

IKM – Englisch, Beginn 9. SSt., Form B

für nichtmaturaführende Schulen

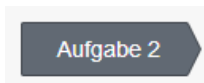
Überblick Aufgabenpaket
mit Ansichtsexemplar und Detailinformationen

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:

Das IQS ermittelt die Rechteinhaber/innen des verwendeten Materials, um die Rechte einzuholen und die Quellen entsprechend auszuweisen.

Hinweise auf fehlende Quellen und Urheber/innen werden vom IQS jederzeit entgegengenommen, um Rechte entsprechend klären zu können.

1. Aufgabe: Story

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	81 %
Schwierigkeit	leicht

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

Story 1: The player sat down in front of his computer and looked at the wooden board in front of him. He was a young man who had spent all of his life playing that game and had become a much admired champion. But today he was going to play against another champion: his computer. He knew it would be hard but he was determined to beat his new opponent just like all the others who had played against him before.

Story 2: I have a cousin who is afraid of mice. This is quite common; believe it or not, there are lots of people who are scared of mice. I must admit that I don't really like mice much myself. I don't mind them if I see them outside, in the garden, and I'm quite brave as long as they don't get anywhere near me. But when I see one getting close to me, I just panic.

Story 3: People often said that Ted was the most boring man in the world and they thought that he should get a life. Ted didn't understand this. He felt that he was quite interesting. After all, he collected stamps. It was true that he didn't have any other hobbies or interests, but was there anything more fascinating in the world than stamps?

Story 4: Barney looked out of his window and saw his new neighbours arrive. There they were, unpacking their car and depositing their suitcases on the pavement. Barney immediately knew that life was going to get difficult. One look had been enough for him to know that they were big and noisy, just like their car, and smelly and stupid as well.

Story 5: Every September for nine years we went to the same boring town on holiday. Every September for nine years my parents rented the same small cottage in the same small town near the same small forest, so every morning of every September for nine years I went on the same walks through the same forests and across the same meadows. But this year I just couldn't stand it anymore. So I decided to make sure that this time would be different.

Stories

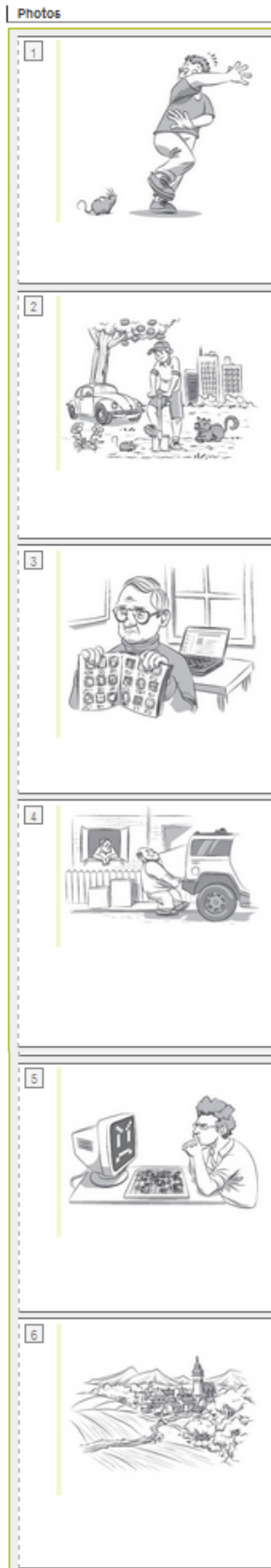
1 Story 1

2 Story 2

3 Story 3

4 Story 4

5 Story 5



Bewertungshinweise

Richtige Antwort: 1-E, 2-A, 3-C, 4-D, 5-F

2. Aufgabe: School of Beat

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	74 %
Schwierigkeit	leicht

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

These teenagers in a classroom in Oakland are not just jamming and dancing for fun. They are part of the School of Beat, an after-school music programme. School of Beat is a private company that operates in 80 schools throughout the United States. In these classes, kids learn to play the instrument of their choice and to cook up improvisation strategies, and they get vocal training, too. The strutting and the dancing ... they teach themselves.

The School of Beat offers ...

music classes.

dance classes.

cooking classes.

3. Aufgabe: Samantha

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	76 %
Schwierigkeit	leicht

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

I'm Samantha Elwood. I'm a sophomore at Bentley High School and I swim for the Colorado Stars. It's my club team and I go there year round for practices and a year ago I made my first national youth team in backstroke and we went to Vancouver, and then it kind of progressed from there and I made the World Cup team and we went to Germany – and I qualified for the World Championship team and now I'm competing in the 4-by-1 relay ...

The woman is talking about ...

- her career in swimming.
- places she has visited.
- her life at school.

4. Aufgabe: Adventure Travel

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	78 %
Schwierigkeit	leicht

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

Speaker 1: Back to the old 'to do' list again. Let's see ... Climb Mount Everest ... done that. Snorkeling with dolphins ... done that. Sky diving in Borneo? Yup ... that's checked off too. Hmmmm. What about discovering the highlands of Costa Rica? White-water rafting ... beautiful views ... ancient mysteries ... 'Hey, Jeff! How about this?'

Speaker 2: Why just travel when you can 'adventure travel'? Call us today to book your next extreme vacation.

This is an advertisement for ...

a diving shop.

a climbing club.

a travel agency.

5. 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.

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: Vegetarian

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	65 %
Schwierigkeit	mittel

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

Interviewer: Were your parents supportive of you becoming a vegetarian?

Emily: My mother was willing to support my vegetarianism as long as she felt I was getting the appropriate nutrients. She was always willing to buy the things I asked her to as I gradually expanded my diet. My father and brothers made fun of my fish-eating stage, complaining of the smell and comparing me to a seal. I don't think my parents thought I would stick with being a vegetarian for very long.

What did the woman's family think when she became a vegetarian?

- It was stupid.
-
- It was expensive.
-
- It was only a phase.

8. 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.

9. Aufgabe: Power Check 5

Competence Area	Identifying speaker attitude
Skill	2.2 Determining a speaker's attitude or intention towards a listener or topic
Referenzwert Standardüberprüfung	69 %
Schwierigkeit	leicht

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

Power Check 5 is a brand new sports game you can get at the App Store. For less than 5 pounds! That's nothing for a game like that. In fact, the game's got some highly positive reviews on numerous blogs - gaming blogs - and on the App store and I totally agree with them. It's highly addictive. Once you've started playing it you will keep on going for hours!

What does the man think of Power Check 5?

- It is great.
-
- It is too expensive.
-
- It could be better.

10. Aufgabe: Dikembe Mutombo

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	59 %
Schwierigkeit	mittel

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

I like a lot of athletes for the skills they demonstrate when they're on court, on the ice, on the field and so on, but I can't really say I hold any of them up as a role model. I do respect some athletes like Dikembe Mutombo, a famous basketball player, who used his profile and his money to do a lot of good work in his home country.

The man likes Dikembe Mutombo because ...

- he helped people where he came from.
- he had special sporting abilities.
- he had an extravagant lifestyle.

11. 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.

12. Aufgabe: Ice Age

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	70 %
Schwierigkeit	leicht

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

A: Have you noticed? Every winter it's getting colder.

B: No, it isn't, 'cos I had central heating put in.

A: I'm not talking about your house, I'm talking about the whole planet! It's getting colder 'cos the next ice age is coming.

B: Why's that then?

A: Well...basically it's because of the polar caps which for...many reasons are getting bigger.

B: What reasons exactly?

A: Well, many reasons... And eventually the whole world will be covered with ice.

B: What! Even Brighton?

The woman is worried about ...

climate change.

the heating in her house.

natural disasters.

13. Aufgabe: School Uniforms

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	81 %
Schwierigkeit	leicht

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

Children should wear uniforms ...You know ...They have to experience discipline and understand the real reason why they're at school. It's not a fashion parade. School is for learning and should be taken seriously.

What is the speaker's opinion?

- Looking fashionable is not important at school.
- Kids are not interested in fashion.
- School uniforms can be fashionable.

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: 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.

19. Aufgabe: Where Do You Live

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.

A: So where did you say you live?

B: In one of the blocks down the road on the left. We've just moved here from Nation Street. My parents wanted a bigger flat.

A: You mean 77 Green Street?

B: Yes. Why?

A: Well, I guess we're neighbours then. I live just across the road from you.

B: What's your room like?

A: It's huge. Come around and see for yourself.

The two girls live ...

in different streets.

opposite each other.

in the same building.

20. Aufgabe: Operating Theatre

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	80 %
Schwierigkeit	leicht

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

As part of your treatment, you may need to come to our operating theatre. When you come into the reception area you'll see everyone wearing strange green clothes – they're called "scrubs". You'll get changed and then the anaesthetist will give you something to make you feel sleepy. Don't worry – your parents can stay with you until you go in. But you'll be asleep by then.

The speaker is talking about ...

a hospital.

a hotel.

a cinema.

21. Aufgabe: Ticket

Competence Area	Relating utterances to social / situational contexts
Skill	2.3 Relating utterances to their social and situational contexts
Referenzwert Standardüberprüfung	88 %
Schwierigkeit	leicht

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

Oh no, I'm so sorry. I didn't know I was going so fast. I did see the speed limit but the speedometer on my moped is broken, so I sometimes think I am riding slower than I am. I really am sorry. I don't want to get a ticket. I promise I won't go as fast as that again.

The boy is talking to ...

a friend.

a policeman.

a mother.

22. Aufgabe: Hi Beth

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.

Hi Beth, it's Michael. Peter's just given back the book you wanted to borrow for your project. ... I don't need it at the moment, so I could bring it round to you this afternoon. Ahm... We could also watch that new DVD of mine if you like. Or I could give you the book at school tomorrow? Just give me a ring before three.

Michael called Beth because he ...

- won't be able to see her in the afternoon.
- has got the book that she needs.
- wants to give back a DVD he borrowed.

23. 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.

24. Aufgabe: Lanai the Albatross

Competence Area	Listening for gist / main idea
Skill	1.1 Listening for gist
Referenzwert Standardüberprüfung	67 %
Schwierigkeit	leicht

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

Meet Lanai - one of the few albatrosses in the world with a name. She's about 180 days old and she should be learning to fly. But Lanai has a problem. The flight feathers on one wing didn't grow properly. During their long lives albatrosses fly over three million miles. And only by flying can they find food. Without working wings Lanai would simply starve to death in the wild ...

The speaker tells us that ...

- Lanai the Albatross cannot fly.
- albatrosses cannot fly.
- the albatross is dying out.

25. Aufgabe: Electric Cars

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	77 %
Schwierigkeit	leicht

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

The German government want to give more money to companies building electric cars. They plan to increase the number of electric vehicles on German roads to a million by 2020. So far, Germany has been slower than other countries to introduce electric cars. One reason for this is that Germans like to drive fast and there are no speed limits on the motorway.

Germany wants to have ...

stricter speed limits.

more electric cars.

cheaper vehicles.

26. Aufgabe: Weekend

Competence Area	Identifying gist / formality / setting
Skill	1.3 Identifying text purpose
Referenzwert Standardüberprüfung	62 %
Schwierigkeit	mittel

Read this text.

Hi Belinda,

Sorry but I won't be around this weekend, but maybe we can try to meet next weekend. Hopefully it will be nice weather and we can go for a walk.

Olivia

Who has got time to meet this weekend?

- Olivia.
-
- Belinda.
-
- Olivia and Belinda.

27. Aufgabe: Baby Boy

Competence Area	Identifying gist / formality / setting
Skill	1.2 Identifying text topic
Referenzwert Standardüberprüfung	70 %
Schwierigkeit	leicht

Read this text.

David is a real little charmer. He's just started crawling and he's beginning to figure out that toys are fun. Chewing things is his favourite pastime. He's always happiest when his two big brothers are hanging out with him.

David is a...

- baby boy.
-
- school boy.
-
- young man.

28. Aufgabe: MegaPark

Competence Area	Identifying gist / formality / setting
Skill	1.1 Identifying text type
Referenzwert Standardüberprüfung	67 %
Schwierigkeit	leicht

Read this text.

Fun for all the family at MegaPark! With over 40 rides and attractions to choose from, MegaPark has become one of the UK's most popular theme parks. Close to the beach, too!

Where would you find this text?

- In an advertisement.
-
- On a postcard.
-
- In an invitation.

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: Email from Stella

Competence Area	Identifying gist / formality / setting
Skill	1.3 Identifying text purpose
Referenzwert Standardüberprüfung	62 %
Schwierigkeit	mittel

Read this text.

Hi Jenny,

I thought about buying concert tickets for Paul's birthday but they're quite expensive. If you haven't found anything yet, we could buy them together. Let me know what you think.

Stella

Stella is writing to Jenny because she wants to ...

- suggest a present for Paul.
- remind Jenny of Paul's birthday.
- go to a concert with Jenny and Paul.

31. Aufgabe: Hadrosaurus Fouki

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	38 %
Schwierigkeit	mittel

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

A man named William Foulke discovered the first nearly complete dinosaur skeleton. In 1858 Foulke heard of a find on a farm in Haddonfield, New Jersey. Unfortunately some of the bones had already been taken away by the workmen, so the head of the animal was missing. Foulke dug out the bones and sent them to US scientist Joseph Leidy, who named it Hadrosaurus fouki. Leidy thought that this dinosaur lived on the banks of a big river. After its death the sand of the river covered the animal and preserved the bones for millions of years. Today you can visit the "Haddonfield Hadrosaurus" in the Philadelphia Academy of Natural Sciences.

	True	False
A dinosaur skeleton was found in 1858.	<input checked="" type="radio"/>	<input type="radio"/>
William Foulke found a beautiful complete skeleton.	<input type="radio"/>	<input checked="" type="radio"/>
William Foulke named the find Hadrosaurus fouki.	<input type="radio"/>	<input checked="" type="radio"/>
Leidy thought the Hadrosaurus lived near water.	<input checked="" type="radio"/>	<input type="radio"/>
Now you can see the find in Philadelphia.	<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

Aufgabe 33

Task 1

School Kids Choose Future Teachers

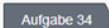
Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of XXXXXX. The head teacher, Mr Morrow, thinks 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 

Task 2

School Kids Choose Future Teachers

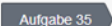
Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of . The head teacher, Mr Morrow, thinks 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

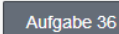
Pupils at a school in Oxford help their head teacher to choose which teachers get jobs there. Each teacher has to give a lesson to the pupils, who then tell the head what they really thought of it. Then the teacher has to have an interview with the head and a group of pupils. The head teacher, Mr Morrow, 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 gaps 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: Jobs for Kids

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	33 %
Schwierigkeit	schwierig

Read the text. Look at the phrases below and fill in the gaps with a letter A–F. Use each letter only once. One letter is left.

Jobs for Kids

In Britain, teenagers are allowed to do a little bit of work for their parents' business. So, a perfect job for kids is working on their family's farm. Another job is helping in the garden. If a teenager is strong enough, he or she can rake leaves, mow lawns and cut hedges. If they love animals, kids can also become pet-sitters. Families often cannot take their pets on holiday and need someone they can trust to look after them. The service can include bathing as well as feeding and walking the pet.

If a teenager is strong enough

The service can include bathing

Kids can easily make their customers happy

So, a perfect job for kids is

If they love animals

Families often cannot take their pets on holiday

39. Aufgabe: A Special Kid 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	27 %
Schwierigkeit	schwierig

Read this text.

A Special Kid

Are you tired? Did you struggle to get up this morning? Spare a thought for Louisa Ball. The 16-year-old has an illness that makes her sleep for up to two weeks at a time.

Louisa had a normal childhood until she was 14. One day she fell asleep in class. "I was hallucinating. After that I don't remember anything," says Louisa. "I slept for ten days. Then I woke up and was fine again."

At first, nobody knew what was wrong with Louisa, but eventually she was diagnosed with Kleine-Levin Syndrome, a rare illness in teenagers. Sufferers can sleep for up to three weeks, but can live completely normal lives between these "sleep episodes".

During a sleep period her parents wake her up every day to give her food and take her to the toilet. After she wakes up, Louisa can't remember anything.

"When I wake up, I don't know what I dreamed, my mind is blank. But I'm always hungry," she says.

Louisa has slept through exams and many of her friends' parties. Once she even missed a family holiday. Luckily, she has loyal friends who even visit her when she's asleep to check that she's OK.

"Sometimes I feel frustrated. I think 'why me?'" says Louisa. "I've always been a normal person. But I've got used to it now and I'm learning to live with it. I'm a special kid."

Look at these statements. Decide if each statement is true or false.

	True	False
1. Louisa has had Kleine-Levin Syndrome since she was a child.	<input type="radio"/>	<input checked="" type="radio"/>
2. Her doctors immediately knew what was wrong with Louisa.	<input type="radio"/>	<input checked="" type="radio"/>
3. When Louisa wakes up, she behaves like a normal teenager.	<input checked="" type="radio"/>	<input type="radio"/>
4. During a sleep period, Louisa does not need to eat.	<input type="radio"/>	<input checked="" type="radio"/>
5. Because of her illness, she has not been able to go to some of her friends' parties.	<input checked="" type="radio"/>	<input type="radio"/>

40. Aufgabe: A Special Kid 2

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	73 %
Schwierigkeit	leicht

Read this text.

A Special Kid

Are you tired? Did you struggle to get up this morning? Spare a thought for Louisa Ball. The 16-year-old has an illness that makes her sleep for up to two weeks at a time.

Louisa had a normal childhood until she was 14. One day she fell asleep in class. "I was hallucinating. After that I don't remember anything," says Louisa.

"I slept for ten days. Then I woke up and was fine again."

At first, nobody knew what was wrong with Louisa, but eventually she was diagnosed with Kleine-Levin Syndrome, a rare illness in teenagers. Sufferers can sleep for up to three weeks, but can live completely normal lives between these "sleep episodes".

During a sleep period her parents wake her up every day to give her food and take her to the toilet. After she wakes up, Louisa can't remember anything.

"When I wake up, I don't know what I dreamed, my mind is blank. But I'm always hungry," she says.

Louisa has slept through exams and many of her friends' parties. Once she even missed a family holiday. Luckily, she has loyal friends who even visit her when she's asleep to check that she's OK.

"Sometimes I feel frustrated. I think 'why me'?" says Louisa. "I've always been a normal person. But I've got used to it now and I'm learning to live with it. I'm a special kid."

What does the reader learn about Louisa from the text?

- She is proud of being such a special child.
- She is an aggressive and rude teenager.
- She has begun to accept her illness.

41. Aufgabe: A Special Kid 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	73 %
Schwierigkeit	leicht

Read this text.

A Special Kid

Are you tired? Did you struggle to get up this morning? Spare a thought for Louisa Ball. The 16-year-old has an illness that makes her sleep for up to two weeks at a time.

Louisa had a normal childhood until she was 14. One day she fell asleep in class. "I was hallucinating. After that I don't remember anything," says Louisa. "I slept for ten days. Then I woke up and was fine again."

At first, nobody knew what was wrong with Louisa, but eventually she was diagnosed with Kleine-Levin Syndrome, a rare illness in teenagers. Sufferers can sleep for up to three weeks, but can live completely normal lives between these "sleep episodes".

During a sleep period her parents wake her up every day to give her food and take her to the toilet. After she wakes up, Louisa can't remember anything. "When I wake up, I don't know what I dreamed, my mind is blank. But I'm always hungry," she says.

Louisa has slept through exams and many of her friends' parties. Once she even missed a family holiday. Luckily, she has loyal friends who even visit her when she's asleep to check that she's OK.

"Sometimes I feel frustrated. I think 'why me?'" says Louisa. "I've always been a normal person. But I've got used to it now and I'm learning to live with it. I'm a special kid."

What do Louisa's friends think about Louisa and her illness?

- They are sympathetic and stand by her.
- They organise birthday parties for Louisa.
- They visit Louisa to help her with schoolwork.

42. Aufgabe: A Special Kid 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	78 %
Schwierigkeit	leicht

Read this text.

A Special Kid

Are you tired? Did you struggle to get up this morning? Spare a thought for Louisa Ball. The 16-year-old has an illness that makes her sleep for up to two weeks at a time.

Louisa had a normal childhood until she was 14. One day she fell asleep in class. "I was hallucinating. After that I don't remember anything," says Louisa. "I slept for ten days. Then I woke up and was fine again."

At first, nobody knew what was wrong with Louisa, but eventually she was diagnosed with Kleine-Levin Syndrome, a rare illness in teenagers. Sufferers can sleep for up to three weeks, but can live completely normal lives between these "sleep episodes".

During a sleep period her parents wake her up every day to give her food and take her to the toilet. After she wakes up, Louisa can't remember anything. "When I wake up, I don't know what I dreamed, my mind is blank. But I'm always hungry," she says.

Louisa has slept through exams and many of her friends' parties. Once she even missed a family holiday. Luckily, she has loyal friends who even visit her when she's asleep to check that she's OK.

"Sometimes I feel frustrated. I think 'why me?'" says Louisa. "I've always been a normal person. But I've got used to it now and I'm learning to live with it. I'm a special kid."

What does Louisa say about her sleep periods?

- She does not remember what she dreamed.
- After a sleep period she feels tired and thirsty.
- She dreams of being very hungry.

43. Aufgabe: A Special Kid 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	60 %
Schwierigkeit	mittel

Read this text.

A Special Kid

Are you tired? Did you struggle to get up this morning? Spare a thought for Louisa Ball. The 16-year-old has an illness that makes her sleep for up to two weeks at a time.

Louisa had a normal childhood until she was 14. One day she fell asleep in class. "I was hallucinating. After that I don't remember anything," says Louisa. "I slept for ten days. Then I woke up and was fine again."

At first, nobody knew what was wrong with Louisa, but eventually she was diagnosed with Kleine-Levin Syndrome, a rare illness in teenagers. Sufferers can sleep for up to three weeks, but can live completely normal lives between these "sleep episodes".

During a sleep period her parents wake her up every day to give her food and take her to the toilet. After she wakes up, Louisa can't remember anything. "When I wake up, I don't know what I dreamed, my mind is blank. But I'm always hungry," she says.

Louisa has slept through exams and many of her friends' parties. Once she even missed a family holiday. Luckily, she has loyal friends who even visit her when she's asleep to check that she's OK.

"Sometimes I feel frustrated. I think 'why me?'" says Louisa. "I've always been a normal person. But I've got used to it now and I'm learning to live with it. I'm a special kid."

What do Louisa's parents say about Louisa's sleep periods?

- They are afraid of waking Louisa up during her sleep periods.
- Louisa wakes up when she is hungry or needs to go to the toilet.
- They make sure that Louisa gets food during her sleep periods.