traditional workplaces people were free to manage their work-life balance themselves.			
Back then, people usually didn't work in the evenings or when they were on holiday.			
Chris says it's important not to spend all your time working.			
The presenter disagrees with him.			
Mobile phones and laptops make it easier to work in the evening or in hotels.			
The presenter thinks that this makes it difficult to separate work and free time.			
A negative side of the technology is that working hours can be tracked by your boss.			
Being flexible can be great for example for people with families.			
Modern working life gives many people the freedom to work from different places at different times.			
In the future we will be able to do most jobs anywhere and at any time.			

/12

=> First read the instructions and statements in task 2. You have two minutes for that.  
=> Then you will hear the recording twice.

A2: Complete the following sentences with **one word per gap**.

Example: Marianna Leivaditaki is a **chef** from Crete.

- A. Marianna ate a mixture of food as a child, because of her \_\_\_\_\_.
- B. Marianna feels lucky that she was able to eat \_\_\_\_\_ so often as a child, thanks to her father who went fishing every night.
- C. When seafood is really fresh, you don't need anything except \_\_\_\_\_ and olive oil.
- D. Marianna preferred being in the \_\_\_\_\_ to playing with the other kids when she was younger.
- E. Her parents, Thia Koula and other \_\_\_\_\_ women influenced Marianna's cooking.
- F. Marianna's aunt, Thia Koula, only ate food that she had found, made, or had \_\_\_\_\_ herself.
- G. A souvlaki is a pitta bread sandwich, with \_\_\_\_\_, tomato, red onions, and thick yoghurt inside.
- H. Marianna \_\_\_\_\_ to stop studying psychology, and went to travel instead.
- I. Marianna missed the food from her childhood as a student in the UK, so she \_\_\_\_\_ money to go to London to a restaurant.
- J. Then she worked in the family restaurant for \_\_\_\_\_ years.
- K. After seven years, Marianna became the \_\_\_\_\_ chef at Moro.
- L. In Morito, there are more dishes from Mariannas's \_\_\_\_\_ on the menu.
- M. After eating out with friends in Crete, Marianna always feels incredibly \_\_\_\_\_.

## Part B: Grammar and Vocabulary (30 points)

/30

B1: Put regular and irregular verbs into the correct tense of the present, past, and future (simple or continuous). (8x½=4)

**Example:**

50 years ago, people didn't communicate (not communicate) by email.

Today's grandparents \_\_\_\_\_ (join) their children and grandchildren on social media, but they don't share the same online habits. In the UK, more and more people over 55 \_\_\_\_\_ (use) Facebook regularly, which means that soon they \_\_\_\_\_ (be) the site's second biggest user group. Sheila, aged 59, says "I \_\_\_\_\_ (sign up) last Christmas to follow my grandchildren's progress, as my daughter always \_\_\_\_\_ (post) videos and photos of them. Last summer, when I \_\_\_\_\_ (travel) around Australia, she \_\_\_\_\_ (send) me a video of my granddaughter's first steps. I \_\_\_\_\_ (think) I'm lucky I get to see so much more of their lives than my grandparents did."

/4

B2: Read this text carefully. Some of the lines are correct. Then you tick them like this: ✓. Some have one word which should not be there. Then you write that word on the line. (8x½=4)

**Examples:**

My sister Vanessa is the one year younger than me.

the

I showed her how to play basketball.

✓

Learning a foreign language is not a popular option at school in Britain. In the UK schools it is common for children to start to studying a foreign language at the age of 11 and many students give up languages very completely at 14. So why don't young people continue with languages at school? Research does suggests that students think that it is like more difficult to get good grades in languages than in other subjects such as science or a history.

\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ 5  
\_\_\_\_\_ 6  
\_\_\_\_\_ 7  
\_\_\_\_\_ 8

/4

B3: Make sentences from these words. You cannot change the words. **You must use all the words and you cannot add new words.** (4x1=4)

**Example:**

*Tired he often unfriendly is he when is*  
He is often unfriendly when he is tired.

1. know he's what for looking don't I  
\_\_\_\_\_
2. good students get work who usually grades hard  
\_\_\_\_\_
3. you've if tasted food can Chinese tell me ever you ?  
\_\_\_\_\_
4. compete to a to have ready train Olympics the at be lot to they  
\_\_\_\_\_

/4

B4: Ask questions for what is underlined. Watch out for the correct tense! (4x1=4)

**Example:**

*Jack and Jill like going up the hill.*  
What do Jack and Jill like doing?

1. We saw Patent Ochsner and Muse at Openair St. Gallen this year.  
\_\_\_\_\_
2. I was just eight when I started playing the electric guitar.  
\_\_\_\_\_
3. Paul practices three times a week.  
\_\_\_\_\_
4. I'm going to play the song very softly.  
\_\_\_\_\_

/4

B5: For each gap, form a word from the word given at the end of the line. One word for each gap! (8x½=4)

**Example**

*A cheese grater is very \_\_\_\_ useful \_\_\_\_ in the kitchen. (USE)*

1. Jamie Oliver left school with no \_\_\_\_\_ at all. (QUALIFY)
2. He \_\_\_\_\_ his first job at a restaurant in London. (FIND)
3. He was \_\_\_\_\_ by the BBC in 1997. (DISCOVERY)
4. Jamie became really \_\_\_\_\_ because of his TV show 'The Naked Chef'. (FAME)
5. In one of his later shows he trained \_\_\_\_\_ people as chefs. (EMPLOY)
6. Jamie started a campaign to make school meals \_\_\_\_\_ than before. (HEALTH)
7. He thought that school meals were \_\_\_\_\_ fattening. (CREDIBLE)

8. The campaign was very \_\_\_\_\_ (SUCCESS)

/4

B6: Transform the following sentences and use the given word. Do not change this word!  
The meaning of the sentence must be the same. (5x1=5)

**Example:**

*Not many people believe in aliens. (ONLY)*

Only a few people believe in aliens.

1. In the desert it does not rain very often. (HARDLY)

\_\_\_\_\_

2. The Namibian desert has a lot of wildlife. (THERE)

\_\_\_\_\_

3. The desert rhino was once common, but now it is rare. (USED)

\_\_\_\_\_

4. Desert rhinos can survive without drinking for three or four nights. (EVEN IF)

\_\_\_\_\_

5. How would you describe the Namibian desert? (LIKE)

\_\_\_\_\_

/5

B7: Translate into English. (5 x 1 = 5)

**Example:**

*Die Katze fängt jeden Tag eine Maus.*

The cat catches a mouse every day.

1. Wartet Hannah nicht im Restaurant auf dich?

\_\_\_\_\_

2. Kinder wissen mehr über Computer als ihre Eltern.

\_\_\_\_\_

3. Wie viele Eier sind in einem Duzend?

\_\_\_\_\_

4. Sally singt weniger gut als Sarah.

\_\_\_\_\_

5. Wir durften nicht auf der Strasse spielen.

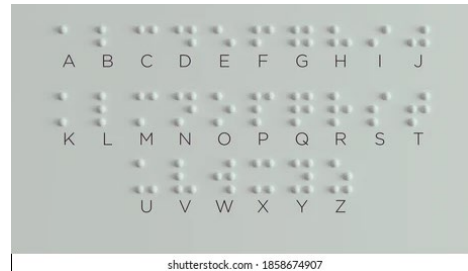
\_\_\_\_\_

/5

## Part C: Reading (25 points)

/25

### Child Inventors



- 1 When I used to think of inventors, I pictured old men with grey beards. I pictured white laboratory coats and smoky beakers. I was surprised to learn that young people have created many world-changing inventions. Like 15-year old Albert Sadacca, who invented Christmas tree lights. The year was 1917. The place was New York city. Someone was hanging candles from a Christmas tree, as was common at that time. This started a tragic fire. Sadacca's parents sold electric lighting in their shop. Young Albert thought to adapt these lights for use on Christmas trees. This turned out to be a pretty bright idea.
- 2 Another 12-year old visionary was Louis Braille. Braille was blind in both eyes. In 1819 young Louis was attending one of the world's first schools for blind children. He learned a system of touch-based literacy, but it was hard for him to write. Braille sought a better way to communicate with his classmates. He wanted to write freely, without needing special equipment. So he taught himself a system of night-writing used in the military. Then he made a few changes to it. By the time he turned 15, he had created Braille. People with visual impairments today still use Braille to read and write.
- 3 Another cool kid who changed the world was 11-year old Frank Epperson. Frank was chilling on his porch one winter night in 1905. He went to bed and forgot his glass of lemonade on the porch. When he woke the next morning, young Frank realized that he had created the world's first Popsicle (Eis am Stiel). He would later patent the concept and trademark the name "Popsicle." Frank's idea was so successful that many people still call any frozen treat a Popsicle.
- 4 Speaking of cool kids, 15-year old Chester Greenwood was ice-skating one day in 1873. Naturally, as tends to happen during winter play, his ears got cold. Chester had a clever idea. He asked his grandma to sew some fur tufts to a wire loop that he had fashioned. His design worked well! He had invented earmuffs. He patented his "ear protectors" as he called them. They were manufactured in his hometown of Farmington, Maine. Greenwood's one good idea provided jobs for people in the Farmington area for 60 years.
- 5 Margaret E. Knight is another young person who became a small-town hero. She is best remembered as the woman who invented the flat-bottomed paper bag. But she made her first life-saving device at the age of 12. Her brothers were working at a textile mill in town. One day she was visiting them when a loom (Webstuhl) malfunctioned and injured a worker. She thought she could make the machines safer and invented an effective system which was later used in many factories. She saved a lot of lives and we still use the paper bag design that she created in 1868.
- 6 Some young people feel powerless. They feel like they are living in an adult world, created by adults for adults. But the truth is that everyone has the power to change the world. A 12 year-old girl growing up in 1868 made factories safer. A 15 year-old boy, blind in both eyes, made written communication more accessible. An 11 year-old forgot to put away his drink and it froze. Who knows what's in store for your future?

[Adapted from: <https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/child-inventors/>]

C1: Choose the correct answer to the following questions and underline it. Your answer must be based on the text. (8x1=8)

<b>Example:</b> Which statement is false?	
a. Chester Greenwood invented earmuffs.	c. Frank Epperson invented the Popsicle.
<b><u>b. Albert Sadacca invented the flat-bottomed paper bag.</u></b>	d. Louis Braille invented a system of writing.
1. Why was the invention that can be seen in the picture at the top of the text created?	
a. To help with school work.	c. To communicate with friends.
b. To write messages in the middle of the night	d. To understand military codes.
2. In which year was Braille invented?	
a. 1822	c. 1819
b. 1825	d. 1918
3. Which statement about Chester Greenwood is FALSE?	
a. He was ice skating when he had his big idea.	c. He helped to employ people in his town.
b. His family helped him with his invention.	d. He called his invention earmuffs.
4. Who or what caused Margaret E. Knight to invent something at the age of 12?	
a. an accident	c. her brothers
b. a paper bag	d. her parents
5. What gave most of the child inventors in the text their big idea?	
a. someone in their family	c. a coincidence
b. a problem they or somebody else had	d. the wish to make lots of money
6. Which advice would the author of this text most likely give to young people?	
a. Age and experience are necessary to do important things.	c. Kids should leave grown-up problems to the grown-ups.
b. Children should do what they are told and not ask questions.	d. Remain curious and think of ways to solve problems.
7. Based on the text, who invented more than one thing?	
a. Louis Braille	c. Margaret E. Knight
b. Chester Greenwood	d. Frank Epperson



C2: Find words in the text which mean the same as the following. You must give **only one word** each. The number in brackets tells you in which part of the text you can find the word. (8x1= 8)

**Example:** *to imagine* (1)

to picture

- a usual (1)
- b to try to find or get something (2)
- c to suddenly understand (3)
- d of course (4)
- e to produce (4)
- f general word for an object with a specific purpose (5)
- g to not work correctly (5)
- h easy to use and understand (6)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/8

C3: Answer questions 1, 2, 5, and 7 in complete sentences. For questions 3, 4, and 6 you do *not* have to write complete sentences.

**Example:**

*What is a child inventor?*

A child inventor is a child that made an important invention.

1. Which false belief did the author of this text have before he knew about child inventors? (2 points)

\_\_\_\_\_

\_\_\_\_\_

2. What caused Albert Sadacca to invent electric Christmas tree lights? (1 point)

\_\_\_\_\_

3. What was the world's first Popsicle made of? (1 point)

\_\_\_\_\_

4. Name two positive effects of Chester Greenwood's invention mentioned in the text. (2 points)

\_\_\_\_\_

\_\_\_\_\_

5. Which two inventors from the text needed the help of their family for their invention? (2 points)

\_\_\_\_\_

6. What is the main message of this text? (2 points)

\_\_\_\_\_

/10

## /20

**Your teacher has asked you to write about your school. You need to answer the following questions:**

- What did you enjoy about your first day at school?
- What is your favourite subject now and why?
- What are you going to study in the future and why?

Write **80-120 words**, you must use past, present, and future forms. You will get more points if your writing is complete, if it is interesting to read and if you can show your knowledge of vocabulary and grammar.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task, Content: \_\_\_\_ /8

Grammar, Spelling: \_\_\_\_ /6

Vocabulary, Style: \_\_\_\_ /6

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**Prüfungszeit: 90 Minuten**



## Part A: Listening (25 points)

Audio File 1: <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance>

Audio File 2: Based on English File Intermediate, 4<sup>th</sup> Edition, p. 8

/25

=> First read the instructions and statements in task 1. You have two minutes for that.

=> Then you will hear the recording twice.

A1: After listening, put a cross (X) in the right place. The following statements are either "true" or "false" or "can't know" (this means that the text you are hearing does not give you this information).

Example:

Statements	true	false	can't know
The name of the guest is Christiano.		X	
This is a radio programme.			X
The people are talking about a book.	X		

Statements	true	false	can't know
Chris has written several books.			X
The book they are talking about has just come out and people don't know it yet.		X	
In traditional workplaces people were free to manage their work-life balance themselves.		X	
Back then, people usually didn't work in the evenings or when they were on holiday.	X		
Chris says it's important not to spend all your time working.	X		
The presenter disagrees with him.		X	
Mobile phones and laptops make it easier to work in the evening or in hotels.	X		
The presenter thinks that this makes it difficult to separate work and free time.	X		
A negative side of the technology is that working hours can be tracked by your boss.		X	
Being flexible can be great for example for people with families.	X		
Modern working life gives many people the freedom to work from different places at different times.	X		
In the future we will be able to do most jobs anywhere and at any time.			X

/12

=> First read the instructions and statements in task 2. You have two minutes for that.  
=> Then you will hear the recording twice.

A2: Complete the following sentences with **one word per gap**.

Example: Marianna Leivaditaki is a **chef** from Crete.

- A. Marianna ate a mixture of food as a child, because of her **parents** .
- B. Marianna feels lucky that she was able to eat **fish / seafood / lobster** so often as a child, thanks to her father who went fishing every night.
- C. When seafood is really fresh, you don't need anything except **lemon** and olive oil.
- D. Marianna preferred being in the **kitchen / restaurant** to playing with the other kids when she was younger.
- E. Her parents, Thia Koula and other **inspiring** women influenced Marianna's cooking.
- F. Marianna's aunt, Thia Koula, only ate food that she had found, made, or had **grown** herself.
- G. A souvlaki is a pitta bread sandwich, with **pork**, tomato, red onions, and thick yoghurt inside.
- H. Marianna **decided** to stop studying psychology, and went to travel instead.
- I. Marianna missed the food from her childhood as a student in the UK, so she **saved** money to go to London to a restaurant.
- J. Then she worked in the family restaurant for **two** years.
- K. After seven years, Marianna became the **head** chef at Moro.
- L. In Morito, there are more dishes from Mariannas's **childhood** on the menu.
- M. After eating out with friends in Crete, Marianna always feels incredibly **full**.

## Part B: Grammar and Vocabulary (30 points)

/30

B1: Put regular and irregular verbs into the correct tense of the present, past, and future (simple or continuous). (8x½=4)

**Example:**

50 years ago, people didn't communicate (not communicate) by email.

Today's grandparents are joining / have joined (join) their children and grandchildren on social media, but they don't share the same online habits. In the UK, more and more people over 55 use / are using (use) Facebook regularly, which means that soon they will be/are going to be (be) the site's second biggest user group. Sheila, aged 59, says "I signed up (sign up) last Christmas to follow my grandchildren's progress, as my daughter always posts (post) videos and photos of them. Last summer, when I was travel(l)ing (travel) around Australia, she sent (send) me a video of my granddaughter's first steps. I think (think) I'm lucky I get to see so much more of their lives than my grandparents did".

/4

B2: Read this text carefully. Some of the lines are correct. Then you tick them like this: ✓. Some have one word which should not be there. Then you write that word on the line. (8x½=4)

**Examples:**

My sister Vanessa is the one year younger than me.

the

I showed her how to play basketball.

✓

Learning a foreign language is not a popular option at school in Britain. In the UK schools it is common for children to start to studying a foreign language at the age of 11 and many students give up languages very completely at 14. So why don't young people continue with languages at school? Research does suggests that students think that it is like more difficult to get good grades in languages than in other subjects such as science or a history.

✓ 1

the / schools 2

to 3

very 4

✓ 5

does 6

like 7

a 8

/4

B3: Make sentences from these words. You cannot change the words. **You must use all the words and you cannot add new words.** (4x1=4)

**Example:**

*Tired he often unfriendly is he when is*  
*He is often unfriendly when he is tired.*

1. know he's what for looking don't I  
**I don't know what he's looking for.**
2. good students get work who usually grades hard  
**Students who work hard usually get good grades / Students who usually work hard get good grades.**
3. you've if tasted food can Chinese tell me ever you ?  
**Can you tell me if you've ever tasted Chinese food?**
4. compete to a to have ready train Olympics the at be lot to they  
**They have to train a lot to be ready to compete at the Olympics.**

/4

B4: Ask questions for what is underlined. Watch out for the correct tense! (4x1=4)

**Example:**

*Jack and Jill like going up the hill.*  
*What do Jack and Jill like doing?*

1. We saw Patent Ochsner and Muse at Openair St. Gallen this year.  
**Who did you see at Openair St. Gallen this year? / Which bands did you see at OSG this year?**
2. I was just eight when I started playing the electric guitar.  
**How old were you when you started playing the electric guitar?**
3. Paul practices three times a week.  
**How many times does Paul practice? / How often does Paul practice?**
4. I'm going to play the song very softly.  
**How are you going to play this song?**

/4

B5: For each gap, form a word from the word given at the end of the line. One word for each gap! (8x½=4)

**Example**

*A cheese grater is very \_\_\_\_ useful \_\_\_\_ in the kitchen.* (USE)

1. Jamie Oliver left school with no \_\_\_\_ **qualification(s)** \_\_\_\_ at all. (QUALIFY)
2. He \_\_\_\_ **found** \_\_\_\_ his first job at a restaurant in London. (FIND)
3. He was \_\_\_\_ **discovered** \_\_\_\_ by the BBC in 1997. (DISCOVERY)
4. Jamie became really \_\_\_\_ **famous** \_\_\_\_ because of his TV show 'The Naked Chef'. (FAME)
5. In one of his later shows he trained \_\_\_\_ **unemployed** \_\_\_\_ people as chefs. (EMPLOY)
6. Jamie started a campaign to make school meals \_\_\_\_ **healthier** \_\_\_\_ than before. (HEALTH)



7. He thought that school meals were \_\_\_\_\_ **incredibly** \_\_\_\_\_ fattening. (CREDIBLE)  
8. The campaign was very \_\_\_\_\_ **successful** \_\_\_\_\_ (SUCCESS)

/4

B6: Transform the following sentences and use the given word. Do not change this word!  
The meaning of the sentence must be the same. (5x1=5)

**Example:**

*Not many people believe in aliens. (ONLY)*

*Only a few people believe in aliens.*

1. In the desert it does not rain very often. (HARDLY)  
**In the desert it hardly (ever) rains. / ...hardly rains at all.**
2. The Namibian desert has a lot of wildlife. (THERE)  
**There is a lot of wildlife in the Namibian desert.**
3. The desert rhino was once common, but now it is rare. (USED)  
**The desert rhino used to be common, (but now it is rare.)**
4. Desert rhinos can survive without drinking for three or four nights. (EVEN IF)  
**Desert rhinos can survive even if they only drink every three or four nights.**  
**Desert rhinos can survive even if they don't drink for three or four nights.**
5. How would you describe the Namibian desert? (LIKE)  
**What is the Namibian desert like?**

/5

B7: Translate into English. (5 x 1 = 5)

**Example:**

*Die Katze fängt jeden Tag eine Maus.*

*The cat catches a mouse every day.*

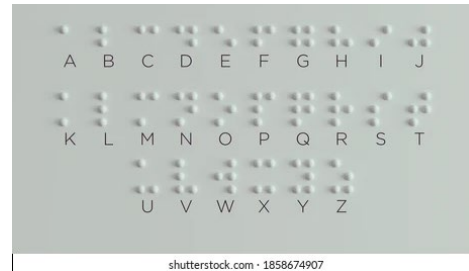
1. Wartet Hannah nicht im Restaurant auf dich?  
**Isn't Hannah waiting for you in the restaurant?**
2. Kinder wissen mehr über Computer als ihre Eltern.  
**Children know more about computers than their parents.**
3. Wie viele Eier sind in einem Duzend?  
**How many eggs are there in a dozen?**
4. Sally singt weniger gut als Sarah.  
**Sally doesn't sing as well as Sarah. / Sally sings worse than Sarah.**
5. Wir durften nicht auf der Strasse spielen.  
**We weren't allowed to play in the street.**

/5

## Part C: Reading (25 points)

/25

### Child Inventors



- 1 When I used to think of inventors, I pictured old men with grey beards. I pictured white laboratory coats and smoky beakers. I was surprised to learn that young people have created many world-changing inventions. Like 15-year old Albert Sadacca, who invented Christmas tree lights. The year was 1917. The place was New York city. Someone was hanging candles from a Christmas tree, as was common at that time. This started a tragic fire. Sadacca's parents sold electric lighting in their shop. Young Albert thought to adapt these lights for use on Christmas trees. This turned out to be a pretty bright idea.
- 2 Another 12-year old visionary was Louis Braille. Braille was blind in both eyes. In 1819 young Louis was attending one of the world's first schools for blind children. He learned a system of touch-based literacy, but it was hard for him to write. Braille sought a better way to communicate with his classmates. He wanted to write freely, without needing special equipment. So he taught himself a system of night-writing used in the military. Then he made a few changes to it. By the time he turned 15, he had created Braille. People with visual impairments today still use Braille to read and write.
- 3 Another cool kid who changed the world was 11-year old Frank Epperson. Frank was chilling on his porch one winter night in 1905. He went to bed and forgot his glass of lemonade on the porch. When he woke the next morning, young Frank realized that he had created the world's first Popsicle (Eis am Stiel). He would later patent the concept and trademark the name "Popsicle." Frank's idea was so successful that many people still call any frozen treat a Popsicle.
- 4 Speaking of cool kids, 15-year old Chester Greenwood was ice-skating one day in 1873. Naturally, as tends to happen during winter play, his ears got cold. Chester had a clever idea. He asked his grandma to sew some fur tufts to a wire loop that he had fashioned. His design worked well! He had invented earmuffs. He patented his "ear protectors" as he called them. They were manufactured in his hometown of Farmington, Maine. Greenwood's one good idea provided jobs for people in the Farmington area for 60 years.
- 5 Margaret E. Knight is another young person who became a small-town hero. She is best remembered as the woman who invented the flat-bottomed paper bag. But she made her first life-saving device at the age of 12. Her brothers were working at a textile mill in town. One day she was visiting them when a loom (Webstuhl) malfunctioned and injured a worker. She thought she could make the machines safer and invented an effective system which was later used in many factories. She saved a lot of lives and we still use the paper bag design that she created in 1868.
- 6 Some young people feel powerless. They feel like they are living in an adult world, created by adults for adults. But the truth is that everyone has the power to change the world. A 12 year-old girl growing up in 1868 made factories safer. A 15 year-old boy, blind in both eyes, made written communication more accessible. An 11 year-old forgot to put away his drink and it froze. Who knows what's in store for your future?

[Adapted from: <https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/child-inventors/>]

C1: Choose the correct answer to the following statements or questions and underline it. Your answer must be based on the text. (8x1=8)

<b>Example:</b> Which statement is false?	
a. Chester Greenwood invented earmuffs.	c. Frank Epperson invented the Popsicle.
<b><u>b. Albert Sadacca invented the flat-bottomed paper bag.</u></b>	d. Louis Braille invented a system of writing.
1. Why was the invention that can be seen in the picture at the top of the text created?	
a. To help with school work.	<b><u>c. To communicate with friends.</u></b>
b. To write messages in the middle of the night	d. To understand military codes.
2. In which year was Braille invented?	
<b><u>a. 1822</u></b>	c. 1819
b. 1825	d. 1918
3. Which statement about Chester Greenwood is FALSE?	
a. He was ice skating when he had his big idea.	c. He helped to employ people in his town.
b. His family helped him with his invention.	<b><u>d. He called his invention earmuffs.</u></b>
4. Who or what caused Margaret E. Knight to invent something at the age of 12?	
<b><u>a. an accident</u></b>	c. her brothers
b. a paper bag	d. her parents
5. What gave most of the child inventors in the text their big idea?	
a. someone in their family	c. a coincidence
<b><u>b. a problem they or somebody else had</u></b>	d. the wish to make lots of money
6. Which advice would the author of this text most likely give to young people?	
a. Age and experience are necessary to do important things.	c. Kids should leave grown-up problems to the grown-ups.
b. Children should do what they are told and not ask questions.	<b><u>d. Remain curious and think of ways to solve problems.</u></b>
7. Based on the text, who invented more than one thing?	
a. Louis Braille	<b><u>c. Margaret E. Knight</u></b>
b. Chester Greenwood	d. Frank Epperson

C2: Find words in the text which mean the same as the following. You must give **only one word** each. The number in brackets tells you in which part of the text you can find the word. (8x1= 8)

**Example:** *to imagine* (1)

to picture

- |  |                                     |
|--|-------------------------------------|
| a usual (1)  | <u>common</u>                       |
| b to try to find or get something (2)                    | <u>sought / seek</u>                |
| c to suddenly understand (3)                             | <u>realize(d)</u>                   |
| d of course (4)  | <u>naturally</u>                    |
| e to produce (4)   | <u>fashion(ed) / manufacture(d)</u> |
| f general word for an object with a specific purpose (5) | <u>device</u>                       |
| g to not work correctly (5)                              | <u>malfunction(ed)</u>              |
| h easy to use and understand (6)                         | <u>accessible</u>                   |

/8

C3: Answer questions 1, 2, 5, and 7 in complete sentences. For questions 3, 4, and 6 you do *not* have to write complete sentences.

**Example:**

*What is a child inventor?*

A child inventor is a child that made an important invention.

- Which false belief did the author of this text have before he knew about child inventors? (2 points)  
That inventors are always **old men** (1 point)  
**in laboratories** (1 point)
- What was the world's first Popsicle made of? (1 point)  
(frozen) lemonade
- What caused Albert Sadacca to invent electric Christmas tree lights? (1 point)  
a fire (1/2 point) caused by Christmas tree candles (1/2 point)
- Name two positive effects of Chester Greenwood's invention mentioned in the text. (2 points)  
They protect ears from the cold  
Their manufacturing provided jobs
- Which two inventors from the text needed the help of their family for their invention? (2 points)  
**Albert Sadacca and Chester Greenwood**
- What is the main message of this text? (2 points)

Everyone (no matter how young or old) (1point)  
can change the world / can invent great things (1point)

/10

## /20

**Your teacher has asked you to write about your school. You need to answer the following questions:**

- What did you enjoy about your first day at school?
- What is your favourite subject now and why?
- What are you going to study in the future and why?

Write **80-120 words**, you must use past, present, and future forms. You will get more points if your writing is complete, if it is interesting to read and if you can show your knowledge of vocabulary and grammar.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task, Content: \_\_\_\_ /8

Grammar, Spelling: \_\_\_\_ /6

Vocabulary, Style: \_\_\_\_ /6

**Listening 1 Transcript:**

**Presenter:** Good morning, everyone. On today's show, we've got Chris Svensson with us, the author of *No more nine to five*, the new best-selling book about work–life balance in the current working world. Good morning, Chris. Thanks for coming.

**Chris:** Thanks for having me, Anna.

**Presenter:** So, Chris, tell us about your book and how the concept of a work–life balance has been changing?

**Chris:** Well, in the more traditional workplaces, people's working lives and their private lives are, or were, clearly divided. People often work from nine in the morning until five or six in the evening. People sometimes stay late in the office and work in the evenings. This is called working overtime.

**Presenter:** OK, and what else?

**Chris:** Well, in these environments it isn't common for people to work at the weekend or while they're on holiday. They can clearly separate their working lives and their private lives. And the evenings, weekends and holidays are free to focus on non-work areas of life, such as hobbies, interests, sports, spending time with the family and friends, and so on. It's important and healthy not to spend all your time just working, right?

**Presenter:** Right! So what has changed? How are things different now?

**Chris:** Well, for a start, most people can now access their work emails from their mobile phones. So they are more likely to quickly reply to an important mail in the evening or at the weekend. The same goes for laptops. It's easier to access your work in the evenings from home or even from your hotel when you're on holiday.

**Presenter:** That doesn't sound like much of a work–life balance. It sounds like all work.

**Chris:** Exactly, but this new mobility brings a lot of advantages with it. More people are now able to work flexibly, so if they need to leave the office early one afternoon to be with their family, they can catch up on work that evening from home or somewhere else.

**Presenter:** That sounds good. So, what you're saying is that although traditional divisions between work and life are fading, many employees now have more freedom to do their work from different locations and at different times.

**Chris:** Yes, that's it.

## Listening 2 Transcript:

**THIS IS LAST YEARS! ONLY HERE AS A REMINDER THAT WE NEED THE NEW TRANSCRIPT!**

1

**Interviewer** with me today I have Marianna Leivaditaki, head chef of the Morito restaurant in Hackney... Marianna what was your favorite food when you were a child?

**Marianna** At home we ate a funny mixture, because of my parents. Fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favorite was fish. We ate fish every day, which my dad caught. In fact my dad still goes fishing every night!

**Interviewer** Wow!

**Marianna** Yes, we were lucky correction because not all families could do that - could eat fish every day. Even on an island fish is expensive unfortunately.

**Interviewer** Did your dad catch fish for the family or for the restaurant?

**Marianna** For both. Except for lobsters. When he caught a lobster he never sold it, it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish or seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.

**Interviewer** Where are you interested in cooking when you were a child?

**Marianna** Oh yes. I spent every evening in our restaurant, and instead of playing with the other children I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a blue notebook.

**Interviewer** So your love for food and cooking came from your parents?

**Marianna** From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees and grapes. In the summer I often spend all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. It's such a beautiful way to eat.

**Interviewer** Did you ever eat out as a child?

**Marianna** Never in the evening, because our restaurant was open for dinner seven days a week, but occasionally my mom used to buy me and my brother souvlaki for lunch, a sort of Greek sandwich with pitta bread. Inside it has pork, tomato, red onion and lots of thick yogurt.

**Interviewer** So did you always want to be a chef, to have your own restaurant?

**Marianna** No, not at all. I wanted to be a psychologist, and when I was 18 I came to the UK to study at Kent University. Then I decided I didn't want to be a psychologist after all and I went travelling for a bit - I'd saved some money at university because I worked in the evenings. I went all around southern Europe and also to South America, to Ecuador. I tried all sorts of different dishes and fell in love with food again, so I went back to Crete and worked in our family restaurant for two years.

**Interviewer** Why did you come back to the UK?

**Marianna** Well I want to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money and go to London to have dinner in the restaurant called Morrow. It



wasn't Greek food, but it was Mediterranean, Spanish and North African, and I loved it. So when I came back to London I went tomorrow and I said 'I want a job' - and they gave me one.

**Interviewer** And what happened then?

**Marianna** Well, really slowly, through hard work, and after seven years, I became head chef. It was magic. And then the owners of Moro, Samantha and Samuel Clark, suggested that I helped them open Morito.

**Interviewer** How is Morito different from Moro?

**Marianna** It's the same inspiration, and many of the dishes are similar, but because I run the kitchen I have been able to have more Cretan dishes on the menu, dishes from my childhood. This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato and bread.

**Interviewer** Do you go back to Crete much?

**Marianna** Yes, I go to Crete maybe four or five times a year. My family's restaurant is closed now, but I go out for lunch with my friends, the people I miss when I'm in London. Food comes, and we share everything. We always order too much, and by the end of it we feel incredibly full.

**Interviewer** Well, Mariana it's been great chatting to you, and thanks for coming in.

**Marianna** Thank you very much for having me.