

Erster Prüfungsteil: Hörverstehen

Aus urheberrechtlichen Gründen wurde der Teil Hörverstehen durch gleichwertige Musteraufgaben ersetzt.

Hörverstehen – Teil 1

(Audiotrack: QR-Code rechts / Hörtext S. 1)



Fascinating Tourist Destinations: New Zealand

You are going to hear a YouTube-Video about a trip to New Zealand.

- ▶ First read the tasks.
- ▶ Then listen to the audio file.
- ▶ While you are listening, tick the correct box.
- ▶ At the end you will hear the audio file again.
- ▶ Now read the tasks. You have **90 seconds** to do this.

- ▶ Now listen to the audio file and do the tasks.

1. The YouTuber ...
 - a) ☐ has already visited a number of fascinating destinations.
 - b) ☐ is happy to share a wide variety of impressions from trips his followers have made.
 - c) ☐ is looking forward to the short trip to New Zealand he will be making next month.
2. Auckland ...
 - a) ☐ is located at the northern tip of North Island.
 - b) ☐ and Wellington are located at the southern tip of North Island.
 - c) ☐ is sometimes wrongly believed to be the capital of New Zealand.
3. The flight from London to Auckland ...
 - a) ☐ is a direct long-distance flight.
 - b) ☐ covers such a great distance that you need to make a minimum of one stopover.
 - c) ☐ is very comfortable because Auckland Airport one of the biggest, most modern and cleanest airports in the world.
4. When the YouTuber landed in Auckland ...
 - a) ☐ both the jet-lag and the weather in Auckland had a bad effect on his mood.
 - b) ☐ his mood became better when he saw that the weather in Auckland was really nice.
 - c) ☐ he was surprised to see people in T-shirts and shorts since it was the middle of the winter in Auckland.
5. The YouTuber confined his sightseeing to North Island ...
 - a) ☐ because he had only very few days for his New Zealand trip.
 - b) ☐ although he had originally planned a longer trip.
 - c) ☐ because he had a good night's sleep in the airport hotel.

6. Cape Reinga ...
- a) ☐ offers a breathtaking view of how the waves and currents of two big oceans meet.
 - b) ☐ is the place where you can see Maori jumping into the ocean.
 - c) ☐ is one of the scariest places for the Maori.
7. During the YouTuber's trip to the Poor Knights Islands ...
- a) ☐ he met numerous school children studying the amazingly rich marine life of that region.
 - b) ☐ he saw some beautiful rainbows.
 - c) ☐ he was overwhelmed by how colourful and beautiful the underwater world was.
8. Back in Auckland ...
- a) ☐ the YouTuber went bungee jumping from the top of a tower called Sky Tower.
 - b) ☐ the YouTuber used his own cellphone to make a video clip of his Sky Jump from a tower called Sky Tower.
 - c) ☐ the YouTuber enjoyed a free fall experience at a speed of about 11 meters per second.
9. The YouTuber ...
- a) ☐ learned a lot about Maori history and traditions in the "Auckland Art Gallery Toi o Tamaki".
 - b) ☐ has already finished organising his next trip.
 - c) ☐ encourages his followers to check out his channel for a video he is going to upload about his next trip.

In 30 seconds you will hear the audio file again so you can check your answers.



Hörverstehen – Teil 2

(Audiotrack: QR-Code rechts / Hörtext S. 2)

Radio Show: Consequences of Brexit

You are going to hear a conversation about the influence of Brexit of politic and lives.

- ▶ First read the tasks.
- ▶ Then listen to the conversation.
- ▶ While you are listening, tick the correct box.
- ▶ At the end you will hear the conversation again.
- ▶ Now read the tasks. You have **90 seconds** to do this.

- ▶ Now listen to the conversation and do the tasks.

1. Peter Langdon ...
- a) ☐ voiced controversial opinions about the recent tax reform.
 - b) ☐ is the host of a radio show that airs every Friday morning.
 - c) ☐ is the host of a radio show that focuses on the impact politics can have on people's lives.

2. Joyce ...
 - a) ☐ explains that a lot of low-skilled workers in Britain have non-European backgrounds or come from Eastern Europe.
 - b) ☐ has been working as a waitress in a fast-food restaurant since 2020.
 - c) ☐ points out that the gastronomy sector has had to cope with both the coronavirus pandemic and Brexit for the last 15 years.
3. According to Joyce ...
 - a) ☐ lots of people working in restaurants left their jobs because they were afraid of the coronavirus.
 - b) ☐ the British gastronomy sector is short of workers due to both the coronavirus pandemic and Brexit.
 - c) ☐ a lot of her Eastern European colleagues will most likely not return to their home countries.
4. For Joyce ...
 - a) ☐ and her colleagues it is very exhausting to work up to two shifts per week.
 - b) ☐ it is hard to accept that her boss does not succeed in recruiting new waitresses and waiters.
 - c) ☐ the extra pay for the extra shifts will not keep her from quitting her job soon.
5. Eric ...
 - a) ☐ teaches French and Spanish at Bristol University.
 - b) ☐ argues that Brexit has caused the student exchange programmes at his school to decline steadily.
 - c) ☐ points out that the partner schools in Spain and France always had difficulty in finding enough students for the exchange programmes.
6. The show host ...
 - a) ☐ improved his German during his two-week stay in Germany as a secondary school student.
 - b) ☐ felt absolutely miserable during his two-week stay in Germany.
 - c) ☐ explains that his two-week stay in Germany as a secondary student was an eye-opening cultural experience.
7. Eric's wife ...
 - a) ☐ had been an EU student applying for a place at a university in the UK before becoming a Chemistry professor.
 - b) ☐ thinks that Brexit is responsible for a drop in the numbers of students in the EU.
 - c) ☐ thinks that Brexit has made it both harder and more expensive for EU students to go to college in the UK.
8. Brexit ...
 - a) ☐ has made it impossible for the UK to get any money from major EU science funding programmes.
 - b) ☐ has made it harder for universities in the EU to recruit top scientists from the UK.
 - c) ☐ has made scientific collaboration within the EU completely impossible.
9. The show host ...
 - a) ☐ does not understand Eric's point about Brexit correctly.
 - b) ☐ is afraid that both the UK and continental Europe may lose their culture.
 - c) ☐ is worried by the point Eric makes about the UK's increasing isolation in education and research.

In 30 seconds you will hear the conversation again so you can check your answers.

Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Leseverstehen

In an online article about New Zealand's All Blacks, author Rachel Kehoe explains how the team became the most famous rugby team in the world.



- Read the online article, then do the tasks below the text.

The All Blacks – unlocking the secrets to success

Rugby is a rough sport. Players have little to no protection as they fight to get the ball past the goal line. A match involves two teams and takes 80 minutes.

The most successful rugby team in the world are the New Zealand All Blacks. They have won three Rugby World Cups and have a win-rate of more than 75%, something no other team can say. But how has a nation of just 5.2 million people become so successful?

New Zealand's winning streak¹ began in 1903 with its first game against Australia. They became very successful, and in 1905, they were invited on a tour of Europe and North America.

It was during this tour that the All Blacks' name first appeared. Although there are different opinions, the widely accepted view is that the name comes from their uniform of black shorts and jersey with a silver fern² on the chest.

The athletes wearing this jersey are highly respected and admired. The Maori believe the jersey represents the spirit of the team and call it *taonga*, a sacred object. It stands for a New Zealander's opportunity to become the best in the world.

The All Blacks begin each game with a hallowed³ tradition that sets them apart from most rugby teams – the Haka, a Maori war dance. Former All Blacks' captain Richie McCaw explained, "Everyone knows the Haka is a symbol of who we are and where we come from."

Rugby schools focus on determination to make sure players develop a lifelong love of the sport.

From an early age, each player is taught to develop personal responsibility as well as physical strength.

When a player starts higher rugby schooling, mental preparation becomes more central. Rugby is a game played in the mind, and players understand the importance of how to "keep a blue head", in other words, to keep calm so they can show their skills under pressure.

More than anything else, the All Blacks believe that no individual is greater than the team. All Blacks' legend Danny Carter says, "No one in New Zealand likes a big-head⁴. In the All Blacks environment, there is no room for it, and if there are ever signs of it happening, your teammates will let you know."

That's why the players show humility⁵ in everything they do. After each match or training session they clean up after themselves and pick up the trash together.

Being an All Black is about character. In trying to be better both on and off the field, the All Blacks fulfil the expectation that "champions do extra." They are role models for the entire nation and because of that they have a common goal, which gives them an advantage on the field. Their motto, "Better people make better All Blacks", allows them to dominate the sport of rugby. It also shows the importance of trying to be your best self.

¹ winning streak – when you win many games without losing in between

² silver fern – a plant with a silver colour that grows in New Zealand

³ hallowed – important, respected or holy

⁴ big-head – here: an arrogant person

⁵ humility – the attitude of thinking that you are not better than others

- Tick the correct box and give **one** piece of evidence by quoting short passages from the text.

1. A rugby game ...

- a) ☐ lasts many hours.
b) ☐ can be dangerous.
c) ☐ ends when a player scores.

One piece of evidence from the text:

2. The All Blacks are the team that has ...

- a) ☐ about five million followers.
- b) ☐ never lost at an international tournament.
- c) ☐ achieved more victories than all the others.

One piece of evidence from the text:

3. It was on an international trip that the team ...

- a) ☐ became known as All Blacks.
- b) ☐ changed the look of their original outfit.
- c) ☐ had long discussions about their shirt colour.

One piece of evidence from the text:

4. To New Zealanders, the All Blacks' shirt expresses ...

- a) ☐ Māori history.
- b) ☐ the players' wealth.
- c) ☐ the chance to reach their highest goals.

One piece of evidence from the text:

5. The goal of the ritual before the match is to ...

- a) ☐ entertain the fans.
- b) ☐ confuse the other team.
- c) ☐ remind players of their background.

One piece of evidence from the text:

6. Training for young players concentrates on ...

- a) ☐ fair play.
- b) ☐ tricks and tactics.
- c) ☐ individual progress.

One piece of evidence from the text: _____

7. Later, the most important part of rugby training is that players can ...

- a) ☐ express their emotions.
- b) ☐ play well in stressful situations.
- c) ☐ focus on the other team's moves.

One piece of evidence from the text:

8. The team's attitude is that being ...

- a) ☐ selfish is unacceptable.
- b) ☐ tidy is the key to success.
- c) ☐ talented is most important.

One piece of evidence from the text:

9. People think that players for the All Blacks must ...

- a) ☐ have a strong opinion.
- b) ☐ work more than others.
- c) ☐ win several championships.

One piece of evidence from the text:

10. The team's slogan is about ...

- a) ☐ power.
- b) ☐ teamwork.
- c) ☐ personality.

One piece of evidence from the text:

Wortschatz

Raise Up

Raise Up is an organisation by young people for young people who do volunteer work. Meet some of their members and learn about their programme.

- ▶ Tick the correct box **or** fill in one word or expression.
- ▶ Give only **one** suitable answer.

Leela

1. I am happy to have the _____ to work in the field I really care about: helping other people.

2. *Raise Up* helps young people to form networks, organise events and be part of a

- a) ☐ city.
- b) ☐ village.
- c) ☐ borough.
- d) ☐ community.

3. If you are interested in our organisation and you are _____ by what we do, please contact us!

William

4. *Kia ora!* My name is William. At the beginning, I didn't know much about *Raise Up* and when I _____ the organisation, I was feeling a bit insecure.
5. A good friend had been a member of the crew for a while, but I didn't know what to
a) ☐ guess. b) ☐ expect. c) ☐ believe. d) ☐ suppose.
Would it be too much work? Would it be boring?
6. These are all _____ that most people have when they sign up for something new, but in no time I found out that I liked the programme.
7. Thanks to the amazing group of people I have been with, it has been so much fun and the work we have done has been
a) ☐ caring. b) ☐ reliable. c) ☐ hopeful. d) ☐ satisfying and enjoyable.
8. In 2019 I grew and changed as a person – I gained a lot of _____ and the crew had really helped me.
9. What I love about the programme is that we
a) ☐ take b) ☐ give c) ☐ bring d) ☐ throw
something back to the community and create an awesome space for young people.
10. At *Raise Up* you work together with a great _____ of friends that you get to know really well.

Rylee

11. *Kia ora whanau!* I really want to thank *Raise Up* for
a) ☐ shaping b) ☐ building c) ☐ arranging d) ☐ constructing
the person I am today.
12. A good piece of _____ that I like to give young people in the programme is to take part in all the events and activities.
13. Make as many connections to others as you can. The people you meet can become your
a) ☐ slim b) ☐ near c) ☐ close d) ☐ narrow
friends, so take it all in!

Schreiben

The protest extract from the novel *Call me Madeleine*
by Kate S. Richards (2021)



Teenage girl Madeleine is a climate activist in New Zealand.

- My legs are curled up under me as I watch the six o'clock news. I chew my fingernails, hoping that I won't be on a TV clip. When the presenter says, "After the break—," my ears prick up, "thousands of Kiwi school children marched in cities around the country today and presented their demands to parliament," says the presenter. Her silly smile undermines¹ the seriousness
- 5 of our message. Pictures from a drone camera show streets full with school strikers in Auckland, Wellington and Christchurch. From above, we are colours, action – a mass. Finally, we've made the news. Hopefully, there are no close-ups. After the ad break, the clip shows groups marching and chanting. There we are with our banner, masks on, snorkels and fins² as we chant. I almost laugh before clapping my hand over my mouth. Busted!³
- 10 Then I think Mum and Dad won't recognise me. Grandpa won't either.
A loud knock at the door tells me it's Mum, and she's furious. I go barefoot across the soft carpet and slowly open the door.
"When I asked you at dinner how your day was, you said 'Fine'. You openly lied to my face," she says, her voice icy.
"You didn't say, how was my day *at school*—" I start.
- 15 "You knew I expected you to be at school. I told you you weren't allowed to go to the strike. You went ahead and did it anyway." She steps towards the door, but I lean on it, only holding it open just a bit.
"Can I come in?" she demands.
"I'd rather you didn't," I say, but she pushes the door, and I am forced to step backwards. My room, big as it is, is too small for my mother. It feels crowded. She stands with her hands on her hips, all mad and looks angrily at me.
- 20 "Mum, I'm not going to apologise," I start. "This is important to me and to the planet. I went on principle⁴. I thought you'd understand that."
Mum pauses. "I do understand. But going directly against my will, and your grandfather's is—" "You don't even seem to care about the future of our planet!"
"I guess you're going to get into trouble at school since I didn't give you written permission?" she asks, softening a bit.
- 25 "Yep. Probably. I don't care."
"Hmm. You say that too often. Well, I guess school detention⁵ will make you think. And you're grounded⁶ tonight, for going against us."
"What? You can't ground me — I'm going to a party with my friends!" When is she going to let me live my life, my way? A thousand words are bursting to be said, but I decide to hold my tongue. It's pointless arguing with her.
- 30 "Look, I don't want to be too strict here. I can see that you're passionate about saving the planet. I want you to know, I agree with what you stand for, but there are ways of doing things. Tonight you can stay home. Think about how you can make a difference — beyond banner waving." At that, she turns around, always enjoying the final word.

¹ to undermine – to make something less effective

² snorkels and fins – equipment used for swimming and diving

³ busted – caught in the act of doing something wrong

⁴ on principle – here: doing sth. because of one's values of beliefs

⁵ detention – extra time at school for children who have behaved badly

⁶ to ground someone – to stop a child from going out as a punishment

From: Richards, Kate S. (2021): *Call me Madeleine*. Auckland: Green Room House. Adapted.

- Read the tasks carefully.
- Make sure to write about **all** the aspects presented in each task.

1. **Describe** what you get to know about Madeleine and the situation she is in that evening. **8 P**

2. **Explain** how Madeleine
- ▶ feels about what she has done,
 - ▶ deals with her mother's reaction to it.

Focus on what she thinks and says. **10 P**

3. You have a choice here. Choose **one** of the following tasks. **12 P**

- a) During the conversation with her mum Madeleine says, "This is important to me and to the planet."

Comment on Madeleine's statement.

Include

- ▶ why Madeleine fights for the environment,
- ▶ why or why not it can be important to fight for your own beliefs,
- ▶ why or why not it is important that people work together.

or

- b) After the discussion with her mum, Madeleine decides to talk to her dad.

Write a continuation of the story.

Include

- ▶ Madeleine's feelings after the discussion with her mum,
- ▶ Madeleine's reasons for protesting against climate change,
- ▶ her father's reaction to Madeleine's behaviour.

You can start like this:

I know that trying to talk to mum again is a waste of time. So, I decide to talk to dad and knock on his door ...



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Bergmoser + Höller
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Karl-Friedrich-Str. 76
52072 Aachen
DEUTSCHLAND

T 0241-93888-123
F 0241-93888-188
E kontakt@buhv.de
www.buhv.de

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Andreas Bergmoser
Michael Bruns

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Holger Knapp

Autor:
Joachim Krick

Lektorat:
Svenja Lückerath
Magdalena Noack

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