

## Erster Prüfungsteil: Hörverstehen

### Hörverstehen Teil 1 ('Plans for an exciting holiday in New Zealand')

1. a)
2. (New Zealand's) wildlife; landscapes; culture; outdoor activities (e.g. hiking, kayaking)
3. c)
4. b)
5. c)
6. b)
7. a)
8. flights; rental cars; tickets for a guided tour of the Hobbiton Movie Set

### Hörverstehen Teil 2 ('Typically British')

1. a)
2. habits; manners; lifestyles; outfits; hobbies; philosophies of life
3. c)
4. a)
5. b)
6. c)
7. (his) unusually theatrical performances; shrill and (at times) provocative outfits; (extremely) extrovert behaviour (both on and off stage)
8. b)

## Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

### Leseverstehen

#### A travel blog

1. c) evidence from the text: "People wonder: 'Why are New Zealanders called after a fruit?'" (ll. 3–4)
2. b) evidence from the text: "With that in mind, it's time we explain things for our international readers." (l. 4)
3. a) evidence from the text: "... they lay massive eggs – they have the biggest eggs in the world relative to their body size, with baby birds being 20% of the mother's size. Chickens and kiwis are about the same size, but a kiwi egg is about six times heavier than a chicken egg!" (ll. 8–9)
4. a) evidence from the text: "Kiwis spend the day sleeping and hunt at night." (ll. 9–10)
5. b) evidence from the text: "... kiwis lived for a long time without any major predators. They adapted to their environment – without any real threats, there was no need to fly ..." (ll. 13–14)

6. a) evidence from the text: "... because humans settled on the island and brought animals with them." (ll. 15–16)
7. b) evidence from the text: "Luckily, things are improving for some kiwi populations. In controlled areas where kiwis live free from predators, their numbers are slowly increasing." (ll. 20–21)
8. a) evidence from the text: "But can you call us 'Kiwis'? Absolutely!" (l. 23)
9. c) evidence from the text: "The kiwi bird was first seen on the badges of soldiers in the late 1880s ..." (l. 25)
10. a); evidence from the text: "... and it was soon renamed 'kiwifruit' due to its similarity to the kiwi bird – both are brown and fluffy." (ll. 28–29)

## Wortschatz

### Freaks?

1. c)
2. b)
3. said / stated / admitted / disclosed
4. stress / discomfort / fear / displeasure / anxiety / agitation
5. d)
6. diagnosed
7. a)
8. funny / fun / hilarious / amusing / something to be laughed at / something to make jokes about
9. a)
10. b)
11. check / check up on
12. sympathy / understanding / empathy / compassion
13. happy / (relatively) normal / full / (entirely) satisfactory

## Schreiben

1. Every day on his way to school, 16-year-old Felix counts the steps which he takes to get there. He has found out that he needs exactly one thousand steps if he observes his normal walking routine and that he can arrive at school right on time if he listens to a punk-rock band called Green Day because their music helps him to take his usual step. Today, however, he runs into a number of teenagers on his way to school. Felix knows them by name. They start bullying him, calling him "Freak-out Felix" and "punk". At first, Felix takes off his headphones to be ready to defend himself, but a bit later he puts the headphones back on and starts walking more quickly. After this incident Felix realizes that he has forgotten where he left off counting his steps. To avoid having a bad day as a result of miscounting the steps, Felix decides to go back home. When he arrives there, he starts walking all the way to school again, counting the steps in his usual manner. Due to this delay, he is late for his physics class, which is why his teacher gives him detention. Felix is not angry with his teacher because he strongly believes that it is necessary for everyone to obey rules. Finally, Bindi, the girl sitting next to him in class, asks Felix why he was late. He answers that he had to return home to get something, thus dodging the truth about losing track of his step count.

2. Right at the outset the reader learns that Felix thinks of himself as “the weirdest sixteen-year-old guy in the universe” (l. 1). In fact, some aspects of his personality indeed suggest that Felix is not a completely ‘normal’ teenager. His most obvious problem appears to be what is known as an “Obsessive Compulsive Disorder”. He is totally obsessed with counting the steps on his way to school (ll. 2–4). This obsession takes up so much of his concentration that he cannot even sing along when he is walking and counting (l. 6). When his usual counting process is disrupted by the teenage bullies, he refers to his routine as “ruined” (l. 18). He seems to be completely shattered (l. 19) and helpless (l. 20), so much so that he decides to go back home to restart the counting (l. 21). Even on his way back home he cannot fight this powerful compulsion to count the steps (ll. 21–22). There are some other aspects of Felix’s personality which could also be called “extraordinary” in some way or another. Hard-core punk music can help him not only to find his usual step on his way to school but also to time his arrival there (l. 3). This presumably loud and aggressive kind of music is even capable of calming him (l. 15). Last but not least, listening to music and the water flow in the shower at the same time – something most people would probably consider quite soothing – can cause total chaos in his head (ll. 7–8). While all the above characteristics and behaviour patterns may be called “out of the ordinary” and perhaps even a bit “disturbing”, Felix also has some uncommon abilities and character traits which are intriguing, helpful or even downright positive. First, he appears to have a very delicate sense of perception regarding the outside world. This is mirrored in the detailed and almost poetic way in which he describes the sun’s reflection in the dew (l. 10), the surroundings of his house (ll. 22–23) and his classmate Bindi (ll. 32–33). Second, despite his obvious mental disorder he is still quite able and willing to defend himself against any kind of mockery or bullying (ll. 12–17). Furthermore, he accepts and even endorses the necessity of rules, wishing more people would obey them (ll. 28–29). Last but not least, the fact that he is really craving to learn the rules for socializing with people (ll. 29–30) indicates that he is quite aware of both his strengths and his weaknesses.
  
3. a) Due to his Obsessive Compulsive Disorder, Felix’s life is, for the most part, governed by rules and routines. For Felix rules are like a lifeline that he needs to survive everyday life. For example, he cannot help but count the steps and time on his way to school, just as he cannot stand listening to music and the drumming of water in the shower simultaneously. As soon as these rules or routines are broken or disturbed, Felix’s life is immediately out of balance. In situations like this he needs to regain control as quickly as possible. This is reflected, for example, in his decision to walk back home and restart the step count all over. However, it is not only his “internal” rules that are very important to Felix. When his physics teacher gives him detention for arriving late to class, he does not react in a way one would expect a ‘normal’ teenager to respond. Most teenagers would probably be angry with their teacher, complaining how mean, overly strict or unjust the teacher is. Felix, however, endorses the teacher’s rules because he is convinced that obeying (external or social) rules is important in general and that his life would be a lot easier if everybody obeyed rules in the same way he does.  
 In my own life, rules are important and necessary but they always need to be appropriate and rational. For instance, if my parents cut my pocket money because I received a bad mark in school, a rule like this would be inappropriate. Doing badly in school has nothing to do with how much pocket money I should get. It would be much more suitable if my parents did not allow me to go out the next couple of days so that I can catch up on what I missed in class. Furthermore, rules have to be rational or sensible. My maths teacher Mr Jenkins, for example, does not allow us to drink in class. We have often told him that (a) other teachers do not object to us having an occasional sip in class and (b) it is often so hot and sticky in the classroom that we become thirsty very quickly. Nevertheless Mr Jenkins insists on his rule without giving us a reasonable explanation. This is what I would call an irrational rule. By and large, however, I do not object to rules in my own life as long as I consider them to be necessary, fair and reasonable.  
 In society in general it is entirely unthinkable to have no rules whatsoever. Without any rules everyday life would collapse immediately in all its facets and it would arguably end up in complete chaos. For example, there can be no denying that rules are absolutely indispensable in all kinds of transportation such as air, maritime, rail and road traffic. In more general terms, to ensure that everybody in society can live in peace with each other and has the same rights and duties, parliaments need to set up rules in the form of laws and regulations the observance of which must be controlled by a police force and the breaching of which must be prosecuted and punished by the judiciary. However, despite the fact that lots of rules are indeed absolutely necessary in society as a whole, it is extremely important to make sure that those rules and laws do not unduly restrict human creativity and do not violate basic human rights.

**or** b) Bindi catches up with me when I walk out of the classroom. She grabs my arm and asks, "Felix, what is wrong with you? Why were you really late today? And don't give me that 'I had to go back for something' again. You are never late for school, and you never forget anything at home." I feel quite uncomfortable with Bindi's questions so I say, "Leave me alone. I don't want to talk about it." But Bindi won't let it go at that, "I have told you so many personal secrets about myself in the past. Why don't you trust ME now? The reason for your being late cannot be that bad, can it?" I look at her, but I can hardly stand the eye contact. Nevertheless I can bring myself to start talking. "I have this ..., you know, this ... eh ... strange ... habit." "What habit?", Bindi asks with a deep frown on her face. "I ... , you see, ... I count my steps ... on the way ... to school", I stammer, ashamed of myself. "That's it? You count your steps? What's so terrible about that?", Bindi asks.

Then I scream at her, "Well, I don't just count my steps for the fun of it. I need to count them, you see? It's like a compulsion. Every day. It calms me. I wouldn't be able to get to school at all if I didn't count the steps." Bindi puts her right arm around my back and says, "I see. I mean ... I think I do. I feel so sorry for you. So it's a kind of obsessive action, right?" I can feel tears welling up in my eyes before I answer her question. "Yes, I think that's what it is. And you see, this morning on my way to school, I was counting again when I ran into Sam Birch, Henry Teoh and some of the year-twelve girls. They started mocking me. I was really furious and ran away from them. But once I got rid of them, I had forgotten my step count. It was horrible. I was completely shattered. The only thing I could do was go back home to restart counting my steps all over again. Bindi, I'm a freak!" With my last sentence I start sobbing almost uncontrollably. Bindi hugs me, saying, "Listen, Felix. You are not a freak. You do have a psychological problem, no doubt about that, but you are not a freak. I'm sure there are people who can help you. Have you told your parents about this?" I look at her in astonishment, then answering, "No, of course I haven't. They know that I can sometimes be a bit strange about certain things, but I definitely don't want them to know about the step count."

Bindi thinks for a moment. Then she says, "I know what you can do. You can go to our school social worker, Mrs Hollister. She is a trained mental health professional and needs to keep to herself whatever she finds out about you unless you are in serious danger of hurting yourself, which is not the case, I think." With this suggestion of Bindi's my mood starts improving. So I say to her, "That sounds like a good idea. Will you come with me when I go to Mrs Hollister?" Bindi nods vehemently, giving me an empathetic smile.



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