

# Berufsmreifeprüfung Studienberechtigung

## Englisch

### Test zur Selbsteinschätzung

bereits vorhandener Kenntnisse und Kompetenzen in den Bereichen  
Lesen, Grammatik, Wortschatz  
optional: Sprechen (gem. mit LehrerIn)

erstellt von  
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im Auftrag der Volkshochschulen Meidling und Floridsdorf  
(die Wiener Volkshochschulen GmbH)  
Gefördert vom Bundesministerium für Unterricht, Kunst und Kultur  
August 2011

**Mein Name:** \_\_\_\_\_

**Datum der Testdurchführung:** \_\_\_\_\_

## Vorwort

Die Vorbereitungskurse zur Berufsreifeprüfung dauern in der Regel 2 Semester. In dieser Zeit muss im Prinzip der Oberstufenstoff erarbeitet werden. Um dies in dieser kurzen Zeit zu schaffen, sind ein bestimmtes Einstiegsniveau Voraussetzung. Bisher war unsere Faustregel zum Einstiegsniveau über Schulabschlüsse definiert: „gute Hauptschulkenntnisse“ bzw. „gute Unterstufenkenntnisse“.

Mit dem vorliegenden Test zur Selbst Einschätzung können Sie nun differenzierter überprüfen, ob ihre Basiskenntnisse für einen Kurseinstieg ausreichen und in welchem Bereich ihre Stärken oder Schwächen liegen.

Falls sie zu dem Ergebnis kommen, vor dem BRP-Kurs doch noch Grundlagen auffrischen zu wollen, setzen sie sich mit uns in Verbindung (Eva Böhm, eva.boehm@vhs.at bzw. Christian Nowak, christian.nowak@vhs.at, beide unter 01 / 272 43 54 zu erreichen).

Nehmen sie sich Zeit für diesen Test – und seien sie ehrlich zu sich selbst.

*Christian Nowak* (Programm-Manager Berufsreifeprüfung, VHS Floridsdorf)

## Placement Test

In unserem Englisch-Vorbereitungslehrgang für die Berufsreifeprüfung (BRP) lernen Sie in einem Jahr, was in der Oberstufe vermittelt wird. Diese sehr intensive Maturavorbereitung kann nur bei guten Basiskenntnissen zum Erfolg führen.

Dieser Placement Test soll für Sie eine Orientierungshilfe sein,

- ⇒ ob Ihre Englisch-Vorkenntnisse ausreichen, um die BRP-Vorbereitung zu beginnen,
- ⇒ ob es anzuraten ist, Ihre ev. etwas „verschütteten“ Kenntnisse aufzufrischen, oder
- ⇒ ob für Sie zum Erwerb der grundlegenden Einstiegskenntnisse ein Englisch-Basistraining anzuraten ist.

Lesen Sie die Angaben genau durch und machen Sie die einzelnen Übungen in der vorgegebenen Reihenfolge. Am Ende des Tests finden Sie den Lösungsschlüssel und Hinweise zur Auswertung. Jede richtige Antwort ist ein Punkt!

**The test should take 45 - 60 minutes!**

**Good Luck 😊**

*Monika Giustiniani & Petra Reidl*

## Situation

Manuela Breitenbach is a 19-year-old Austrian student who is spending half a year in England. She works as an au pair girl for John Foster and his family and lives in Newcastle.

After a few days in England Manuela calls her sister Bettina. Of course, Bettina wants to know everything about the English family. So she asks Manuela a lot of questions during the telephone conversation.

### 1) Complete their conversation with the questions from the box - be careful: not all questions are used!

1   Is it difficult to work with the kids?	6   How long have they been married?	10   What does he do?
2   How old is he?	7   Do you enjoy looking after Paul and Sally?	11   How many kids do the Fosters have?
3   What age are the children?	8   What is Mr Foster like?	12   Does Mr Foster meet his friends regularly?
4   What is Mrs Foster's job?	9   What would he like to do this evening?	13   What does he look like?
5   What does he like doing in his free time?		

M1: My host family is great – Mrs Foster is very cheerful.

B1: \_\_\_\_\_  /1

M: He is always polite and very patient.

B2: \_\_\_\_\_  /1

M: He is of average height and slim. He has fair hair.

B3: \_\_\_\_\_  /1

M: I'm not really sure how old he is. I think he is about 40.

B4: \_\_\_\_\_  /1

M: He is a web designer.

B5: \_\_\_\_\_  /1

M: He likes fishing, hiking, biking and he often meets friends at the local pub.

B6: \_\_\_\_\_  /1

M: There are two kids – a boy, Paul, and a girl called Sally.

B7: \_\_\_\_\_  /1

M: Paul is 10 years old and Sally is four.

B8: \_\_\_\_\_  /1

M: Yes, I like taking care of the kids. They are very nice, and Mr and Mrs Foster are very friendly. They said you can come and visit me whenever you like. Would you like to come? ...

**Fertigkeit:** Lesen

**Themenbereich(e):** Family and Friends, Hobbies und Interessen

**Relevante Deskriptoren:** Ich kann ✓ einen Dialog vervollständigen  
 ✓ einfachen, klar gegliederten Texten zu vertrauten Themen die wesentlichen Informationen

Exercise **1**

Meine Punkte:

Mögliche Punkte: 8

## 2) After her first week Manuela has a weekend off. She wants to see Newcastle and its sights and she also wants to do some shopping.

Read the dialogue between Manuela and Mrs Foster and fill in some / any / much or many.

- Ma: Mrs Foster, I'd like to visit Newcastle. Is there (1) ..... (some/any)  /1  
bus to the city centre?
- Mrs F: Take the bus that stops right in front of the school. It will take you to the  
centre of town. On your way there you can see (2) ..... (much/many)  /1  
lovely old buildings and bridges.
- Ma: Are there (3) ..... (some/any) other sights or special places of  /1  
interest?
- Mrs F: Yes; there are. There is St. Nicholas Cathedral, the Castle Keep, but there are  
also (4) ..... (some/any) nice places to relax.  /1
- Ma: That sounds great. I also want to buy (5) ..... (some/any) souvenirs  /1  
and presents for my family and friends. But I don't have so  
(6) ..... (much/many) money. Are there (7) ..... (some/any)  /2  
big shopping malls?
- Mrs F: Yes, there are. We have large shopping centres – you might find  
(8) ..... (some/any) thing there.  /1  
There are also (9) ..... (much/many) small souvenir shops, but they  /1  
are rather expensive.
- Ma: Thanks for the information. I think I'll have a nice time.

### Exercise 2

Meine Punkte:

Mögliche Punkte: 9

**Fertigkeit:** English in Use / Teilbereich Grammatische Kompetenz / Grammatische Korrektheit

**Themenbereich(e):** Interkulturelle und landeskundliche Aspekte

**Relevante Deskriptoren:** Ich kann ✓ Grammatik (some, any, much, many) in einer konkreten Kommunikationssituation anwenden (z.B: letter, email, conversation, ...)

### 3) READING COMPREHENSION (Leseverstehen):

Manuela wants to find out as much as possible about Newcastle and finds an article on the internet. Read the text about Newcastle carefully and do the exercises below the article. (3a and 3b)

#### **NEWCASTLE:**

<http://www.aboutbritain.com/towns/newcastle-on-tyne.asp> (adapted and abridged)

Newcastle is a vibrant friendly city, situated in the north east of England, on the banks of the River Tyne and surrounded by the scenic beauty of Northumbria. An ideal place from which to tour the coastline, with its sandy beaches and sand dunes, or explore Hadrian's Wall and the many castles.

The Romans built the first bridge over the River Tyne, guarded by a fort on Hadrian's Wall. Later the Normans built a wooden fort and so the first 'New Castle' was created in 1080. During the Middle Ages Newcastle developed into an important trading community and was one of the great provincial centres. As early as Elizabethan times, Newcastle was exporting coal. The tax from this trade brought great wealth to the city.

From the late 17th century other trades and industries developed, and shipbuilding was one of the great industries associated with Newcastle. By the 19th century Newcastle was a centre for commercial enterprise, many trades and industries brought prosperity to the town.

The River Tyne is spanned by six bridges, which constitute the most famous view of the city. The three most famous ones have led the way for designs around the world. The Tyne Bridge is the best known of them. Upstream the Swing Bridge stands on the line of the original Roman Bridge. The High Level Bridge was designed by Robert Stephenson and was the world's first road and railway bridge; the railway being carried above and the road below. The latest is Gateshead Millennium Bridge, the first opening bridge to be built across the River Tyne for more than 100 years.

Today's visitor will find Newcastle full of attractions old and new, a few of the highlights are: Earl Grey's Monument, St. Nicholas Cathedral, the Castle Keep, Bessie Surtees' House, and Blackfriars. If you feel like a break from sightseeing take time for a stroll in the beautiful Jesmond Dean Park in the heart of the city.

Newcastle can boast three large shopping centres, many fascinating museums as well as cinemas, theatres presenting a vast range of entertainment, sport and leisure centres, art-centres and a rich variety of clubs, restaurants, bistros and coffee shops catering for all tastes, pubs and bars all selling the local brew called Newcastle Brown Ale and everything else you could wish for.



#### **Vocabulary list:**

surrounded by:  
umgeben von

guarded by:  
geschützt, bewacht von

trade/ trading: Handel

prosperity:  
Wohlstand, Blütezeit

to cater for all tastes:  
für jeden Geschmack  
etwas bieten

to boast: aufweisen

### 3a) True, false or not in the text

Mark the sentences true: **T** / false: **F** / not in the text: **N**

- |   |                          |       |                          |    |
|---|--------------------------|-------|--------------------------|----|
| 1) Newcastle is in the North of England.                              | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 2) The Romans left the city 600 A.D *.                                | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 3) The city lies on the River Thames.                                 | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 4) Newcastle was a commercial centre in the 19 <sup>th</sup> century. | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 5) The swing bridge stands on the line of the original Roman Bridge.  | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 6) 200.000 people lived in the city in the 19 <sup>th</sup> century.  | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 7) There are 4 bridges crossing the river.                            | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 8) The most modern bridge is the Gateshead Millennium Bridge.         | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 9) Newcastle had the first road and railway bridge.                   | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |
| 10) The city has five large shopping centres.                         | <input type="checkbox"/> | T/F/N | <input type="checkbox"/> | /1 |

\* A.D = anno domini (after the birth of Jesus)

#### Exercise 3a

Meine Punkte:

Mögliche Punkte: 10

### 3b) Meaning of Words

Match the words in the box with the explanations – If you are not sure read the text again and guess the meaning of the words from the context. Careful: not all the words in the box are used:

beach	develop	highlight	sightseeing	ale	leisure	stroll	museum	attract	prosperity	vibrant
-------	---------	-----------	-------------	-----	---------	--------	--------	---------	------------	---------

- |   |                      |                          |    |
|---|----------------------|--------------------------|----|
| 1) a building where you can look at important objects connected with art, history, or science ----- | <input type="text"/> | <input type="checkbox"/> | /1 |
| 2) a special kind of beer -----   | <input type="text"/> | <input type="checkbox"/> | /1 |
| 3) to visit all the places of interest in a city or village -----                                   | <input type="text"/> | <input type="checkbox"/> | /1 |
| 4) full of life and energy -----  | <input type="text"/> | <input type="checkbox"/> | /1 |
| 5) the time when you are not working; free time -----   | <input type="text"/> | <input type="checkbox"/> | /1 |
| 6) to walk in a slow and relaxed way -----  | <input type="text"/> | <input type="checkbox"/> | /1 |

#### Exercise 3b

Meine Punkte:

Mögliche Punkte: 6

**Fertigkeit:** Lesen

**Themenbereich(e):** Interkulturelle und landeskundliche Aspekte, Kultur, Medien und Literatur

**Relevante Deskriptoren:** Ich kann

- ✓ unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten aus den Themenbereichen des Lehrplans in Zusammenhang stehen, mit befriedigendem Verständnis lesen (B1) (Leseverstehen allgemein)
- ✓ einfachen, klar gegliederten Texten zu vertrauten Themen in Zeitungen und Zeitschriften die wesentlichen Informationen entnehmen, wenn sie gegebenenfalls mit visueller Unterstützung ausgestattet sind (Informationen und Argumentationen verstehen) (B1)
- ✓ längere Texte nach Informationen durchsuchen und Informationen zusammentragen, um eine Aufgabe zu lösen (z.B. Wörter mit bestimmter Bedeutung aus einem Text herausfinden)
- ✓ aus dem Textzusammenhang die Bedeutung einzelner unbekannter Wörter und Äußerungen erschließen, wenn die Thematik vertraut ist.

#### 4) A letter to Manuela's cousin Cathy in Chicago

After her trip to Newcastle Manuela writes a letter to her cousin Cathy in Chicago. She tells her everything about her stay, her job as an au pair and, of course, she also describes her sightseeing tour.

Read the letter carefully and fill in the correct tense of the verbs in brackets –

PRESENT SIMPLE, PRESENT CONTINUOUS, PAST SIMPLE, PRESENT PERFECT SIMPLE or WILL FUTURE.

August 4<sup>th</sup>, 2011

Dear Cathy,

I (1) ..... **(not hear)** from you for a long time, but I hope you (2) ..... **(be)** (1)/(2)  /2

fine. As you know, I (3) ..... **(start)** my au pair job in Newcastle in July, so (3)  /1

I (4) ..... **(live)** here for about 3 weeks. I (5) ..... **(stay)** with the Fosters: (4)/(5)  /2

John, Pamela and their kids Paul and Sally. Paul (6) ..... **(be)** 10 years old and (6)  /1

Sally is 4. And I (7) ..... **(have)** a good time with them. (7)  /1

My job is to look after the children, and sometimes I also (8) ..... **(help)** with the (8)  /1

housework: in the morning I usually (9) ..... **(prepare)** breakfast. Then I take Paul (9)  /1

to school and Sally to the kindergarten. At 12.30 I fetch Sally and we

(10) ..... **(have)** lunch together. Paul (11) ..... **(not eat)** lunch with us, (10)/(11)  /2

because he (12) ..... **(stay)** at school. Then Sally normally (13) ..... **(sleep)** (12)/(13)  /2

for an hour. When she (14) ..... **(wake)** up we go to the playground. Mrs Foster (14)  /1

generally (15) ..... **(prepare)** supper and we all (16) ..... **(enjoy)** the (15)/(16)  /2

evening meal together.

After that I often (17) ..... **(watch)** TV, write letters or emails or meet other au pairs. (17)  /1

I (18) ..... **(meet)** many interesting people here so far. (18)  /1

I (19) ..... **(not work)** at the weekends, so I can go on trips. Last weekend, for (19)  /1

example, I (20) ..... **(visit)** Newcastle. The city (21) ..... **(be)** wonderful, (20)/(21)  /2

especially all the different bridges and the riverside. There (22) ..... **(be)** also some (22)  /1

museums and churches and nice shops. I (23) ..... **(buy)** a lovely sweater and some (23)  /1

souvenirs for my family. I also (24) ..... **(see)** a pair of sandals. They (24)  /1

(25) ..... **(look)** gorgeous, but I (26) ..... **(not buy)** them because they (25)/(26)  /2

(27) ..... **(be)** too expensive. (27)  /1

Maybe next weekend, some friends and I (28) ..... **(go)** to Edinburgh. (28)  /1

I (29) ..... **(have to)** stop now. It's almost midnight and I have to get up early. But I (29)  /1

(30) ..... **(write)** again soon – I promise. (30)  /1

Looking forward to hearing from you soon.

Love, Manuela

#### Exercise 4

Meine Punkte:

Mögliche Punkte: 30

**Fertigkeit:** English in Use / Teilbereich Grammatische Kompetenz / Grammatische Korrektheit

**Themenbereich(e):** Jahres- und Tagesablauf, Erlebnisse

**Relevante Deskriptoren:** Ich kann

- ✓ Grammatik (verschiedene Zeiten) in einer konkreten Kommunikationssituation anwenden (z.B: letter, email, conversation, ...)
- ✓ folgende Zeiten bilden, im Zusammenhang erkennen und verwenden: present simple/progressive, past simple, present perfect und future

## 5) Manuela wants to attend an English course

To improve her English even more, Manuela also wants to attend an English course twice a week. She wants to get some information from the language school. She has already filled in the form below, but she has not done it very well. Read the form very carefully and find the eight mistakes she has made.

Put a dot (•) next to each mistake. Try to find all the mistakes.

International House Language School, Newcastle			
We run different courses in small groups (3-10 people) for all levels. Our courses last from 2 weeks to 16 weeks. For more information and a free video or DVD fill in the form and post or mail to:			
International House Newcastle 7-15 Gallowgate Newcastle upon Tyne NE1 4SG Tel: +44 (0)191 2329551 Email: info@ihnewcastle.com			
-----			
Tick (✓) the language or languages you would like to learn.			
<input type="checkbox"/> Chinese	<input type="checkbox"/> Greek	<input type="checkbox"/> Portuguese	
<input type="checkbox"/> Dutch	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Russian	
<input type="checkbox"/> <u>English</u>	<input type="checkbox"/> Italian	<input type="checkbox"/> Spanish	
<input type="checkbox"/> French	<input type="checkbox"/> Japanese	<input type="checkbox"/> Swedish	
-----			
(Write in BLOCK CAPITAL LETTERS please)			
Surname: MANUELA	Nationality: Austrian		
First name: BREITENBACH	Age if under 18:		
Mr/Mrs/Miss/Ms: MR	Country: GRAZ		
First language: ENGLISH	Telephone Number: 0191 2439511		
Home address: ORPHEUMGASSE 10 GRAZ			
Post Code: A 8012			
Reasons for learning: (Please underline)			
Holidays	Business	✓ Education	Others

### Exercise 5

Meine Punkte:

Mögliche Punkte: 8

**Fertigkeit:** Lesen

**Themenbereich(e):** Schule und Arbeitswelt

**Relevante Deskriptoren:** Ich kann

- ✓ Bestellformulare und ähnliche Vordrucke (z.B: Onlineformulare) verstehen (B1) (zur Orientierung lesen)



## 6) Manuela has already brushed up her vocabulary

After a few weeks at the language school, Manuela has already brushed up her vocabulary and learned lots of new words.

Match the frequently used words on the left with a synonym (bedeutungsgleiches Wort) on the right.

1] get	<input type="checkbox"/>	a) wealthy	<input type="checkbox"/>	/1
2] hide	<input type="checkbox"/>	b) assist	<input type="checkbox"/>	/1
3] ask	<input type="checkbox"/>	c) attempt	<input type="checkbox"/>	/1
4] build	<input type="checkbox"/>	d) select	<input type="checkbox"/>	/1
5] try	<input type="checkbox"/>	e) question	<input type="checkbox"/>	/1
6] choose	<input type="checkbox"/>	f) conceal	<input type="checkbox"/>	/1
7] rich	<input type="checkbox"/>	g) construct	<input type="checkbox"/>	/1
8] help	<input type="checkbox"/>	h) receive	<input type="checkbox"/>	/1

Exercise 6

Meine Punkte:

Mögliche Punkte: 8

**Fertigkeit:** English in Use / Teilbereich linguistische Kompetenz – Wortschatz

**Relevante Deskriptoren:** Ich kann

- ✓ für häufig verwendete Wörter Synonyme finden und zuordnen

## 7) Telephone conversation

In a telephone conversation with her American cousin Cathy, Manuela tells her about the language school. Choose the right word to fill in (Adjective or Adverb) and mark it (e.g. kind/kindly)

C: Hi, Manuela. In your last letter you told me that you want to attend a language class. I'm curious. What's it like?

M: I must say, it's pretty (1) good/well. The language school is very (2) efficient/efficiently organised. On the first day we had to do a test, which I found quite (3) hard/hardly.  
However, I got a rather good mark, so I'm in the second class.

C: That sounds great. What about your teacher?

M: Well, I've got an (4) excellent/excellently teacher. She teaches very (5) enthusiastic/enthusiastically. I didn't talk much at first, because I couldn't think of the words (6) quick/quickly enough but I've already become more (7) fluent/fluently and I've already learned lots of new words and phrases. We also get some homework. It's not difficult and I can do it (8) easy/easily.

Exercise 7

Meine Punkte:

Mögliche Punkte: 8

**Fertigkeit:** English in Use / Teilbereich Grammatische Kompetenz / Grammatische Korrektheit

**Themenbereich(e):** Schule und Arbeitswelt, Erlebnisse,

**Relevante Deskriptoren:** Ich kann

- ✓ Grammatik (Adjective or Adverb) in einer konkreten Kommunikationssituation anwenden (z.B: letter, email, conversation, ...)

## 8) Possible follow-up *for teachers* / oral situation:

You are Mrs Foster and meet a friend at the local supermarket. He/she wants to know more about your new “family member” – the au pair from Austria – and asks a lot of questions about Manuela.

Read the information about Manuela in this test again and be prepared to answer your friend’s questions. You can also use the information below.

Aspects you might include:

- ⇒ personal information about Manuela: her appearance, character, ...
- ⇒ her language school,
- ⇒ her sightseeing tour in Newcastle

### Your new “family member” – the au pair from Austria:

**Name:** Manuela Breitenbach

**Age:** 19

**Family:** single, 2 brothers

**Job:** student; au pair

**City:** Graz

**Country:** Austria

**Hobbies:** reading, going to museums, painting, cooking

**Looks:** wavy dark hair, short, thin

**Character traits:** lively, curious, sociable, friendly

### Exercise 8

#### Feedback from the teacher:

**Fertigkeit:** Sprechen → zusammenhängend sprechen; an Gesprächen teilnehmen

**Themenbereich(e):** Family and Friends, Hobbies und Interessen, landeskundliche Aspekte, Schule und Arbeitswelt

**Relevante Deskriptoren:** Ich kann

- ✓ etwas Reales oder Erfundenes erzählen oder in Form einer einfachen berichten (A2+)
- ✓ über Sachverhalte und Abläufe aus dem alltäglichen Lebensbereich, z.B. über Leute, Orte, Tätigkeiten (A2+)
- ✓ kann ein einfaches Gespräch über vertraute Themen (z.B. über Familie, Freunde, Schule, Freizeit) beginnen, in Gang halten und beenden

# Key: each correct answer = 1 point

## 1) Complete their conversation

- B1:  What is Mr Foster like?      B5:  What does he like doing in his free time?  
 B2:  What does he look like?      B6:  How many kids do the Fosters have?  
 B3:  How old is he?      B7:  What age are the children?  
 B4:  What does he do?      B8:  Do you enjoy looking after Paul and Sally?

## 2) After her first week Manuela has a weekend off [Some or Any]

- 1:       4:       7:   
 2:       5:       8:   
 3:       6:       9:

## 3a) True, false or not in the text

- 1) Newcastle is in the North of England.  True  
 2) The Romans left the city 600 A.D.  Not in the text  
 3) The city lies on the River Thames.  False  
 4) Newcastle was a commercial centre in the 19<sup>th</sup> century.  True  
 5) The swing bridge stands on the line of the original Roman Bridge.  True  
 6) 200.000 people lived in the city in the 19<sup>th</sup> century.  Not in the text  
 7) There are 4 bridges crossing the river.  False  
 8) The most modern bridge is the Gateshead Millennium Bridge.  True  
 9) Newcastle had the first road and railway bridge.  True  
 10) The city has five large shopping centres.  False

## 3b) Meaning of Words

beach   develop   highlight   **sightseeing**   ale   leisure   stroll   museum   attract   prosperity   vibrant

- 1) a building where you can look at important objects connected with art, history, or science -----   
 2) a special kind of beer -----   
 3) to visit all the places of interest in a city or village -----   
 4) full of life and energy -----   
 5) the time when you are not working; free time -----   
 6) to walk in a slow and relaxed way -----

#### 4) A letter to Manuela's cousin Cathy in Chicago

1   have not heard / haven't heard	11   does not eat/ doesn't eat	21   is
2   are	12   stays	22   are
3   started	13   sleeps	23   bought
4   have lived/I've lived	14   wakes	24   saw
5   am staying/ I'm staying	15   prepares	25   looked
6   is	16   enjoy	26   did not buy/ didn't buy
7   am having/I'm having	17   watch	27   were
8   help	18   have meet/ I've met	28   will go/'ll go
9   prepare	19   do not work/ don't work	29   have to
10   have	20   visited	30   will write / 'll write

#### 5) Manuela wants to attend an English course

Put a dot (•) next to each mistake.

<p><b>International House Language School, Newcastle</b></p> <p>We run different courses in small groups (3-10 people) for all levels. Our courses last from 2 weeks to 16 weeks. For more information and a free video or DVD fill in the form and post or mail to:</p> <p>International House Newcastle 7-15 Gallowgate Newcastle upon Tyne NE1 4SG Tel: +44 (0)191 2329551 Email: info@ihnewcastle.com</p>													
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<input type="checkbox"/> Chinese	<input type="checkbox"/> Greek	<input type="checkbox"/> Portuguese											
<input type="checkbox"/> Dutch	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Russian											
<input type="checkbox"/> <u>English</u> • [don't underline, tick]	<input type="checkbox"/> Italian	<input type="checkbox"/> Spanish											
<input type="checkbox"/> French	<input type="checkbox"/> Japanese	<input type="checkbox"/> Swedish											
<p>(Write in BLOCK CAPITAL LETTERS please)</p>													
Surname: MANUELA • [M. is the first name]	Nationality: Austrian • [Austria]												
First name: BREITENBACH • [B. is the surname]	Age if under 18:												
Mr/Mrs/Miss/Ms: MR • [Miss is correct]	Country: GRAZ • [country is Austria]												
First language: ENGLISH • [M's first l. is German]	Telephone Number: 0191 2439511												
Home address: ORPHEUMGASSE 10 GRAZ Post Code: A 8012													
<p>Reasons for learning: (Please underline)</p> <table border="0"> <tr> <td>Holidays</td> <td>Business</td> <td>✓ Education • [don't tick, underline]</td> <td>Others</td> </tr> </table>		Holidays	Business	✓ Education • [don't tick, underline]	Others								
Holidays	Business	✓ Education • [don't tick, underline]	Others										

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**6) Manuela has already brushed up her vocabulary**

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1] get  h] receive2] hide  f] conceal3] ask  e] question4] build  g] construct5] try  c] attempt6] choose  d] select7] rich  a] wealthy8] help  b] assist

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**7) Telephone conversation [*adjective or adverb*]**

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1] good

2] efficiently

3] hard

4] excellent

5] enthusiastically

6] quickly

7] fluent

8] easily

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**8) Possible follow-up *for teachers* / oral situation:**

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Your teacher will give you a feedback!

## Evaluation [Auswertung]

Exercise No.	Titel	My score [erreichte Punkte]
1	Complete their conversation	<input type="checkbox"/> von 8 Punkten
2	After her first week Manuela has a weekend off [Some or Any]	<input type="checkbox"/> von 9 Punkten
3a	True, false or not in the text	<input type="checkbox"/> von 10 Punkten
3b	Meaning of Words	<input type="checkbox"/> von 6 Punkten
4	A letter to Manuela's cousin Cathy in Chicago	<input type="checkbox"/> von 30 Punkten
5	Manuela wants to attend an English course	<input type="checkbox"/> von 8 Punkten
6	Manuela has already brushed up her vocabulary	<input type="checkbox"/> von 8 Punkten
7	Telephone conversation [adjective or adverb]	<input type="checkbox"/> von 8 Punkten
<b>Total score [Gesamtpunkteanzahl]</b>		<input type="checkbox"/> von 87 Punkten

## My result [Mein Ergebnis]

My total score [Erreichte Punkte]:  von 87 Punkten

below 50 points bis 50 Punkte	<p><b>Please consider attending the BRP preparation course at a later point in time and attend other English courses (A1/A2) until then.</b></p> <p><i>Sie sollten Ihre Basiskenntnisse in einem A1 oder A2 Kurs auffrischen und festigen um dann zu einem späteren Zeitpunkt gut vorbereitet mit dem BRP Englischkurs beginnen zu können.</i></p>
51 – 70 points	<p><b>Before registering for the BRP (or parallel to it) you should attend a grammar revision course.</b></p> <p><i>Sie sollten vor Beginn des BRP Englischkurses (oder auch begleitend) einen Auffrischkurs besuchen.</i></p>
71 – 87 points	<p><b>Welcome to the BRP! You will be doing fine!</b></p> <p><i>Ihre Kenntnisse sind ausreichend für den Beginn des BRP Englischkurses.</i></p>