

IKM – Englisch, Beginn 9. SSt., Form A für maturaführende Schulen

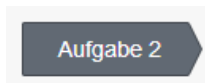
Überblick Aufgabenpaket
mit Ansichtsexemplar und Detailinformationen

Informelle Kompetenzmessung, 2022
Sekundarstufe 2

Liebe Schülerin! Lieber Schüler!

Mit der Informellen Kompetenzmessung (IKM) möchte deine Lehrerin/dein Lehrer herausfinden, was du schon kannst bzw. was deine Klasse schon kann. Es folgen nun Aufgaben aus den Bereichen Listening und Reading.

- Kontrolliere, ob deine Kopfhörer eingesteckt sind.
- Du hast insgesamt **40 Minuten** Zeit, um die Aufgaben in Ruhe zu lösen. In den ersten **20 Minuten** bearbeitest du Listening-Aufgaben. Danach folgen Reading-Aufgaben. Auch dafür hast du **20 Minuten** Zeit.
- Mit dem Pfeil kommst du zur nächsten Aufgabe:



- Klicke auf den Play Button, um die Aufgabe anzuzeigen und zu starten:



- Du hörst jede Aufnahme **ein** Mal.
- Vergiss nicht, jede Aufgabe zu lösen, bevor du weiterklickst. Du kannst **nicht** zu den vorherigen Aufgaben zurückkehren!
- Zum Ändern der Aufgabe musst du einfach eine neue Antwort anklicken, hinschreiben bzw. hinziehen.
- Wenn du eine Aufgabe nicht vollständig bearbeitest, wird sie als falsch gewertet.

Damit du weißt, wie die Aufgaben aussehen, folgen nun ein paar Beispiele:

BEISPIEL 1:

How many days are there in one week?

Choose the right answer.

- Five.
-
- Six.
-
- Seven.

Bei dieser Art von Aufgabe gibt es drei Antwortmöglichkeiten, aber nur eine richtige Antwort.

BEISPIEL 2:

Read the statements and choose true or false.

	True	False
1. A day has 24 hours.	<input checked="" type="radio"/>	<input type="radio"/>
2. A week has five days.	<input type="radio"/>	<input checked="" type="radio"/>
3. A week has seven days.	<input checked="" type="radio"/>	<input type="radio"/>
4. A week has 24 days.	<input type="radio"/>	<input checked="" type="radio"/>
5. A day has seven hours.	<input type="radio"/>	<input checked="" type="radio"/>

BEISPIEL 3:

Click on the play button. Then listen and answer the question.



Task:

You will hear somebody talking. The last word is missing. What is it?

Write it down.

BEISPIEL 4:

Read the text and fill in the gaps. Write **ONE** word in each gap.

Measuring Time

A year has 365 days. A week has seven days. A has 24 hours. An hour has 60 minutes. A minute has 60 .

Bei dieser Art von Aufgabe musst du nur ein Wort in das Kästchen schreiben.

BEISPIEL 5:

What is the correct word?

There are 5 different time periods and 6 words describing time.

Match each time period with the correct word.

There is **one** word that you will **not** need.

Time Periods		Words
1 365 days	C a year	A a month
2 7 days		B a day
3 24 hours	B a day	C a year
4 60 minutes	D an hour	D an hour
5 60 seconds	F a minute	E a week
	F a minute	F a minute

Bei dieser Art von Aufgabe bleibt zum Schluss rechts ein Kästchen übrig.

BEISPIEL 6:

Complete the text. Move the boxes into the correct gaps. There is **one** box that you do **not** need.

A century has 100 years. A [] has 365 days. A [] has seven days. A [] has 24 hours. An hour has 60 minutes. A minute has []

week year minutes day years seconds

Bei dieser Art von Aufgabe bleibt zum Schluss ein Kästchen übrig.

Um die IKM zu beginnen, klicke rechts oben auf „Starten“.

Viel Erfolg! :)

Hinweis:

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1. Aufgabe: Freetime Activities

Competence Area	Listening for specific information / detail(s)
Skill	1.3 Listening for specific information, including recall of important details; Understanding directions and instructions
Referenzwert Standardüberprüfung	52 %
Schwierigkeit	mittel

Click on the play button. Listen to the five dialogues and match the pictures 1–6 with the dialogue numbers 1–5. There is **one** picture you will **not** need.

- A So you're back.
B Yeah.
- A How was it?
B Exhausting. Going up that mountain was harder than I thought. But I could relax during the downhill ride.
- A Hi Dave.
B Hi Michelle.
A That's a great machine. How fast does it go?
B Faster than the police allow. I got a ticket for speeding on my way here ...
- A 543202
B Hi Brenda. It's me, Marc. I was wondering – would you like to go to the movies with me tonight? Pirates of the Caribbean.
A Sure. Great idea.
B I'll pick you up at 6. That okay?
A Fine. See you at 6 then.
- A What a beautiful day. At last.
B I thought it'd never stop raining.
A The kids are enjoying it. They love the playground.
B They do. Pamela will play on this slide for hours.
- A Hi John. Nice to see you again. How was your hike then?
B Fantastic. We were lucky with the weather. The only problem was putting up the tent – and carrying the backpack ...

Dialogues

1 Dialogue 1	3 
2 Dialogue 2	5 
3 Dialogue 3	1 
4 Dialogue 4	2 
5 Dialogue 5	4 

2. Aufgabe: Interview

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	48 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Miller: How do you do? Please take a seat, Mr. Smith. ... It's quite wet out there, isn't it?

Smith: Yes, luckily, you have a nice underground parking lot that helped me avoid the worst of it. I must say this is a wonderful building.

Miller: Thank you, yes, we like working here... Now, let's see. I can see from your email that you've come to be interviewed for the position of Information Security Officer.

Smith: Yes, George Watson told me to apply, and I think I'd be ideal for the position.

The conversation is between ...

- a driver and a car park attendant.
- an interviewer and an interviewee.
- a thief and a security guard.

3. Aufgabe: Toast

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	69 %
Schwierigkeit	leicht

Click on the play button. Listen to the text and complete the sentence.

Say cheese! – Here is a mouth-watering snack you can make in five minutes. Take two slices of white bread. Butter them on one side. Now put on some slices of ham and your favourite cheese. Put them under a hot grill and cook for three minutes. Serve with ketchup and some lettuce. - Quick and tasty!

This recipe is for ...

a ham and cheese toast.

a cheeseburger.

a cheese sandwich.

4. Aufgabe: Visiting Hours

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	72 %
Schwierigkeit	leicht

Click on the play button. Listen to the text and answer the question.

A: I'm afraid visiting hours are over, madam.

B: My husband's in room 4A.

A: Sorry, you'll have to come back in the morning. Visiting hours are from 9 to 11 in the morning and from 3 to 6 in the evening.

B: And leave him all alone overnight?

A: I'm afraid that's the policy, madam. Don't worry, we'll look after him. What he really needs is his rest.

Where is this conversation taking place?

At a police station.

In a hotel.

In a hospital.

5. Aufgabe: News

Competence Area	Listening for gist / main idea
Skill	1.2 Listening for main idea(s) or important information and distinguishing that from supporting details or examples
Referenzwert Standardüberprüfung	35 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Some of the world's brightest geography students have gathered in Warsaw for the National Geographic World Championship. These whiz kids have just done their first written test. The three teams with the highest scores will meet each other on Tuesday for the championship finals at the Palace of Fine Arts, where they will take part in a game show hosted by Alex Sibek from the popular television quiz show "Jingo".

The speaker is talking about ...

a competition.

a TV programme.

a sports event.

6. Aufgabe: Action Films

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	63 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and answer the question.

I don't care much for those action movies which are so popular with lots of people. Some star professional wrestlers, with lots of car chases and bombs or are based on video games and have something like a hundred people killed with some sort of techno music playing in the background. It's always the same story. To me, watching them feels like such a waste of time.

How does the speaker feel about action films?

- She feels bored by them.
- She is upset by the violence.
- She is interested in the music.

7. Aufgabe: Flowers

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	49 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Woman: Ooh look at those flowers! Aren't they beautiful!

Man: Oh wow!... Gosh... you know, I walk past here every day of the week, and I've never noticed them till now. Aren't they lovely?

Woman: Really? Hmm... sounds like you've been working a lot lately. You should really take a bit of time off... you know, relax a little and enjoy the sunshine!

Man: If only I had the time... -

The man has only just seen the flowers because he is ...

lazy.

relaxed.

busy.

8. Aufgabe: Global Warming

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	43 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Well, of course climate change is an important issue. You see, we are only about one metre above sea level. Because of global warming, the ice caps are melting and due to the rise in sea levels we may go under the sea very soon. This means we may have to leave and live somewhere else. See? We're not the people who are causing the climate change, but we're the ones who are suffering. It's not fair at all!

The young man is ...

scared.

angry.

excited.

9. Aufgabe: Harry Potter

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	64 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Girl: Hey Jake, do you fancy going to the cinema tonight? That new Harry Potter film is out - you know, the one about the Deathly Hallows.

Boy: Ah ... I wouldn't bother if I were you. I saw it a couple of days ago - it was a bit disappointing actually ... some of the scenes were pretty good, but the book was miles better - far more exciting.

Girl: Really? That's a shame! The last one was brilliant!

The boy thinks the new Harry Potter film is ...

much better than the last one.

not as good as he expected.

a lot longer than the book.

10. Aufgabe: Mobile Phones

Competence Area	Inferring meaning from text and context
Skill	2.1 Making inferences and deductions based on information in the text – this can include deducting meaning of unfamiliar lexical items from context
Referenzwert Standardüberprüfung	50 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and answer the question.

There are many benefits to having a mobile phone at an early age. Kids can have phones that can only call a few people like their parents and the police and that's it. So as a parent you feel better if your child is going to school with their phone. But then I do often hear stories about big telephone bills because kids are texting and e-mailing and calling their friends.

What does the speaker think about mobile phones for young children?

- Kids should be able to make emergency calls.
- Mobile phones shouldn't be allowed in schools.
- Parents shouldn't buy young kids mobile phones.

11. Aufgabe: Summer

Competence Area	Inferring meaning from text and context
Skill	2.1 Making inferences and deductions based on information in the text – this can include deducting meaning of unfamiliar lexical items from context
Referenzwert Standardüberprüfung	53 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

What should teens do in the summer? Well, it's a good time to find something you like, something that means something to you. For me it's music, I spend a lot of time with my band. Summer's a good time for experimenting with things; just try different things, see if there's things you really enjoy. It might give you more drive for school, you know, make you feel more enthusiastic.

You should use your holidays to ...

learn to play an instrument.

prepare for school.

discover new interests.

12. Aufgabe: Second-Hand Clothes

Competence Area	Inferring meaning from text and context
Skill	2.1 Making inferences and deductions based on information in the text – this can include deducting meaning of unfamiliar lexical items from context
Referenzwert Standardüberprüfung	53 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Okay, so I'm 14 and my Mum still buys me clothes. Also, she buys them at second-hand shops. Don't get me wrong, some of them actually don't look too bad, but most of them I don't like. It gets embarrassing at school because when my friends ask me where I got my shirt or jeans, I say, "Ummm, I actually don't know because my Mum bought them for me." And then they give me strange looks.

The boy's friends think he is strange because ...

- he wears unusual clothes.

- he doesn't buy his own clothes.

- he likes second-hand clothes.

13. Aufgabe: Football

Competence Area	Inferring meaning from text and context
Skill	2.1 Making inferences and deductions based on information in the text – this can include deducting meaning of unfamiliar lexical items from context
Referenzwert Standardüberprüfung	46 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and answer the question.

So, yeah, we are the United Kingdom but we're still very much four independent countries - England, Wales, Scotland and Northern Ireland. Each country is very proud of their own national teams for football and rugby and things like that. In the case of the Olympics, the Olympics committee didn't want four separate teams. They wanted only one representative of the United Kingdom, so they basically made the rule that the UK could only send one team.

Why isn't there a Scottish football team at the Olympics?

- Because Scotland isn't in the United Kingdom.
- Because the United Kingdom has made it a rule.
- Because of the Olympic Committee's decision.

14. Aufgabe: Prediction 1

Competence Area	Prediction
Skill	2.5 Deducing the last word of a sentence
Referenzwert Standardüberprüfung	75 %
Schwierigkeit	leicht

*Example: Sometimes we get it right, sometimes we get it **wrong**.*

Click on the play button.

In Britain, most families have three meals a day: breakfast, lunch and _____.

Write down what the next word should be.

Bewertungshinweise	Richtige Antworten: dinner, supper, tea Auch Rechtschreibfehler sind als richtig zu werten.
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15. Aufgabe: Prediction 2

Competence Area	Prediction
Skill	2.5 Deducing the last word of a sentence
Referenzwert Standardüberprüfung	20 %
Schwierigkeit	schwierig

Click on the play button.

Our listening skills are amazing. Even in a foreign language we can often predict the next word that someone is going to ____.

Write down what the next word should be.

Bewertungshinweise	Richtige Antworten: say, tell, choose, provide, produce, express, utter Auch Rechtschreibfehler sind als richtig zu werten.
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16. Aufgabe: Prediction 3

Competence Area	Prediction
Skill	2.5 Deducing the last word of a sentence
Referenzwert Standardüberprüfung	53 %
Schwierigkeit	mittel

Click on the play button.

A: Orange juice, please.
B: There you go, madam.
A: Thank you.
B: You're ____.

Write down what the next word should be.

welcome

Bewertungshinweise	Richtige Antwort: welcome Auch Rechtschreibfehler sind als richtig zu werten.
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17. Aufgabe: Prediction 4

Competence Area	Prediction
Skill	2.5 Deducing the last word of a sentence
Referenzwert (Standardüberprüfung)	71 %
Schwierigkeit	leicht

Click on the play button.

You're looking really tired and it's a school day tomorrow. It's time to go to _____.

Write down what the next word should be.

Bewertungshinweise	Richtige Antworten: bed, sleep Auch Rechtschreibfehler sind als richtig zu werten.
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18. Aufgabe: Camden Paper

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	33 %
Schwierigkeit	schwierig

Click on the play button. Listen to the text and complete the sentence.

Quality products – hand made since 1950.
At Camden Paper this is what we are proud of.
For us, beautiful printing is not a business.
It is a matter of personal pride and responsibility.
Each piece of paper is a piece of art
to be used for a personal message that travels.
We believe simple is beautiful and quality matters.
We believe love is in the details.
Camden Paper, Chicago

The woman wants to ...

- advertise a company.

- present a new product.

- describe how paper is made.

19. Aufgabe: Healthy Lifestyle

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	48 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Hi, I'm Michael Lane. I work with food for a living, so I know a thing or two about a healthy lifestyle. But you don't need to be a chef like me to live right. By working out regularly and having your five servings of fruit and veggies every day you can build a strong and healthy body, and protect yourself against disease. By making just a few simple changes you can stay in shape and enjoy it! So let's do it for a healthier future.

The speaker is a ...

fitness trainer.

cook.

doctor.

20. Aufgabe: Teachers

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	53 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

My name is Lara and I have four children. All of my children are currently in school. They each have a different teacher and I have to say that every year when I go to the parent-teacher meeting I'm just amazed. It's so difficult what these teachers have to do, handling so many children and dealing with so many issues and preparing so many papers and all that homework for everybody. I think it's really, really difficult.

The woman thinks that teachers ...

- have difficulties with children.
- have such a hard job.
- make homework too difficult.

21. Aufgabe: Skyline Hotel

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	61 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Receptionist: Who's the booking for, please, madam?

Mrs Ballam: Mr and Mrs Ballam, that's B-A-L-L-A-M.

Receptionist: Okay, let me make sure I got that: Mr and Mrs Ballam. Double with bath for March the 23rd, 24th and 25th. Is that correct?

Mrs Ballam: Yes, it is. Thank you. Is that with lunch and dinner?

Receptionist: It's all inclusive, madam. Your confirmation number is 7576385. That's 7576385. We look forward to seeing you here on the 23rd of March. Thank you for choosing Skyline Hotel and have a nice day.

Mrs Ballam: Thank you. Goodbye.

Mrs Ballam is talking to ...

a receptionist.

a travel agent.

a hotel chef.

22. Aufgabe: Voicemail Message

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	55 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and answer the question.

Hello, this is Nina. I'm sorry but I'll be late home for dinner tonight. My language school has changed the day of the city tour. It's tonight, not tomorrow as planned. I'm not sure what time it will finish but they say it will be around 8. I hope this is ok and not too much trouble. Thank you.

Why is the girl phoning her host family?

- She does not want to have dinner with them tonight.

- She wants to have her dinner after 8 o'clock.

- She wants to tell them what she would like for dinner.

23. Aufgabe: Mr Miller

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	59 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Sandra: Hello Brian.

Brian: Hi Sandra, listen, I'm glad I've met you, 'cause I really need to talk to you about the new English teacher, Mr Miller, who is meant to teach the final year students.

Sandra: Oh, yes. What about him? What's he like?

Brian: Well, I don't like having to say this and trust me it's nothing personal against him but I just don't think he's up to the job. To be honest, from the way he talks, I don't think he knows the language himself and as you well know from experience ...

The two people are talking about Mr Miller's ...

office.

character.

work.

24. Aufgabe: Apologizing

Competence Area	Listening for gist / main idea
Skill	1.2 Listening for main idea(s) or important information and distinguishing that from supporting details or examples
Referenzwert Standardüberprüfung	65 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

Mr. Smith, I'm so sorry. I set my alarm clock last night for eight o'clock this morning but when I woke up it was after nine and I think my alarm clock didn't work and when I finally realised, I tried to rush to get dressed and have breakfast, but it took me such a long time to get out of the door. I really am sorry.

The student is explaining why ...

- she is late.

- she had no breakfast.

- her alarm clock didn't work.

25. Aufgabe: Five Sisters

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	63 %
Schwierigkeit	mittel

Click on the play button. Listen to the text and complete the sentence.

I'm the eldest of five girls and we each have our own talent. My sister Daisy plays the piano beautifully. Two other sisters, Jenny and Rose, are concert violinists. Fiona is a very good artist and she designs and makes her own clothes. And me? - I'm the chef of the family. My speciality is Italian food and when I cook dinner I'm the most popular sister of all.

All the sisters in the family ...

- play an instrument well.
-
- have a special ability.
-
- are good at cooking.

26. Aufgabe: White Christmas

Competence Area	Identifying gist / formality / setting
Skill	1.2 Identifying text topic
Referenzwert Standardüberprüfung	43 %
Schwierigkeit	mittel

Read this text.

We are nearly ready for Christmas. We have had a lot of snow – so this is the second year we'll have a white Christmas. A real novelty for here! Very strange!

This person lives in an area where they usually have...

- no snow at Christmas.
- some snow at Christmas.
- snow every second Christmas.

27. Aufgabe: Top Class

Competence Area	Identifying gist / formality / setting
Skill	1.1 Identifying text type
Referenzwert Standardüberprüfung	53 %
Schwierigkeit	mittel

Read this text.

Top Class

In this exciting episode, primary school teacher Scott tries for top marks, while actress Sarah learns that nothing is simple in Top Class. Today on WST, 19:00–20:00.

This text is from ...

- a theatre programme.
- a TV programme list.
- a school website.

28. Aufgabe: Library Advertisement

Competence Area	Identifying gist / formality / setting
Skill	1.3 Identifying text purpose
Referenzwert Standardüberprüfung	44 %
Schwierigkeit	mittel

Read this text.

The Library, Guildhall Road, Norwich

This 18th century former library, with 9 metre-high glass ceiling, art gallery and outside dining, offers something for everyone. Food is cooked using fresh, local ingredients.

Opening times: Mon–Sun 11am–11pm

This is an advertisement for ...

- a library.
-
- an art exhibition.
-
- a restaurant.

29. Aufgabe: A Note from Emily

Competence Area	Identifying gist / formality / setting
Skill	1.3 Identifying text purpose
Referenzwert Standardüberprüfung	64 %
Schwierigkeit	mittel

Read this text.

A mess-up, it's changed! Concert now at Costessey Park. Need to get new tickets from concert office.
Problem I'm busy. Can you get them? Meet you in the Fat Cat at 6 .

Emily

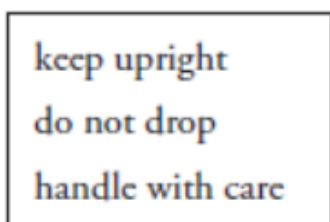
Why did Emily write this message?

- Because the time the concert begins has changed to 6.
- Because the concert will not be in the same place.
- Because Emily cannot go to the concert tonight.

30. Aufgabe: Sticker

Competence Area	Identifying gist / formality / setting
Skill	1.1 Identifying text type
Referenzwert Standardüberprüfung	57 %
Schwierigkeit	mittel

Read this text.



Where could you find a sticker like this?

- On a parcel.
-
- On a mobile phone.
-
- On a restaurant table.

31. Aufgabe: A Bird in your Ear

Competence Area	Reading for pre-specified information
Skill	2.1 Finding specific details (e.g. names, figures, dates, any other surface level information)
Referenzwert Standardüberprüfung	37 %
Schwierigkeit	mittel

Look at these statements. Then read the text and decide if each statement is true or false.

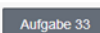
"A Bird In Your Ear" at the Palace Theatre on Thursday afternoon (Nov 4) was a beautiful and fun piece of theatre. It kept an audience of two-to-ten-year-olds completely hypnotised. All the children were invited to take part, from the youngest to the oldest. Chip, the storyteller, asked the audience to help with story ideas and to go on the stage, which of course the children loved. Everything about the show was simple and uncomplicated, even the set, staging and costumes. It was a one-man show and this added to the simplicity. Everyone enjoyed the show. It was a really lovely way for my daughter and myself to spend an hour of our day together.

	True	False
"A Bird in Your Ear" was a weekend performance.	<input type="radio"/>	<input checked="" type="radio"/>
The show was for teenagers.	<input type="radio"/>	<input checked="" type="radio"/>
Not everyone could understand the play.	<input type="radio"/>	<input checked="" type="radio"/>
There was only one actor in the play.	<input checked="" type="radio"/>	<input type="radio"/>
The play lasted an hour.	<input checked="" type="radio"/>	<input type="radio"/>

32. Aufgabe: Pupils' Interview 1

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.7 Creating meaning: creating relationships among ideas in a text (reference, substitution, repetition, ellipsis, adjectival forms, preposition, negation, etc.)
Referenzwert Standardüberprüfung	64 %
Schwierigkeit	mittel

Read the text. Fill in the gap with one word. You must use a word which is somewhere in the rest of the text.

To activate the next gap (XXXXXX), click 

Task 1

School Kids Choose Future Teachers

Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of XXXXXX. The head teacher, Mr Morrow, thinks that the pupils' XXXXXX are very important. He said: "Teachers should not think it is easy to impress a XXXXXX of students. More schools should ask pupils for their opinions before they give XXXXXX to new teachers."

Bewertungshinweise	Richtige Antwort: teacher Auch Rechtschreib- und Grammatikfehler sind als richtig zu werten.
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33. Aufgabe: Pupils' Interview 2

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.7 Creating meaning: creating relationships among ideas in a text (reference, substitution, repetition, ellipsis, adjectival forms, preposition, negation, etc.)
Referenzwert Standardüberprüfung	61 %
Schwierigkeit	mittel

Read the text. Fill in the gap with **one** word. You must use a word which is somewhere in the rest of the text.

To activate the next gap (XXXXXX), click

 Aufgabe 34

Task 2

School Kids Choose Future Teachers

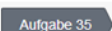
Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of . The head teacher, Mr Morrow, thinks that the pupils' XXXXXX are very important. He said: "Teachers should not think it is easy to impress a XXXXXX of students. More schools should ask pupils for their opinions before they give XXXXXX to new teachers."

Bewertungshinweise	Richtige Antworten: pupils, students, kids, children Auch Rechtschreib- und Grammatikfehler sind als richtig zu werten.
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34. Aufgabe: Pupils' Interview 3

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.7 Creating meaning: creating relationships among ideas in a text (reference, substitution, repetition, ellipsis, adjectival forms, preposition, negation, etc.)
Referenzwert Standardüberprüfung	28 %
Schwierigkeit	schwierig

Read the text. Fill in the gap with **one** word. You must use a word which is somewhere in the rest of the text.

To activate the next gap (XXXXXX), click 

Task 3

School Kids Choose Future Teachers

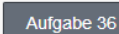
Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of pupils. The head teacher, Mr Morrow, thinks that the pupils' are very important. He said: "Teachers should not think it is easy to impress a XXXXXX of students. More schools should ask pupils for their opinions before they give XXXXXX to new teachers."

Bewertungshinweise	Richtige Antworten: thoughts, opinions, viewpoint, ideas, view, position Auch Rechtschreib- und Grammatikfehler sind als richtig zu werten.
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35. Aufgabe: Pupils' Interview 4

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.7 Creating meaning: creating relationships among ideas in a text (reference, substitution, repetition, ellipsis, adjectival forms, preposition, negation, etc.)
Referenzwert Standardüberprüfung	37 %
Schwierigkeit	mittel

Read the text. Fill in the gap with **one** word. You must use a word which is somewhere in the rest of the text.

To activate the next gap (XXXXXX), click 

Task 4

School Kids Choose Future Teachers

Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of pupils. The head teacher, Mr Morrow, thinks that the pupils' thoughts are very important. He said: "Teachers should not think it is easy to impress a of students. More schools should ask pupils for their opinions before they give XXXXXX to new teachers."

Bewertungshinweise	Richtige Antworten: group, team, class Auch Rechtschreib- und Grammatikfehler sind als richtig zu werten.
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36. Aufgabe: Pupils' Interview 5

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.7 Creating meaning: creating relationships among ideas in a text (reference, substitution, repetition, ellipsis, adjectival forms, preposition, negation, etc.)
Referenzwert Standardüberprüfung	29 %
Schwierigkeit	schwierig

Read the text. Fill in the gap with **one** word. You must use a word which is somewhere in the rest of the text.

Task 5

School Kids Choose Future Teachers

Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of pupils. The head teacher, Mr Morrow, thinks that the pupils' thoughts are very important. He said: "Teachers should not think it is easy to impress a group of students. More schools should ask pupils for their opinions before they give to new teachers."

Bewertungshinweise	Richtige Antworten: jobs, lessons, positions, vacancies, openings, classes Auch Rechtschreib- und Grammatikfehler sind als richtig zu werten.
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37. Aufgabe: Money

Competence Area	Reading for detailed comprehension, including attitude, opinion and writer purpose
Skill	3.5 Making propositional inferences (deducing information that is not explicitly stated from information that is explicitly stated)
Referenzwert Standardüberprüfung	24 %
Schwierigkeit	schwierig

Match the comments 1-6 with the questions 1-5. There is **one** comment you will **not** need.

Which teenager ...

1 has to deal with customers face to face?	1 Charlotte, 15: My twin sister and I work as waitresses at our local cafe in the holidays. We don't earn much per hour, but the tips can really make a difference, so it always helps to smile!
2 has lots of brothers and sisters?	5 Alena, 14: I'm the eldest of seven children, so there's always lots to do at home. I earn my pocket money by helping around the house. I don't mind doing most jobs, but I hate washing up!
3 starts work early in the morning?	2 Nicky, 13: I've been doing a weekly newspaper-round since I was 12. I'm not keen on getting up when it's still dark, but when the boss of the newsagent's hands me my 10 pounds, it seems worth it.
4 is given money by relatives?	4 Ben, 13: I'm an only child, but my mum's got nine brothers and sisters, so I've got loads of aunts and uncles. Visiting them is great – I always come back home a few pounds richer!
5 works for the family business?	3 Jack, 15: My dad has a small advertising company, and I often help him push flyers through people's doors. It's not the most exciting job in the world, but it gives me a bit of independence.

38. Aufgabe: Pirate Henry Morgan

Competence Area	Making meaning: coherence and cohesion; Understanding text structure
Skill	3.3 Understanding the logical organisation of the text, e.g. understanding relationships among ideas in a text (problem – solution, cause – effect, temporal sequence, etc.)
Referenzwert Standardüberprüfung	17 %
Schwierigkeit	schwierig

Complete the text. Move the green boxes into the correct gaps. There is **one** box that you do **not** need.

Henry Morgan was a famous and very successful pirate. Although very little is known about Morgan's early life, historians think he was born round 1635. In 1650 Morgan went to Jamaica, where his uncle worked.

He married his uncle's daughter and began a career at sea. In 1667 Morgan sailed to Panama, where he attacked the town of Portobelo. He and his crew only agreed to leave after the people offered them a large sum of money. Then they sailed to Port Royal, Jamaica, where they celebrated their success.

Morgan had become a famous man, and many people wanted to follow him on his next expedition. On January 18, 1671, Morgan attacked 1,500 Spanish soldiers in Panama. They left Panama with over 100,000 pounds of stolen treasure. Although the inhabitants gave him everything they had, he burned Panama to the ground. Finally Morgan became the governor of Jamaica for nine years until he died in 1688, possibly of tuberculosis.

A lot of his men died at sea on this day

Although very little is known about Morgan's early life

Finally Morgan became the governor of Jamaica for nine years

He and his crew only agreed to leave

Morgan had become a famous man

He married his uncle's daughter

39. Aufgabe: Solo Sailing Teen 1

Competence Area	Reading for pre-specified information
Skill	2.1 Finding specific details (e.g. names, figures, dates, any other surface level information)
Referenzwert Standardüberprüfung	23 %
Schwierigkeit	schwierig

Look at these statements. Then read the text and decide if each statement is true or false.

Solo Sailing Teen

Jennifer Hanson, a 16 year-old New Zealand sailor, left Auckland Harbor on Saturday morning in her 36 foot green sailing boat. Crowds lined the dock to say good bye to the cheerful teen. There was strong wind and the water was rough, but Jennifer wouldn't let a little thing like that stop her from achieving her goal. She is determined to become the youngest person ever to sail non-stop around the globe, alone, and without anyone assisting her.

The 23,000-mile voyage is expected to take almost nine months. She will be navigating through some of the most challenging waters in the world. Jennifer's parents have been strongly criticized by other parents for letting their daughter go off on such a potentially dangerous journey, but they aren't anxious at all. They know she is an experienced and dedicated sailor who has spent years studying navigational and technical equipment and safety procedures at sea.

Jennifer is planning on keeping in touch with her family, friends, and fans via e-mail and her blog. Jennifer's mother, Claire Hanson, said in her first blog last night, "I know everybody is curious to hear from Jenny, but it's been a BUSY first day, so she asked me to let everyone know that the departure went well this morning."

Put a cross to show if each statement is true or false.

	True	False
The weather was perfect when Jennifer started her trip.	<input type="radio"/>	<input checked="" type="radio"/>
Jennifer is probably going to be away from home for less than a year.	<input checked="" type="radio"/>	<input type="radio"/>
Jennifer's mum and dad think that Jennifer is well-prepared for the trip.	<input checked="" type="radio"/>	<input type="radio"/>
Jennifer wrote a message to everybody on the day she left Auckland.	<input type="radio"/>	<input checked="" type="radio"/>
There were some problems when Jennifer left.	<input type="radio"/>	<input checked="" type="radio"/>

40. Aufgabe: Solo Sailing Teen 2

Competence Area	Reading for detailed comprehension, including attitude, opinion and writer purpose
Skill	3.6 Understanding the writer's intention/attitude on a particular point or topic
Referenzwert Standardüberprüfung	74 %
Schwierigkeit	leicht

Read this text.

Solo Sailing Teen

Jennifer Hanson, a 16 year-old New Zealand sailor, left Auckland Harbor on Saturday morning in her 36 foot green sailing boat. Crowds lined the dock to say good bye to the cheerful teen. There was strong wind and the water was rough, but Jennifer wouldn't let a little thing like that stop her from achieving her goal. She is determined to become the youngest person ever to sail non-stop around the globe, alone, and without anyone assisting her.

The 23,000-mile voyage is expected to take almost nine months. She will be navigating through some of the most challenging waters in the world. Jennifer's parents have been strongly criticized by other parents for letting their daughter go off on such a potentially dangerous journey, but they aren't anxious at all. They know she is an experienced and dedicated sailor who has spent years studying navigational and technical equipment and safety procedures at sea.

Jennifer is planning on keeping in touch with her family, friends, and fans via e-mail and her blog. Jennifer's mother, Claire Hanson, said in her first blog last night, "I know everybody is curious to hear from Jenny, but it's been a BUSY first day, so she asked me to let everyone know that the departure went well this morning."

How does the author of the text see Jennifer?

- Jennifer loves getting attention.
- Jennifer knows what she wants.
- Jennifer gets scared easily.

41. Aufgabe: Solo Sailing Teen 3

Competence Area	Reading for detailed comprehension, including attitude, opinion and writer purpose
Skill	3.1 Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details
Referenzwert Standardüberprüfung	46 %
Schwierigkeit	mittel

Read this text.

Solo Sailing Teen

Jennifer Hanson, a 16 year-old New Zealand sailor, left Auckland Harbor on Saturday morning in her 36 foot green sailing boat. Crowds lined the dock to say good bye to the cheerful teen. There was strong wind and the water was rough, but Jennifer wouldn't let a little thing like that stop her from achieving her goal. She is determined to become the youngest person ever to sail non-stop around the globe, alone, and without anyone assisting her.

The 23,000-mile voyage is expected to take almost nine months. She will be navigating through some of the most challenging waters in the world. Jennifer's parents have been strongly criticized by other parents for letting their daughter go off on such a potentially dangerous journey, but they aren't anxious at all. They know she is an experienced and dedicated sailor who has spent years studying navigational and technical equipment and safety procedures at sea.

Jennifer is planning on keeping in touch with her family, friends, and fans via e-mail and her blog. Jennifer's mother, Claire Hanson, said in her first blog last night, "I know everybody is curious to hear from Jenny, but it's been a BUSY first day, so she asked me to let everyone know that the departure went well this morning."

What is special about Jennifer's trip?

- Jennifer is sailing without a team for the first time.
- Jennifer is the first girl to try to sail around the world.
- Jennifer will be on her own on the boat all the time.

42. Aufgabe: Solo Sailing Teen 4

Competence Area	Reading for detailed comprehension, including attitude, opinion and writer purpose
Skill	3.1 Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details
Referenzwert Standardüberprüfung	82 %
Schwierigkeit	leicht

Read this text.

Solo Sailing Teen

Jennifer Hanson, a 16 year-old New Zealand sailor, left Auckland Harbor on Saturday morning in her 36 foot green sailing boat. Crowds lined the dock to say good bye to the cheerful teen. There was strong wind and the water was rough, but Jennifer wouldn't let a little thing like that stop her from achieving her goal. She is determined to become the youngest person ever to sail non-stop around the globe, alone, and without anyone assisting her.

The 23,000-mile voyage is expected to take almost nine months. She will be navigating through some of the most challenging waters in the world. Jennifer's parents have been strongly criticized by other parents for letting their daughter go off on such a potentially dangerous journey, but they aren't anxious at all. They know she is an experienced and dedicated sailor who has spent years studying navigational and technical equipment and safety procedures at sea.

Jennifer is planning on keeping in touch with her family, friends, and fans via e-mail and her blog. Jennifer's mother, Claire Hanson, said in her first blog last night, "I know everybody is curious to hear from Jenny, but it's been a BUSY first day, so she asked me to let everyone know that the departure went well this morning."

What do some people think about Jennifer's trip?

- It is nothing special.
- It is risky.
- It is fun.

43. Aufgabe: Solo Sailing Teen 5

Competence Area	Reading for detailed comprehension, including attitude, opinion and writer purpose
Skill	3.1 Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details
Referenzwert Standardüberprüfung	56 %
Schwierigkeit	mittel

Read this text.

Solo Sailing Teen

Jennifer Hanson, a 16 year-old New Zealand sailor, left Auckland Harbor on Saturday morning in her 36 foot green sailing boat. Crowds lined the dock to say good bye to the cheerful teen. There was strong wind and the water was rough, but Jennifer wouldn't let a little thing like that stop her from achieving her goal. She is determined to become the youngest person ever to sail non-stop around the globe, alone, and without anyone assisting her.

The 23,000-mile voyage is expected to take almost nine months. She will be navigating through some of the most challenging waters in the world. Jennifer's parents have been strongly criticized by other parents for letting their daughter go off on such a potentially dangerous journey, but they aren't anxious at all. They know she is an experienced and dedicated sailor who has spent years studying navigational and technical equipment and safety procedures at sea.

Jennifer is planning on keeping in touch with her family, friends, and fans via e-mail and her blog. Jennifer's mother, Claire Hanson, said in her first blog last night, "I know everybody is curious to hear from Jenny, but it's been a BUSY first day, so she asked me to let everyone know that the departure went well this morning."

What does the text tell us about Jennifer's mother?

- She accepts what Jennifer is doing.
- She worries about what Jennifer is doing.
- She cares little about what Jennifer is doing.