

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.	
Total	100 Pts.	
Note		

BBZ Herisau und KST Trogen

Englischprüfung 2024/2025

BM - FMS

Prüfungszeit: 90 Minuten



Part A: Listening (25 points)

125

=> You have two minutes to read the instructions and statements in task A1.

=> 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 kids are going to a winter camp.		X	
The camp is in Canada.			X
The camp leaders are learning about the camp in this speech.	X		

Statements	true	false	can't know
The kids will arrive in two days' time to the camp in Canyon Springs.			
The number of kids is the same in each of the cabins.			
The kids have 40min to get ready for the flag ceremony in the morning.			
Inspection is carried out by the main leader of the camp.			
If kids don't like an activity they can stay in their cabin and read a book.			
There is the same number of activities every day.			
Activities are only held in groups of 15-20 kids.			
Activity 2 takes place from 11.10 to 12 o'clock.			
Food is eaten five times a day.			
Activities are prepared by the camp leaders.			
The leaders are on duty for the same number of hours each day.			
The leaders spend their free evenings in the big tent.			

112

=> You have two minutes to read the instructions and statements in task A2.

=> Then you will hear the recording **twice**.

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

Example: Mike went to a restaurant called Burger Fest.

- A. Mike went to *Burger Fest* last week, which was brilliant. The menu there is _____.
- B. Mike enjoyed a _____ beef burger with bacon and fries.
- C. Lucy doesn't eat fast food on special _____.
- D. Lucy and her family prefer _____ restaurants to fast food.
- E. For her parents' _____ anniversary, they went to *Rolando's*.
- F. In *Rolando's*, _____ food is served, there are no meat dishes on the menu.
- G. Lucy had _____ courses, a soup and a main dish.
- H. Mike and Lucy live in a town called _____.
- I. Mike believes no one _____ Lucy would like a restaurant like *Rolando's*.
- J. Lucy believes not everyone in their town knows that pizzas and burgers are not _____ food, but should only be eaten every now and then.
- K. At *Burger Fest*, information about the _____ and _____ content of each dish was available.
- L. Lucy thinks people don't pay _____ as to how much fat and sugar is in a dish.

113

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:

Sally and Janet are childhood friends but don't live (not live) in the same town anymore.

Dear Janet,

We haven't seen each other for a long time, so I decided to write you about my latest news. Next month I _____ (move) into my new flat. It's got a kitchenette and a small bathroom.

Last weekend I _____ (buy) a very nice lamp for the living room, but unfortunately, I _____ (break) it on the way home. How clumsy of me! Luckily it _____ (not cost) much.

While I _____ (look) for the flat, I met a very nice estate agent: his name is Jamie. He _____ (live) near here. We _____ (go) out for dinner twice last week and tomorrow we _____ (have) lunch together.

Looking forward to seeing you at the housewarming party in a month.

Sally

/4

B2: For each gap, form a word from the word given at the end of the line. One word for each gap! (8x½=4)

Example

Red is for winners. (WIN)

1. When competitors in sport are _____ matched the team in red is more likely to win. (EQUAL)

2. That is the _____ of a recent study at the University of Durham. (CONCLUDE)

3. When there is only a small _____ between players, the effect of colour can influence the result. (DIFFERENT)

4. _____ say these results are statistically significant. (SCIENCE)

5. Another researcher found similar effects in the _____ world. (NATURE)

6. Male monkeys are more _____ with females if they have brighter red noses. (SUCCESS)

7. Certain birds with bright red beaks are _____ than less colourful birds. (HEALTH)

8. So, if your _____ team wears blue, you might really be disadvantaged compared to the red team. (FAVOUR)

/4

B3: 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:

Where does the weather come from? The simplest
answer is: from the above. The sun heats...

✓
the

The main aim of the Cook's expeditions was to explore unknown
parts of the world. Cook, who went on his voyages of exploration
more than 200 years ago, have drew maps for navigation. The
scientists on board researched plants and animals and did
observed people and their customs. On my journey to
Antarctica I was able to use always existing maps. My work
focuses on gaining a new knowledge about something
that has already been explored to before.

_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6
_____ 7
_____ 8

/4

B4: 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:

difficult it statistics understand to is the all
It is difficult to understand all the statistics

1. you have eat to really day do every meat ?

2. away much material too recyclable thrown is .

3. threats the our biggest to plastic wildlife one waste is of .

4. packaging not products too try buy much to with .

/4

B5: Ask questions for what is underlined. Watch out for the correct tense! (4x1=4)

Example:

I was five when I first went to Ticino with my grandparents
How old were you when you first went to Ticino?

1. Isa Odidi moved to Canada in 1995.

2. Isa Odidi currently works as a pharmacist.

3. Isa and his family integrated easily into Canadian society.

4. Over 100 different languages are spoken in Toronto.

/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 know that Toronto is not the capital of Canada (ONLY)

Only a few people know that Toronto is not the capital of Canada.

1. The weather is bad, but Edinburgh is still popular with tourists. (DESPITE)

2. The centre of Edinburgh stands a famous castle. (THERE)

3. J. K. Rowling wrote Harry Potter in a café, which you can visit. (WHERE)

4. Scotland was independent but now it is part of the United Kingdom. (USED)

5. Only few visitors do not get to Edinburgh by plane. (MOST)

/5

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

Example:

Leider sind ungesunde Lebensmittel viel beliebter als gesunde.

Unfortunately, unhealthy foods are much more popular than healthy ones.

1. Ich kann die Informationen über den Entdecker der Antarktis nirgends finden.

2. Wem hast du deinen Scooter ausgeliehen?

3. Nina und Charles mögen beide Sport überhaupt nicht.

4. Tom spricht so gut Französisch weil er in Montreal aufgewachsen ist.

5. Viele Fische sterben, weil es zu viel Plastik im Meer gibt.

/5

Part C: Reading (25 points)

/25

Seeding Clouds to Make Rain

- 1 Drought (Dürreperiode) is an increasing problem in our warming world. All continents have been experiencing longer periods without rain, leading to forest fires and poor crop growth, which can in turn result in a shortage of food. Consequently, people are looking at cloud seeding to solve the problem. Cloud seeding is a method of producing rainfall by distributing small particles of silver iodide into clouds.
- 2 Cloud-seeding expert Arlen Huggins has been studying its effectiveness. “My earliest experience was to use cloud seeding to reduce the amount of hail (Hagel) in northeast Colorado to protect agricultural crops from damage. They don’t get huge hailstones there, but they get it often. Later on, we successfully increased snowfall in Utah. Now, the focus is shifting towards increasing rainfall, which does seem to work but is far more unpredictable.”
- 3 The problem is that it’s hard to know whether rainfall resulted directly from cloud seeding. It might have rained or snowed anyway. Even if you seed the clouds in one place and not in another, it’s impossible to know for sure what caused the rainfall unless you are using fog, which otherwise has no chance of forming rain or snow.
- 4 However, it’s not during foggy and snowy conditions that people think of increasing the chance of rainfall. It’s when a country is hit by drought, and then cloud seeding isn’t an option due to the lack of clouds. In warm conditions, only storm clouds can produce rain by seeding, while during drought, skies tend to be clear with no clouds. Therefore, the best option to prevent drought is to seed at times of the year when rainfall levels are normal or higher. That way, more rain can be extracted from the clouds and stored in reservoirs for the dry season.
- 5 As cloud seeding is expensive and its effectiveness not clear yet, its usefulness is still a matter of opinion. University of Colorado researcher Katja Friedrich says cloud seeding can’t end a drought. However, it can be useful if it happens together with other water conservation strategies, such as installing water efficient toilets and showers in all public buildings or educating people on how to save water in their daily lives for example by taking short showers instead of baths.
- 6 There are also environmental issues regarding the impact of cloud seeding. At high levels, silver iodide can harm humans and other animals, and some studies have found silver iodide to be slightly toxic. However, several ecological studies have shown no environmental and health impacts. Where cloud seeding has taken place, the amount of silver iodide in the earth and plants has been found to be no higher than natural levels. Even so, some environmentalists are concerned about the long-term effects, as there isn’t data on how much silver iodide accumulates in the environment over periods exceeding ten years.
- 7 Another fear is that cloud seeding could potentially steal water from neighbouring areas by making the rain that would otherwise fall somewhere else fall in your location. According to Maarten Ambaum from the University of Reading, it is possible to use cloud seeding to make rain fall on your farm, which otherwise would fall on your neighbour’s farm. It’s not the case, though, that if one country uses cloud seeding to create rain, a neighbouring country will lose out, because clouds are constantly forming and reforming.

C1: Choose the correct answer to the following statements or questions and underline it. Your answer must be based on the text. (6x1=6 points)

Example: What is the goal of cloud seeding?

- a. producing clouds
b. producing rain
 c. reducing clouds
 d. reducing rain

1. What was Arlen Huggins **not** able to do through cloud seeding?

- a. increase rainfall
 b. increase snowfall
 c. reduce the amount of hail
 d. reduce the size of hailstones

2. Which statement is true?

- a. When cloud seeding is done in fog, you get snow more often than rain.
 b. When it rains after cloud seeding in fog, you have no way of knowing what caused the rain.
 c. When it rains after cloud seeding in fog, this proves that cloud seeding works.
 d. When cloud seeding is done in fog, you have no chance of getting either rain or snow.

3. To avoid drought, you should...

- a. do cloud seeding in clear skies in the dry season
 b. do cloud seeding in rain clouds in the wet season
 c. not do cloud seeding.
 d. do cloud seeding in fog in the dry season.

4. What is Katja Friedrich's opinion on cloud seeding?

- a. It is only effective if water is conserved well.
 b. It cannot prevent drought.
 c. It is too expensive.
 d. It is good for the environment and the economy.

5. What is true about the environmental impact of cloud seeding?

- a. Cloud seeding is harmful to animals because of the silver iodide.
 b. After cloud seeding there is more silver iodide in earth and plants.
 c. Cloud seeding has a negative effect on the environment after more than ten years.
 d. Cloud seeding does not have any short-term negative effects on the environment.

6. Maarten Ambaum says that stealing rain by cloud seeding...

- a. is possible both at a local level and at an international level.
 b. is possible at a local level but not at an international level.
 c. is possible at an international level but not at a local level.
 d. is not possible at either a local or an international level.

/6

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 points)

Example: frozen rain (2)

hail

- a becoming bigger (1)
- b very large (2)
- c the fact that there is not enough of something (4)
- d stop something from happening (4)
- e keep things for future use (4)
- f problems (6)
- g hurt or damage someone or something (6)
- h all the time (7)

/8

C3: Answer the questions with information from the text.

Example:

Which chemical is used in cloud seeding?

Silver iodide

1. Name three problems that are caused by drought and that cloud seeding tries to solve. (3 points)

2. Why was cloud seeding first used to reduce hail? (1 point)

3. Why can't cloud seeding end a drought? (2 points)

4. According to the text, what can *you* do to conserve water? (1 point)

5. Name four problems of cloud seeding mentioned in the text. (4 points)

/11

Name	SOLUTION
Vorname	
Bisherige Schule	
Kandidatennummer	

	Maximum	Erreichte Punktzahl
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Part A: Listening (25 points)

125

=> You have two minutes to read the instructions and statements in task A1.

=> 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 kids are going to a winter camp.		X	
The camp is in Canada.			X
The camp leaders are learning about the camp in this speech.	X		

Statements	true	false	can't know
The kids will arrive in two days' time to the camp in Canyon Springs.		X	
The number of kids is the same in each of the cabins.	X		
The kids have 40min to get ready for the flag ceremony in the morning.		X	
Inspection is carried out by the main leader of the camp.			X
If kids don't like an activity they can stay in their cabin and read a book.			X
There is the same number of activities every day.	X		
Activities are only held in groups of 15-20 kids.		X	
Activity 2 takes place from 11.10 to 12 o'clock.		X	
Food is eaten five times a day.	X		
Activities are prepared by the camp leaders.			X
The leaders are on duty for the same number of hours each day.		X	
The leaders spend their free evenings in the big tent.	X		

112

=> You have two minutes to read the instructions and statements in task A2.

=> Then you will hear the recording **twice**.

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

Example: Mike went to a restaurant called Burger Fest.

- A. Mike went to *Burger Fest* last week, which was brilliant. The menu there is huge.
- B. Mike enjoyed a double beef burger with bacon and fries.
- C. Lucy doesn't eat fast food on special occasions.
- D. Lucy and her family prefer proper restaurants to fast food.
- E. For her parents' wedding anniversary, they went to *Rolando's*.
- F. In *Rolando's*, vegetarian food is served, there are no meat dishes on the menu.
- G. Lucy had two courses, a soup and a main dish.
- H. Mike and Lucy live in a town called Mayfield.
- I. Mike believes no one except Lucy would like a restaurant like *Rolando's*.
- J. Lucy believes not everyone in their town knows that pizzas and burgers are not everyday food, but should only be eaten every now and then.
- K. At *Burger Fest*, information about the fat and sugar content of each dish was available.
- L. Lucy thinks people don't pay attention as to how much fat and sugar is in a dish.

113

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 forms are needed. (8x½=4)

Example:

Sally and Janet are childhood friends but don't live (not live) in the same town anymore.

Dear Janet,

We haven't seen each other for a long time, so I decided to write you about my latest news. Next month I am going to move / am moving / will move (move) into my new flat. It's got a kitchenette and a small bathroom. Last weekend I bought (buy) a very nice lamp for the living room, but unfortunately, I broke (break) it on the way home. How clumsy of me! Luckily it did not / didn't cost (not cost) much.

While I was looking (look) for the flat, I met a very nice estate agent: his name is Jamie. He lives (live) near here. We went (go) out for dinner twice last week and tomorrow we are going to have / are having / will have (have) lunch together.

Looking forward to seeing you at the housewarming party in a month.

Sally

/4

B2: For each gap, form a word from the word given at the end of the line. One word for each gap! (8x½=4)

Example

Red is for winners. (WIN)

- When competitors in sport are equally matched the team in red is more likely to win. (EQUAL)
- That is the conclusion of a recent study at the University of Durham. (CONCLUDE)
- When there is only a small difference between players, the effect of colour can influence the result. (DIFFERENT)
- Scientists say these results are statistically significant. (SCIENCE)
- Another researcher found similar effects in the natural world. (NATURE)
- Male monkeys are more successful with females if they have brighter red noses. (SUCCESS)
- Certain birds with bright red beaks are healthier than less colourful birds. (HEALTH)
- So, if your favourite team wears blue, you might really be disadvantaged compared to the red team. (FAVOUR)

/4

B3: 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:

Where does the weather come from? The simplest answer is: from the above. The sun heats...

✓
the

The main aim of the Cook's expeditions was to explore unknown parts of the world. Cook, who went on his voyages of exploration more than 200 years ago, have drew maps for navigation. The scientists on board researched plants and animals and did observed people and their customs. On my journey to Antarctica I was able to use always existing maps. My work focuses on gaining a new knowledge about something that has already been explored to before.

the / Cook's 1
✓ 2
have 3
did 4
✓ 5
always 6
a 7
to 8

/4

B4: 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:

difficult it statistics understand to is the all
It is difficult to understand all the statistics

1. you have eat to really day do every meat ?

Do you really have to eat meat every day?

2. away much material too recyclable thrown is .

Too much recyclable material is thrown away.

3. threats the our biggest to plastic wildlife one waste is of .

One of the biggest threats to our wildlife is plastic waste. / Plastic waste is one...

4. packaging not products too try buy much to with .

Try not to buy products with too much packaging. / ~~Try to buy products with not too much packaging.~~

/4

B5: Ask questions for what is underlined. Watch out for the correct tense! (4x1=4)

Example:

I was five when I first went to Ticino with my grandparents
How old were you when you first went to Ticino?

1. Isa Odidi moved to Canada in 1995.

When did Isa Odidi move to Canada?

2. Isa Odidi currently works as a pharmacist.

What does Isa Odidi currently work as? ~~What does Isa Odidi currently do?~~

3. Isa and his family integrated easily into Canadian society.

How did Isa and his family integrate (into Canadian society)?

4. Over 100 different languages are spoken in Toronto.

How many (different) languages are spoken in Toronto?

/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 know that Toronto is not the capital of Canada (ONLY)

Only a few people know that Toronto is not the capital of Canada.

1. The weather is bad, but Edinburgh is still popular with tourists. (DESPITE)

Edinburgh is popular (with tourists) despite the bad weather. / Despite its weather Edinburgh is...

2. In the centre of Edinburgh stands a famous castle. (THERE)

There is a famous castle in the centre of Edinburgh. / ~~There stands a famous castle...~~

3. J. K. Rowling wrote Harry Potter in a café, which you can visit. (WHERE)

You can visit the café where J. K. Rowling wrote Harry Potter.

4. Scotland was independent but now it is part of the United Kingdom. (USED)

Scotland used to be independent but now it is part of the United Kingdom.

5. Only few visitors do not get to Edinburgh by plane. (MOST)

Most visitors get to Edinburgh by plane.

/5

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

Example:

Leider sind ungesunde Lebensmittel viel beliebter als gesunde.

Unfortunately, unhealthy foods are much more popular than healthy ones.

1. Ich kann die Informationen über den Entdecker der Antarktis nirgends finden.

I can't find the information on the explorer/discoverer of Antarctica anywhere.

2. Wem hast du gestern deinen Scooter ausgeliehen?

Who did you lend your scooter to yesterday? / (To whom...)

3. Nina und Charles mögen beide Sport überhaupt nicht.

Both Nina and Charles don't like sports at all.

Nina and Charles both don't like sports at all. without "both" = ½ pt

They both dislike sports.

4. Tom spricht so gut Französisch weil er in Montreal aufgewachsen ist.

Tom speaks French so well because he grew up in Montreal.

Tom's French is so good because he grew up in Montreal.

5. Viele Fische sterben, weil es zu viel Plastik im Meer gibt.

A lot of fish die because there is too much plastic in the ocean/sea.

/5

Part C: Reading (25 points)

/25

Seeding Clouds to Make Rain

- 1 Drought (Dürreperiode) is an increasing problem in our warming world. All continents have been experiencing longer periods without rain, leading to forest fires and poor crop growth, which can in turn result in a shortage of food. Consequently, people are looking at cloud seeding to solve the problem. Cloud seeding is a method of producing rainfall by distributing small particles of silver iodide into clouds.
- 2 Cloud-seeding expert Arlen Huggins has been studying its effectiveness. “My earliest experience was to use cloud seeding to reduce the amount of hail (Hagel) in northeast Colorado to protect agricultural crops from damage. They don’t get huge hailstones there, but they get it often. Later on, we successfully increased snowfall in Utah. Now, the focus is shifting towards increasing rainfall, which does seem to work but is far more unpredictable.”
- 3 The problem is that it’s hard to know whether rainfall resulted directly from cloud seeding. It might have rained or snowed anyway. Even if you seed the clouds in one place and not in another, it’s impossible to know for sure what caused the rainfall unless you are using fog, which otherwise has no chance of forming rain or snow.
- 4 However, it’s not during foggy and snowy conditions that people think of increasing the chance of rainfall. It’s when a country is hit by drought, and then cloud seeding isn’t an option due to the lack of clouds. In warm conditions, only storm clouds can produce rain by seeding, while during drought, skies tend to be clear with no clouds. Therefore, the best option to prevent drought is to seed at times of the year when rainfall levels are normal or higher. That way, more rain can be extracted from the clouds and stored in reservoirs for the dry season.
- 5 As cloud seeding is expensive and its effectiveness not clear yet, its usefulness is still a matter of opinion. University of Colorado researcher Katja Friedrich says cloud seeding can’t end a drought. However, it can be useful if it happens together with other water conservation strategies, such as installing water efficient toilets and showers in all public buildings or educating people on how to save water in their daily lives for example by taking short showers instead of baths.
- 6 There are also environmental issues regarding the impact of cloud seeding. At high levels, silver iodide can harm humans and other animals, and some studies have found silver iodide to be slightly toxic. However, several ecological studies have shown no environmental and health impacts. Where cloud seeding has taken place, the amount of silver iodide in the earth and plants has been found to be no higher than natural levels. Even so, some environmentalists are concerned about the long-term effects, as there isn’t data on how much silver iodide accumulates in the environment over periods exceeding ten years.
- 7 Another fear is that cloud seeding could potentially steal water from neighbouring areas by making the rain that would otherwise fall somewhere else fall in your location. According to Maarten Ambaum from the University of Reading, it is possible to use cloud seeding to make rain fall on your farm, which otherwise would fall on your neighbour’s farm. It’s not the case, though, that if one country uses cloud seeding to create rain, a neighbouring country will lose out, because clouds are constantly forming and reforming.

[Adapted from: <https://test-english.com/reading/b1-b2/seeding-clouds-to-make-rain-b1-english-reading-test/>]

C1: Choose the correct answer to the following statements or questions and underline it. Your answer must be based on the text. (6x1=6 points)

Example: What is the goal of cloud seeding?

- a. producing clouds
b. producing rain
 c. reducing clouds
 d. reducing rain

1. What was Arlen Huggins **not** able to do through cloud seeding?

- a. increase rainfall
 b. increase snowfall
 c. reduce the amount of hail
d. reduce the size of hailstones

2. Which statement is true?

- a. When cloud seeding is done in fog, you get snow more often than rain.
c. When it rains after cloud seeding in fog, this proves that cloud seeding works.
 b. When it rains after cloud seeding in fog, you have no way of knowing what caused the rain.
 d. When cloud seeding is done in fog, you have no chance of getting either rain or snow.

3. To avoid drought, you should...

- a. do cloud seeding in clear skies in the dry season
b. do cloud seeding in rain clouds in the wet season
 c. not do cloud seeding.
 d. do cloud seeding in fog in the dry season.

4. What is Katja Friedrich's opinion on cloud seeding?

- a. It is only effective if water is conserved well.**
 b. It cannot prevent drought.
 c. It is too expensive.
 d. It is good for the environment and the economy.

5. What is true about the environmental impact of cloud seeding?

- a. Cloud seeding is harmful to animals because of the silver iodide.
 b. After cloud seeding there is more silver iodide in earth and plants.
 c. Cloud seeding has a negative effect on the environment after more than ten years.
d. Cloud seeding does not have any short-term negative effects on the environment.

6. Maarten Ambaum says that stealing rain by cloud seeding...

- a. is possible both at a local level and at an international level.
b. is possible at a local level but not at an international level.
 c. is possible at an international level but not at a local level.
 d. is not possible at either a local or an international level.

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 points)

Example: frozen rain (2)

- | | |
|--|-------------------|
| | <u>hail</u> |
| a becoming bigger (1) | <u>increasing</u> |
| b very large (2) | <u>huge</u> |
| c the fact that there is not enough of something (4) | <u>lack</u> |
| d stop something from happening (4) | <u>prevent</u> |
| e keep things for future use (4) | <u>store</u> |
| f problems (6) | <u>issues</u> |
| g hurt or damage someone or something (6) | <u>harm</u> |
| h all the time (7) | <u>constantly</u> |

/8

C3: Answer the questions with information from the text.

Example:

Which chemical is used in cloud seeding?
Silver iodide

- Name three problems that are caused by drought and that cloud seeding tries to solve. (3 points)
Forest fires,
poor crop growth,
food shortages
- Why was cloud seeding first used to reduce hail? (1 point)
To protect agricultural crops (from hail damage)
- Why can't cloud seeding end a drought? (2 points)
Because you need clouds for cloud seeding (1)
and during a drought, there are no clouds. (1)
- According to the text, what can *you* do to conserve water? (1 point)
Taking short showers instead of baths.
- Name four problems of cloud seeding mentioned in the text. (4 points)
It is expensive
Its effectiveness is not clear yet
Its long-term impact (on health and environment) is not clear yet
Conflict between neighbouring farms "stealing" each other's rain.

/11

Part D: Writing (20 points)

/20

Spring Topic

For your school magazine you want to write an article about online shopping.

You need to answer the following questions:

- How do you generally buy the things you need? (online or real stores) What things do you rather buy online and what things do you usually buy in real stores?
- When was the last time you bought something? What was it and how did you buy it?
- What do you think the future of shopping will be like?

Write **100-150 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.

Fall Topic

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

- When and why did you start your hobby?
- What do you enjoy about your hobby?
- Do you think you will still have the same hobby in 5 or 10 years' time? Why yes/why not?

Write **100-150 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.

Content: ____ /6

Grammar, Style: ____ /8

Vocabulary, Spelling: ____ /6

Transcript Listening Exercise 1

https://www.examenglish.com/A2/A2_listening_daily_routine.htm

Hi! I'm Mo, and I want to say a big hello to all you camp leaders. You're going to have a really fun time this summer at Canyon Falls. But it's going to be hard work! So enjoy these two days before the kids arrive!

Now, first I want to talk to you about a typical day here at Canyon Falls summer camp. The wake-up call will be at seven thirty every morning. You'll hear a bell outside your cabin. When you hear the bell, wake up the kids in your cabin. There are twelve kids in each one. They need to wash and dress before eight. At eight o'clock, we'll meet in the field and we'll raise the flag. Breakfast is at eight fifteen every day in the big tent. At a quarter to eight, the kids return to their cabins and tidy up. There is an inspection every morning at nine fifteen. At inspection we will check that the cabins are clean and tidy, so the children need to make their beds, tidy away their clothes and sweep the floor before that time.

At half past nine the first activity session will start. There are four activities every day. These are small group activities - normally between 15 and 20 kids in each group. The first session is from half past nine until half past ten. Then there will be drinks and snacks in the big tent in the field. Session 2 is from ten to eleven until twelve. Then we give the kids half an hour free time before lunch. Lunch takes between half an hour and forty-five minutes. We usually sing a few songs after lunch. Then the kids have free time until half past two, and then the third activity session starts. This goes on until half three, when there are more drinks and snacks, and the final activity session runs from ten to four until ten to five. Then there's free time until six, and then it's time for dinner. In the evening we have an evening activity from seven until eight thirty. Something like a talent show or a baseball game. These aren't in small groups, everyone in the camp joins in the same activity. Then you will go back to the cabins with your kids and you will spend some time with them doing something quiet - reading a story or playing a game, or just chatting together. At nine o'clock, the kids get ready for bed, and they need to be in bed by nine thirty. On some days you will be on duty until ten o'clock. This means you will stay outside the cabins and the children can come to you if there's a problem. If you're not on duty, you can go to the big tent and spend time with the other leaders. Please be in bed by eleven, because the next day is always busy.

Transcript Listening Exercise 2

https://www.examenglish.com/B1/b1_listening_restaurant.htm

Mike: Have you been to that new burger restaurant in town, Burger Fest?

Lucy: No, I haven't.

Mike: Well, it's brilliant. I went there for my cousin's birthday last week. It was great. They've got a huge menu.

Lucy: Have they? What sort of thing do they have?

Mike: Anything you can imagine really. It's not just burgers. You can get fried chicken too, and pizza. I was going to get a chicken burger, but then I saw a double beef burger with bacon, so I had that. Delicious! And I got a huge mountain of fries. You should go!

Lucy: No, I don't eat fast food.

Mike: What, never? Not even on special occasions?

Lucy: No. In our family, we go to a proper restaurant to celebrate. Like, last month it was my parents' wedding anniversary, so we went to Rolando's in Manchester. Do you know it?

Mike: No. Where's that?

Lucy: It's opposite the station.

Mike: What kind of food do you get there?

Lucy: It's a vegetarian restaurant, so when we went, I had carrot and orange soup, then cauliflower and cheese pie. It was really nice. I think they should open more restaurants like that here in Mayfield.

Mike: I hate to tell you this, but I can't think of anyone who would go to a restaurant like that. No-one except you that is!

Lucy: Well, they should. It's much better for you.

Mike: But I don't think it matters if you eat unhealthily every now and then, as long as you don't do it too often.

Lucy: I agree with you, but there are people in this town who think pizzas and burgers are everyday food.

Mike: Restaurants have a responsibility to teach people about what they're eating.

Lucy: They did that at Burger Fest. They told you how much fat and sugar there is in each dish, and they sold salads too.

Mike: That's not enough. No-one pays attention to the fat and sugar content of their food. And no-one buys salad when there are burgers available. The only way to solve the problem is to stop selling unhealthy food altogether. It sounds like a big step, but that's what I think.