

Ein **zweisprachiges** Wörterbuch in Printform ist **erlaubt**.



A. Hör- und Hörsehverstehen

There are three parts to the test. You'll hear each part twice. At the end of each part, you'll have some time to complete the tasks.

Part 1

(Audiotrack: QR-Code rechts / Hörtext S. 265)

Task 1

Ralf Hasenberg has been teaching English and geography at Gutenberg-Mittelschule in Regensburg for almost 20 years. Up until last year, he had been in charge of his school's partnership with a comprehensive school in Scotland. Due to a gradually decreasing interest in the exchange programme on the part of the Scottish students, however, the two schools eventually decided to discontinue the partnership.

Listen to how Ralf tried to find a new partner school in an English-speaking country.

While listening, complete the table with information you hear.

There is an example (0) at the beginning.

On the websites Ralf browsed, schools can post:	(0) <i>their (own) profiles</i>
Number of English-speaking countries Ralf's search was focused on:	(1)
In most of the English-speaking world, French and Spanish are:	(2)
Number of schools looking for a partnership with a school in Germany (according to Ralf's search):	(3)
Where Greenville is located:	(4)
Laura Ashfield is in charge of:	(5)
What Laura would like to discuss with Ralf:	(6)

6 p

Part 2

(Audiotrack: QR-Code oben / Hörtext S. 265)

Task 2

Ralf Hasenberg from Gutenberg-Mittelschule Regensburg and Laura Ashfield from Wingfield High School in Greenville, Ohio, have already exchanged a number of emails. Now they have agreed to call each other in order to discuss how to organise the first student exchange.

Listen to their phone conversation.

While listening, answer the questions with information you hear. Short answers are enough.

There is an example (0) at the beginning.

(0) Who gave Ralf the green light for the school partnership with Laura's school?

his head teacher / the head teacher of Ralf's school / the head teacher at Gutenberg-Mittelschule

(1) What did Ralf want to find out with his survey among the 9th grade students at his school?

(2) How many students from Gutenberg Mittelschule would like to take part in the exchange programme?

(3) What kind of a subject is German at Wingfield High School?

(4) What will Laura have to do to arouse the interest of her students in the exchange programme?

(5) Whose students should start off the exchange programme according to Laura?

(6) Why does Laura prefer May to April for the start of the exchange programme? (Give **ONE** reason.)

(7) When are Laura and Ralf going to talk on the phone again?

7 p

Part 3

(Audiotrack: QR-Code S. 250 / Hörtext S. 266)

Task 3

Ralf Hasenberg and Laura Ashfield have finally managed to start the exchange programme. It is Saturday, the 14th May. Together with eight students of his school, Ralf is sitting on a plane from London to Cincinnati, Ohio. The plane is scheduled to land in Cincinnati in just over two hours from now.

Listen to what happens during the last part of this flight.

While listening, first complete the notes about Ralf's thoughts before the pilot's announcement. Then complete the notes about the pilot's announcement. Finally, complete the notes about Laura's voice message to Ralf.

Ralf's thoughts



Ralf

I'm really proud, but the time and (1) _____
Laura and I have put into organising this exchange have been tremendous.

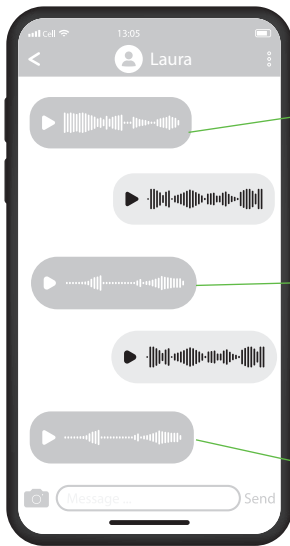
It must have been exciting for the students when we had to change planes
in London to get on our (2) _____ flight to
Cincinnati.

Laura is really good at organising things. A few days ago she told me that
she had (3) _____ the host parents to pick us
up at Cincinnati Airport.

Pilot's announcement

- (4) A tornado is likely to ...
 _____ the area around Cincinnati Airport.
- (5) The passengers have no reason to ...
 _____.
- (6) Some of the passengers may need to get from Dayton to Cincinnati. That is why ...
 _____ are currently being organised.

Laura's voice message to Ralf



Laura was continuously checking the website of Cincinnati Airport. That's why she already knew about the (7) _____ diversion.

Laura saw an (8) _____ on the airport website five minutes ago about the re-routing of Ralf's flight.

Luckily, Laura managed early enough to (9) _____ the host parents to pick Ralf and his students up at Dayton Airport.

7 p

B. Sprachgebrauch

1. Read the following welcome speech given by the principal of Wingfield High School in Greenville, Ohio.
 Complete the gaps using the correct form of the words in brackets and find suitable words to replace the question marks.

DO NOT CHANGE THE TEXT. There is an example ① at the beginning.

Hello everyone,

We have gathered in our gym this morning to give a warm welcome to Mr Ralf Hasenberg and his eight students from Gutenberg-Mittelschule in Regensburg, Germany. Ralf and his students arrived here in Greenville on Saturday evening to start off a new partnership between their school and Wingfield High. First of all, I would like to express my deep ① gratitude (grateful) to you, Ralf, and to you, Laura, for the long hours of preparation that have ② _____ (final) made this first student exchange possible.

Laura told me that the final part of your long journey was quite ③ _____ (???) exciting adventure. Your flight ④ _____ (divert) from Cincinnati to Dayton due to a tornado warning. I am glad that things turned out just fine in the end. After landing in Dayton safe and sound, you were picked up and driven to Greenville ⑤ _____ (???) your host parents.

My dear German guests, I'm sure this flight diversion must have been a frightening experience for you because tornadoes probably happen very rarely, if ever, in Germany. Ohio, however, lies in the American Midwest, a region of the United States ⑤ _____ (???) tornadoes are not unusual weather events at all. In fact, Ohio is part of what ⑥ _____ (know) as the "Tornado Alley" in the U.S. In a way, your experience of the tornado warning can therefore be seen as a real-life geography lesson about the American Midwest.

Ralf and his eight students will be staying at our school for the next two weeks. My dear German students, attending classes at our school will give you some insight into differences and ⑦ _____ (similar) between the school systems in Germany and the United States. What's more, living in your host families, you will not only have a chance to dive deeply into a ⑧ _____ (difference) culture, but you will also use, and hopefully improve, your English skills. ⑨ _____ (???) but not least, you will have a chance to build new friendships that can cross ⑩ _____ (culture) boundaries and may last far beyond the next two weeks.

10 p

2. Read the text about the American Midwest.

Fill the gaps using the correct words from the box. There are some extra words.

DO NOT CHANGE THE TEXT. There is an example ① at the beginning.

and • are grown • bad • consists • contains • dozens of • empty • even • expensive • extreme • flat • grew • grown • have been • have grown • imported • least • main • missing • most • much • namely • occupies • only • or • scary • small • smells • that • well • which • who • would grow

The region commonly known as the American Midwest ① occupies the northern central part of the United States, between two large mountain ranges, ② _____ the Rocky Mountains in the West and the Appalachians in the East. Although the Midwest ③ _____ of countryside that is largely ④ _____, it also contains areas of rolling hills and moderately tall mountains. The flatter landforms, ⑤ _____ are predominantly located in the western and central parts of the Midwest and which are also known as the Great Plains, include very sparsely populated grassy prairies as well as huge stretches of almost ⑥ _____ farmland.

The Midwest lies hundreds and, in some parts, ⑦ _____ thousands of miles away from any ocean. However, it shares – with Canada – the largest group of freshwater lakes in the world which are known as the Great Lakes, namely Lake Superior, Lake Michigan, Lake Huron, Lake Erie and Lake Ontario. In addition, three of the longest and ⑧ _____ famous American rivers flow through parts of the Midwest: the Ohio River, the Upper Mississippi River and the Missouri River. They ⑨ _____ important to the development of the Midwest.

The main economic activity in the Midwest is undoubtedly agriculture. Among the chief crops that ⑩ _____ on a very large scale in the Midwest are corn ('maize' in British English), wheat, soybeans and oats. That is why the region is often nicknamed the "Breadbasket of America". Apart from agriculture, the Midwest is also home to a number of large manufacturing industries, e.g. iron ore mining as ⑪ _____ as steel and automobile production.

10 p

C. Leseverstehen

1. Read the following text. Five sentences are missing in the text.

Read the sentences (A – H) and match them with the gaps (1 – 5) in the text. Write the letters on the lines below. Use each number only once. There are two sentences that cannot be matched.

One sentence (A) is already matched.

1 The USA is a huge country with many different types of common weather events and climatic conditions. The Southwest, for example, which traditionally consists of Arizona and New Mexico as well as the southern parts of California, Colorado, Nevada, Texas and Utah, is basically a very dry part of the US with large areas of desert, and it usually experiences very hot summers. Average summer highs range from 95 °F to 100 °F (35 °C to 38 °C). (0) _____ What is really noteworthy, though, is the fact that the highest temperature ever recorded on our entire planet was 134 °F (56.7 °C) in Death Valley, California, in 1913.

While regions like the Southwest can experience extremely high temperatures in the summer, some parts of the Northwest and the Midwest can experience extremely cold winters. Especially in some of the states bordering Canada, such as Minnesota, North Dakota, Montana and Idaho, average winter lows range from -5 °F (-20.6 °C) to +5 °F (-15 °C). However, winter temperatures in this part of the USA can also be much lower than that. In fact, it is not uncommon for temperatures to drop down to about -22 °F (-30 °C) in this region. (1) _____ This incredibly low temperature was recorded in Parshall, a small town in the northern part of North Dakota, in 1936.

Another extreme weather phenomenon associated with a particular region of the U.S. is tornadoes. Mind you, this region is only loosely defined and it is commonly referred to as 'Tornado Alley'. It usually comprises the northern part of Texas as well as Oklahoma, Nebraska, Kansas and Iowa; however, sometimes other Midwestern states like Ohio, Minnesota and Missouri are also included in this 'alley'. Tornadoes start to form when cold and dry air is pushed over humid and warm air. (2) _____ In certain wind conditions there can be an intense updraft of the warmer air in the shape of a funnel. It is this funnel that often creates massive destruction along its path. In May 1999, for example, an extremely severe tornado outbreak resulted in almost 40 deaths, more than 500 injured people and about one billion dollars in damage.

20 Another weather phenomenon that can cause significant damage and death is hurricanes. In the United States, hurricanes occur primarily along the Gulf coast, that is in Louisiana, Mississippi, Alabama and Florida, as well as on the East Coast, namely in Georgia and the two Carolinas.

(3) _____ First, hurricanes form near warm ocean waters, predominantly in tropical climates, whereas tornadoes usually form over large areas of flat land, often far away from oceans. The second difference relates to their size. While 25 tornadoes are typically no bigger than a mile in diameter, hurricanes can be hundreds of miles wide. (4) _____ Tornadoes commonly last less than an hour. On the other hand, hurricanes frequently rage for days or even weeks and can therefore cause massive flooding.

Finally, a weather event that is usually associated with the eastern part of the USA is blizzards. However, blizzards can occur in other parts of the world, too. The difference between blizzards and 'normal' snowstorms is that in blizzards there 30 are not only huge amounts of snowfall but also extremely strong winds and very low visibility. (5) _____ As a matter of fact, rural communities can be cut off entirely from the rest of the country due to road closures and shutdowns of public transportation systems. Secondly, private houses and other buildings can collapse under the heavy weight of the snow. Last but not least, blizzards often lead to power outages. When those power failures happen, hundreds or even thousands of people are left without electricity for a number of days or even weeks.

A In the southern desert, however, summer temperatures can even be significantly higher at times.

B Finally, the duration of tornadoes and hurricanes is usually very similar.

C There are a number of ways in which they differ from tornadoes.

D Usually, blizzards have much worse consequences for big cities than for rural areas.

E What is absolutely mind-blowing, though, is the all-time record low in this region, which is -60 °F (-51 °C).

F They can have disastrous consequences, especially for rural areas.

G Last but not least, the duration of these two weather extremes is very different.

H These two air systems clash, thus creating a thunderstorm with lightning and strong winds.

(0)	(1)	(2)	(3)	(4)	(5)
A					

2. Answer the questions using information from the text on page 254.
Short answers are enough. There is an example (0) at the beginning.

(0) Where and when was the incredibly high temperature of 56.7 °C measured?

(In) Death Valley (California) in 1913

(1) In which regions of the United States can the winters be extremely cold?

(2) When do tornadoes start to form?

(3) Which weather event can cause massive flooding?

(4) What can usually be experienced in blizzards apart from heavy snowfall and very low visibility?

(5) Why can buildings collapse during a blizzard?

5 p

3. Give the line(s) of the sentence in the text on page 254 where you find the following information. There is an example (0) at the beginning.

	lines
(0) <i>Because of its size, the USA is characterized by huge differences in terms of weather and climate.</i>	1 – 2
(1) In the Northwest and Midwest of the USA, winter temperatures can drop far below the average lows of those regions.	
(2) Depending on how much wind there is, warm air is strongly lifted upwards and forms something that looks like a funnel.	
(3) There is another difference between them which has to do with how big they are.	
(4) Hurricanes, however, last much longer than tornadoes, thus often resulting in flooding by huge amounts of water.	
(5) During those blackouts, a great many people need to do without power for quite some time.	

5 p

4. The following words have various meanings. Which of the meanings below is the one used in the text on page 254. Write the correct number in the box. There is an example (0) at the beginning.

0. PART (line 3)

- 1 a role played by an actor / an actress in a play or a film **3**
- 2 a section of a book or TV series
- 3 an area or a region of a country, a state or a town
- 4 leave somebody or each other

1. RANGE (line 4)

- 1 move around an area ☐
- 2 arrange people or things in a particular position or order
- 3 the distance that a vehicle will travel before it needs more fuel
- 4 vary between two amounts or sizes, including other values in between

2. DROP (line 11)

- 1 deliver or leave something in a particular place ☐
- 2 become lower or less
- 3 allow something to fall by accident
- 4 a very small amount of liquid that forms a round shape

3. SHAPE (line 17)

- 1 the particular form of something ☐
- 2 the physical condition of somebody or something
- 3 have an important influence on the way that somebody or something develops
- 4 a person or thing that is difficult to see clearly

4. FLAT (line 24)

- 1 a musical note played a semitone lower than the note that is named ☐
- 2 without any slopes or hills
- 3 a set of rooms for living in, usually on one floor of a building
- 4 a tyre that has lost air, often because of a hole

5. LOW (line 30)

- 1 weak, depressed or with very little energy ☐
- 2 a very difficult time in somebody's life or career
- 3 below the average amount, level or value
- 4 move or be located not far above the ground

5 p

D. Sprachmittlung

Nachdem die erste Woche des Austauschprogramms an der Wingfield High School in Greenville vorbei ist, unternehmen Laura Ashfield, Ralf Hasenberg und die acht deutschen Schülerinnen und Schüler einen Wochenendausflug nach Chicago. Laura schreibt unmittelbar danach einen Artikel über diesen Ausflug für die Schülerzeitung ihrer Schule, page 258.

Ralf Hasenberg liest Lauras Artikel und schreibt einige wichtige Aspekte daraus in sein Tagebuch, um diese Aufzeichnungen nach der Rückkehr in die Heimat für seinen eigenen Bericht über den Austausch zu verwenden.

Verfassen Sie den Eintrag in Ralfs Tagebuch in einem zusammenhängenden Text auf Deutsch.

- Beschreiben Sie die zwei interessanten Erlebnisse während der Busfahrt bis zur Ankunft in Chicago.
- Informieren Sie über den *Willis Tower* in Chicago.
- Vergleichen Sie die Reaktionen der deutschen Schüler/-innen auf das *Museum of Science and Industry* vor dem Besuch und während des Aufenthaltes.
- Formulieren Sie zwei Aspekte zur Heimreise im Bus.

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

D. Sprachmittlung: Text

- 1 Our trip to Chicago was quite a success. It began with the 4-hour bus drive on Friday afternoon. While we were driving through the northern part of Indiana, we happened to pass some Amish people travelling with their horses and buggies on the same highway as our bus. When that happened, I heard some of the German students ask their teacher Ralf what kind of people those Amish were, why they did not drive cars like other Americans, and why they wore such old-fashioned clothes. Ralf told them
- 5 about the old and strict religion of the Amish as well as about their traditional lifestyle.
- When we arrived in Chicago, it was already beginning to get dark. The German students were just overwhelmed by the amazing skyline of downtown Chicago with its incredibly tall skyscrapers illuminated by seemingly countless office lights. Some of the German students were so thrilled that they took dozens of photos of those skyscrapers from our bus.
- After spending the first night in our youth hostel, we started off our sightseeing by strolling around Navy Pier with all its nice
- 10 little shops and restaurants as well as the huge Ferris wheel¹ and the impressive indoor botanical garden. After that we went to one of the most impressive architectural masterpieces Chicago has to offer, namely *Willis Tower*, which is the highest building in Chicago and the third-highest building in the U.S. Willis Tower, which used to be called *Sears Tower* until 2009, has an observation area called the *SkyDeck* on the 103rd floor of the building, 413 meters above the ground. Of course, we went up to the *SkyDeck*, too. Some of the German students were even courageous enough to enter the glass boxes which are installed on
- 15 the *SkyDeck*. Those glass boxes have glass floors that reach a couple of meters out of the exterior walls of the building, thus enabling you to look straight down more than 400 meters to the streets of the city below. Ralf and I were just too scared to enter those boxes.
- After dinner at a nice pizza place, we went back to our hostel. In their dorms the German students talked a lot about the exciting experiences of the day before going to sleep at around 10pm. After breakfast in the hostel on Sunday morning, we did not
- 20 have a lot of time for major sightseeing because our bus was scheduled to pick us up at 3pm and take us back to Greenville. The only thing we did on Sunday was a visit to the *Museum of Science and Industry*. At first, some of the students were not so happy to go to a museum, but later they were quite thrilled about the numerous hands-on exhibits there, which allowed them to actively explore a number of basic scientific laws and industrial processes.
- The bus ride back to Greenville went smoothly and we arrived there around dinner time. The trip must have been quite tiring
- 25 for the students because most of them fell asleep on the bus.

¹ ferris wheel = Riesenrad

E. Text- und Medienkompetenzen

Laura Ashfield and Ralf Hasenberg have dinner together on the day after the trip to Chicago.

Read what Laura tells Ralf at dinner about a woman called Rachel Gruber.

In the final part of Laura's 'story', Rachel's answer to Laura's question has been deleted.

Write an answer Rachel may have given, making sure this answer fits in with what you know about Rachel's actions, feelings and thoughts.

When we passed the group of Amish people on the way to Chicago, I was reminded of a woman called Rachel Gruber, who is now a teacher of Physics and Philosophy at a high school in Cincinnati. Rachel and I attended the same teachers' training college in Cincinnati 15 years ago. Rachel had grown up in a very strict Amish community in Ohio for 17 years before deciding to run away from it for good. At college, we went out for dinner once, and that night she told me almost her entire life story. During her teenage years she had grown increasingly tired of the Amish lifestyle, including their plain, traditional clothes and horse-drawn buggies as well as their complete rejection of modern technologies such as motor vehicles, TV, computers and smartphones. However, she pointed out to me that the most important reason for deciding to leave her community was the fact that children in the Amish communities receive only very basic formal education in areas like mathematics, geography, history, politics, philosophy or natural sciences. Rachel had always had a strong longing for learning about the world outside of her small Amish community. After leaving her community, her parents broke off any contact with her, and she has not seen either her parents or her brothers and sisters ever since. That night at dinner I asked her whether she had ever had any regrets about leaving her community.

This is what she answered:

F. Schreiben

Creative Writing: PICTURE AND KEYWORDS

Sie haben in einer deutschen Nachrichtensendung einen interessanten Kurzbericht über die Amish People in den USA gesehen. Nun möchten Sie einige Dinge genauer erfahren, die in dem Fernsehbericht nicht oder nur sehr oberflächlich beschrieben wurden. Im Internet finden Sie eine Webseite namens „amish-ohio.com“, auf der auch eine E-Mail-Adresse (info@amish-ohio.com) zur Kontaktaufnahme angegeben ist.

- Beschreiben Sie den Anlass Ihrer E-Mail.
- Bitten Sie um eine Erläuterung des Grundes für die traditionelle Kleidung der Amish People.
- Bitten Sie dabei auch um detaillierte Informationen über mögliche Unterschiede in der Kleidung zwischen Männern und Frauen sowie zwischen Mädchen und Jungen.
- Formulieren Sie Ihre Überraschung über die Tatsache, dass so unterschiedliche Kulturen wie die der Amish People und die der „normalen“ Bevölkerung der USA in einem Land leben können.
- Bitten Sie um Informationen über die Formen von Kontakten zwischen diesen beiden Kulturen im Alltagsleben.
- Bitten Sie um Informationen zu den historischen Wurzeln der Religion der Amish People. Fragen Sie auch nach einem möglichen Zusammenhang dieser Wurzeln mit der Tatsache, dass viele Amish People deutsch klingende Namen haben und einen dem Deutschen ähnlichen Dialekt sprechen.
- Bedanken Sie sich für die Hilfe.

PICTURE AND KEYWORDS

Sie nehmen an einem Schreibwettbewerb in englischer Sprache teil und verfassen eine Geschichte, in der Sie das Bild berücksichtigen und

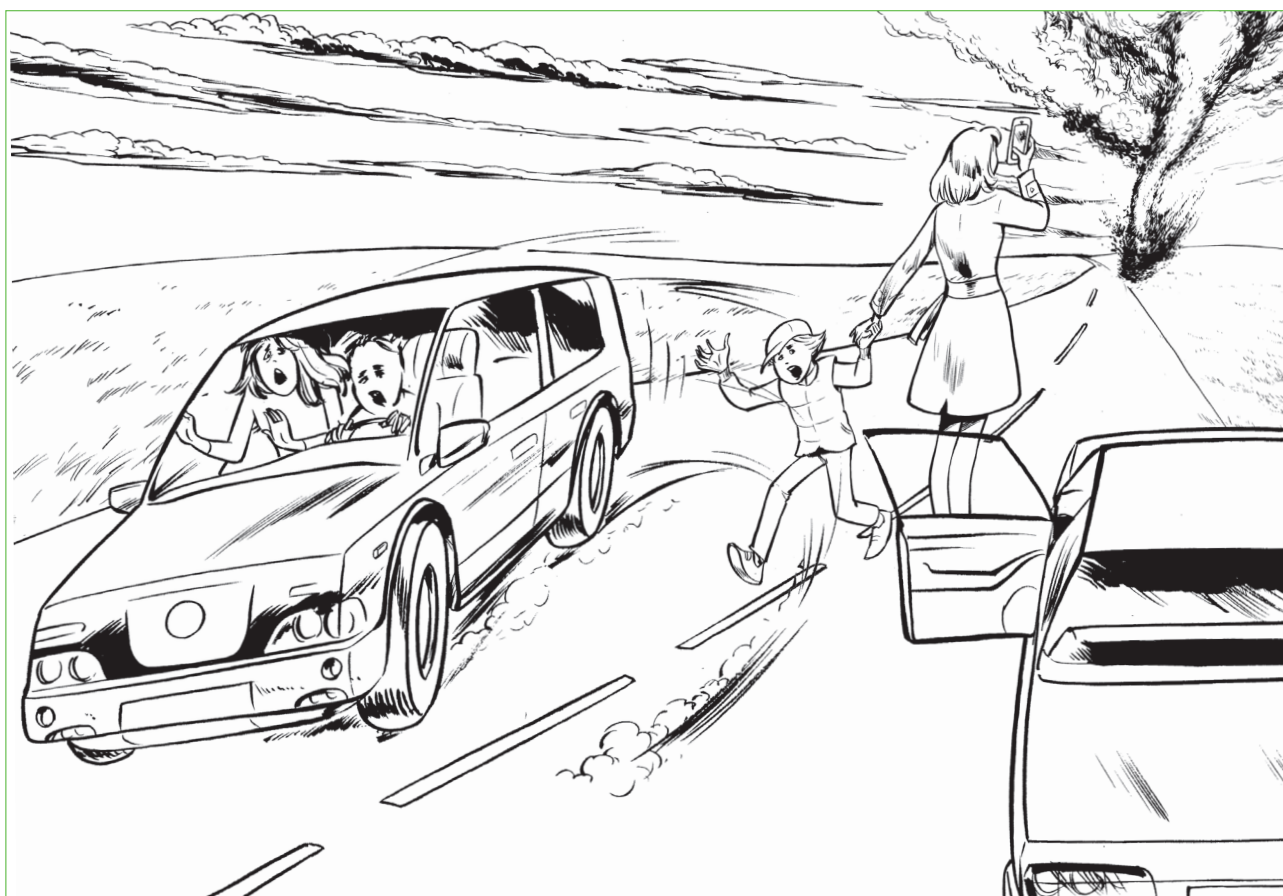
- ▶ auf die Gefühle ausgewählter Personen eingehen,
- ▶ wörtliche Rede an geeigneten Stellen einfügen,
- ▶ einen passenden Schluss finden,
- ▶ mindestens FÜNF der nachfolgenden Schlüsselwörter verwenden.

sky – escape – funnel – smartphone – fascinating – scared – U-turn – shout

Beginnen Sie wie folgt:

A frightening experience

Last Saturday, ...



Bildquelle: © Steffen Jähde

Schreiben Sie einen Text von ungefähr 200 Wörtern und verwenden Sie dazu ein gesondertes Blatt.

24 p

LCT Muster II



Part 1

(Audiotracks: QR-Code rechts / Aufgaben S. 250)

Shortly after the partnership with the Scottish school had been discontinued, Ralf Hasenberg spent quite a number of evenings browsing websites which provide schools from all over the world with the opportunity to advertise their interest in setting up international school partnerships. On those websites, schools can post their own profiles. Moreover, they can outline what kind of profile they would expect or wish their partner school to have.

Ralf focussed his search on schools located in the UK, Ireland, Australia, Canada and the USA. Unfortunately, however, he quickly found out that most of those schools were looking for partnerships in countries where either French or Spanish is spoken as a native language. This did not surprise Ralf very much because French and Spanish are still the most popular foreign languages in most of the English-speaking world.

It is true that Ralf also came across half a dozen schools looking for a partnership with a school in Germany, but in most cases, the profiles of those schools did not quite fit the profile of his own school. In the end, Ralf was left with only two schools whose profiles he considered to be suitable enough, namely a school in Cork, Ireland, as well as a school in Greenville, a small town in Ohio, USA, located about 100 km north of Cincinnati. Ralf emailed the two contact persons provided by the respective schools, asking each of them whether they were still interested in a school partnership.

As early as the following day, Ralf found replies from both contact persons in his email inbox. One of them was from a teacher of the school in Cork who told Ralf that his school had recently found a partner school in Germany with which they were now beginning to organise the first student exchange. The other email was from Wingfield High School in Greenville, Ohio, sent by a lady called Laura Ashfield. She informed Ralf that she was in charge of her school's international partnerships and that they were still looking for an exchange programme with a school in Germany. She added that she would be delighted to get in touch with Ralf to discuss the possibility of setting up a partnership with Gutenberg-Mittelschule in Regensburg.

Part 2

(Audiotracks: QR-Code oben / Aufgaben S. 250)

Ralf: Hi Laura, can you hear me?

Laura: Yes, I can. It's so great to finally talk to you after all those emails. How are you doing in good old Germany, Ralf?

Ralf: Well, I'm doing great. What about you?

Laura: I'm fine, too, thanks. Let's get down to business right away, shall we? In your last email, you informed me that your head teacher gave you the green light to establish a partnership with my school. That's great because two days ago I got the final "go-ahead" from our principal, too. You also told me that you wanted to conduct a survey among your students in 9th grade to find out how many of them would like to participate in our exchange programme. Do you have any results yet?

Ralf: Yes, I do. We have about 90 students in 9th grade at our school. And 15 of them have expressed a strong interest in taking part. What do you think would be a suitable number of students for our exchange programme?

Laura: Well, I think we should have no more than eight students. I will probably have some difficulty in getting as many as eight students to participate in an exchange programme with Germany. You see, here at Wingfield, High German is a voluntary subject chosen by only about a dozen students every year.

Ralf: Oh, I see. Then we should indeed have a maximum of eight students. For you, this means you will have to beat the big drum for our exchange programme. For me, however, this means that I will have to find some way of selecting eight out of those 15 students who are interested in the programme.

Laura: Listen, Ralf, there is one more thing we need to discuss at this point. It is now the beginning of October. Do you think it is realistic to schedule the first exchange for spring next year?

Ralf: Well, spring next year should be possible, I think. Would you like to come to Germany with your students first? Or should our students start off the exchange programme by going to Ohio first?

Laura: My guess is that your students' command of English is much better than our students' command of German. It might therefore be easier if your students started our programme off. Is that okay with you?

Ralf: Yes, it is. Would two weeks in April be a good period of time for our first visit?

Laura: To be honest, I would prefer May. First, this will give us more time to prepare things. Second, the weather in May is usually a lot better than in April, which means we will have more opportunities to organise outdoor activities. However, as far as the duration of the exchange visits is concerned, two weeks sounds quite appropriate to me.

Ralf: Okay then. Let's say we'll call each other again in about four weeks to discuss what progress we will have made by then. What do you think?

Laura: Fine with me. It's been really nice talking to you, Ralf. Take care.

Ralf: The pleasure has been all mine. Good luck to you in terms of finding eight students for the programme. Talk to you in four weeks' time. Bye.

Part 3

(Audiotracks: QR-Code S. 265 / Aufgaben S. 251)

Looking at his 9th-grade students, who are all sitting next to each other in the aircraft cabin, Ralf cannot help feeling a bit proud of himself. He is thinking about the tremendous time and effort that Laura and he have put into organising this first student exchange in the last seven months. His thoughts then switch over to how he and his students all got on the first plane in Munich about seven hours ago. As there are no direct flights from Munich to Cincinnati, they had to change planes in London for the connecting flight.

Then Ralf closes his eyes, thinking about how Laura told him a few days ago that she had asked the host parents to pick him and his students up at Cincinnati Airport and to drive all of them to their respective homes in Greenville. Just before dozing off, however, Ralf is abruptly woken by an announcement of the pilot:

Dear passengers, may I have your attention, please. This is your captain speaking. I'm afraid I have some bad news for you. I have just been informed by Air Traffic Control that we cannot land in Cincinnati due to a tornado which is expected to hit the area around the airport in Cincinnati in the next couple of hours. We have been diverted to Dayton Airport in Ohio. Please be assured that this is merely a safety precaution. There is nothing to be worried about. As the airport in Dayton is not far from Cincinnati, our arrival time will be about the same as originally scheduled. Bus transfers are currently being organised to get you from Dayton to Cincinnati. I'll get back to you as soon as I have further details regarding bus transfers, arrival time and connecting flights. We apologise for any inconvenience caused, but passenger safety is our top priority.

Ralf is wide awake now. Luckily, on transatlantic flights the airline offers inflight WiFi, which is why he immediately sends a text message to Laura, informing her about the re-routing of their plane to Dayton Airport. Just a few minutes later, Ralf's smartphone beeps. He looks at the screen. Laura has just sent a voice message. He pushes the play button and starts listening:

Hi Ralf. I already knew about the flight diversion to Dayton because I was continuously checking your expected time of arrival on the Cincinnati Airport website. About 5 minutes ago, an announcement appeared on the website about the fact that your flight is currently being re-routed to Dayton. Luckily, our host parents had not yet started off from Greenville to Cincinnati, which is why I was still able to advise them to pick you guys up at Dayton Airport. I am looking forward to meeting you in Dayton in about two hours from now. See you soon, Laura.