

Name:	
Jahrgang:	



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

BAfEP / BASOP

18. September 2018

Englisch

(B2)

Lesen



Hinweise zum Beantworten der Fragen

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben. Die Zeit zur Bearbeitung dieser vier Aufgaben beträgt 60 Minuten.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, trennen Sie das Antwortblatt heraus.

Schreiben Sie Ihre Antworten ausschließlich auf das dafür vorgesehene Antwortblatt. Beachten Sie dazu die Anweisungen der jeweiligen Aufgabenstellung. Sie können im Aufgabenheft Notizen machen. Diese werden bei der Beurteilung nicht berücksichtigt.

Schreiben Sie bitte Ihren Namen in das vorgesehene Feld auf dem Antwortblatt.

Bei der Bearbeitung der Aufgaben sind keine Hilfsmittel erlaubt.

Kreuzen Sie bei Aufgaben, die Kästchen vorgeben, jeweils nur ein Kästchen an. Haben Sie versehentlich ein falsches Kästchen angekreuzt, malen Sie dieses vollständig aus und kreuzen Sie das richtige Kästchen an.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Schreiben Sie Ihre Antworten bei Aufgaben, die das Eintragen von einzelnen Buchstaben verlangen, leserlich und in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben Sie den richtigen Buchstaben rechts neben das Kästchen.

B	<input checked="" type="checkbox"/>	G	F
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Falls Sie bei den Aufgaben, die Sie mit einem bzw. bis zu maximal vier Wörtern beantworten können, eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben Sie die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

falsche Antwort	richtige Antwort
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Beachten Sie, dass bei der Testmethode *Richtig/Falsch/Begründung* beide Teile (*Richtig/Falsch* und *Die ersten vier Wörter*) korrekt sein müssen, um mit einem Punkt bewertet werden zu können.

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

NAME:

ANTWORTBLATT

The language course

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
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6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Von der
Lehrperson
auszufüllen

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1

Finding out about Britain's past

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Von der Lehrperson auszufüllen

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2

3

ANTWORTBLATT

Out of sync

0	<i>it is lost</i>
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Von der
Lehrperson
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4

From rubbish, beauty

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Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

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___ von 29 P.

Read the text about a language course in Spain, then choose the correct answer (A, B, C or D) for each question (1-7). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

The language course

Marketing consultant Lottie Bailey likes to do something useful with her holidays and has been meaning to learn Spanish for some time. The impetus finally arrives in the form of a potential Spanish client, and Lottie signs up for “super-intensive beginners” – a week-long course in Granada, which, according to the brochure, is “for professional people in need of learning Spanish quickly.”

In addition to mastering key phrases – such as “A large glass of Rioja, please” and “Where can I get a taxi?” – she is confident that she will have a fine grasp of the basics before the week is out. Her current knowledge of Spanish is limited to “Hola!” and “No hablo español” but the school reassures her that the course is for “absolute beginners” and Lottie believes that she has a natural flair for languages, having notched up S-level French and German at school (admittedly, some time ago).

Her trip gets off to an exhilarating start with a cab driver who sweeps along the curving autoroute at 130 kmph while talking very animatedly into a hand-held mobile. Lottie makes a mental note to learn the Spanish for “Please slow down” as a matter of priority.

On arrival at the Esperanza Language School, she is asked to fill in a form entitled “personal data” and is directed to Aula 2, where Franz, a teenager wearing a ponytail and an Iron Maiden T-shirt, is waiting, along with Andreas, an athletic German fitness instructor, and Elsa, a rather serious Polish girl. The final member of the group, Sandrine, slides into her seat at the final moment and in a husky French accent asks Andreas if she can borrow some paper, in such a way that it sounds like an indecent proposal. Andreas’s hands tremble slightly as he hands over a wodge of foolscap.

Surveying her fellow beginners, Lottie worries that, with the exception of Elsa, they might not be able to keep up. But then Pepe the teacher arrives

and, speaking only Spanish, soon puts paid to that preconception. Lottie has absolutely no idea what he is talking about – but soon realises that everyone else does.

After an excruciating 90 minutes, Lottie joins her classmates in the tapas bar next door, where over cafés con leche she discovers that Franz is studying for the German equivalent of a Spanish A-level; Andreas has been learning Spanish at night school, and Elsa has been following an audio course in her car for the past two years. Even Sandrine owns up to having done Esperanza’s three-month beginners’ course before.

Back in the classroom, things progress at a fast pace and “total immersion” rapidly turns into total aversion, as far as Lottie is concerned. She must have missed the bit where Pepe covered personal pronouns, and is (literally) speechless when they are suddenly expected to conjugate sentences.

Worse, whenever Lottie tries to look up a word in the dictionary, Pepe signals for her to put it away and starts to mime the word instead, neatly drawing attention to her ignorance while holding up the rest of the class. When she finally gets it, Pepe shouts “Fantástico!” and the others sigh with relief.

Meanwhile, Andreas and Sandrine pair up enthusiastically for exercises and, on day three, pitch up together, looking as if they haven’t had much sleep. During a morning devoted to prepositions, Lottie notices that they are playing footsie under the table.

On day four, faced with delivering a whiteboard presentation on the layout of her ideal town, which she was supposed to have prepared in advance, Lottie bunks off to experience some Spanish culture – namely, a visit to Zara Home.

At the end of the week, during another white-knuckle ride back to the airport – she is still unable to ask the cab driver to slow down.

- 0 **Lottie decides to attend a language course because**
- A she would like to visit Granada.
 - B it is a nice way to combine the professional with the private.
 - C her company has asked her to learn Spanish.
 - D somebody she might work with is from Spain.
- 1 **Lottie's**
- A belief in her language learning ability is limited.
 - B ability to use Spanish is next to nothing.
 - C aim is to learn the language naturally.
 - D main interest is to learn a few expressions.
- 2 **The taxi ride**
- A makes Lottie feel rather uneasy.
 - B gives Lottie some time to make some notes.
 - C makes Lottie realise she has to slow down.
 - D is exciting and a lot of fun for Lottie.
- 3 **All the other students in Lottie's class**
- A are studying to pass a Spanish exam.
 - B have already attended Spanish classes.
 - C manage to understand the Spanish teacher.
 - D fail to keep up with the pace in the Spanish class.
- 4 **Lottie soon learns to**
- A hate the method of teaching.
 - B understand the basic grammar.
 - C paraphrase simple expressions.
 - D speak as fast as the others.
- 5 **Lottie's efforts**
- A are ignored by the teacher.
 - B make learning into a language game.
 - C are very much appreciated by Pepe.
 - D make her fellow students impatient.
- 6 **Within a few days**
- A some students have to study all night.
 - B two students show affection for each other.
 - C Lottie realises she is catching up.
 - D Lottie has learnt the Spanish prepositions.
- 7 **Towards the end of the course Lottie**
- A courageously does a PowerPoint presentation.
 - B decides to cut classes and do something else.
 - C visits a Spanish friend in her new home.
 - D works all night on a talk about her home town.

Read the text about recent archaeological research into the secrets of prehistoric Britain. Some parts are missing. Choose the correct part from the list (A-J) for each gap (1-7). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

Finding out about Britain's past

Archaeologists are searching for the lost tribes of prehistoric Britain – at the bottom of the North Sea. In a unique and ground-breaking operation, scientists plan to (0) ____ – a vast prehistoric land, once located between England and southern Scandinavia, which was engulfed by rising sea levels some 7,500 years ago. The archaeologists hope to find evidence of flint tool manufacture, plant pollen and the DNA of plant and animal species used by the long-lost land's ancient inhabitants. Due to be launched later this month, the multi-million pound project is the largest of its kind ever attempted anywhere in the world and will (1) ____ and capabilities.

Past survey work in the southern part of the North Sea has identified some of the vanished territory's original river valleys – and it is two of those now-long-drowned valleys that the scientists will target in their search. They plan to recover ancient pollen, insects and plant and animal DNA and to use high-definition survey techniques to accurately (2) ____ and how humans impacted on and used the environment.

The project will reveal, for the very first time, the culture and lifestyle of the dozens of generations of prehistoric Brits who flourished there for 6,000 years until it finally disappeared beneath the waves in the mid-sixth millennium BC. This real British Atlantis originally (3) ____ (a long-lost territory around the size of modern Britain). However, following the end of the Ice Age, thousands of cubic miles of sub-Arctic ice started to melt and sea levels began to rise worldwide. The major period of ice melt and consequent sea-level rise, which specifically affected the southern part of the North Sea region, (4) _____. During that period of sea-level rise, what were then coastal zones (5) _____. It is likely that massive storm surges – some up to 15 foot high – would have devastated large areas, probably on average around four times a century. Due to the concentration of human hunter-gatherer activity in food-rich coastal and estuarine areas, such surges would have almost certainly drowned hundreds of people each time.

Gradually, most of the 100,000 square miles became permanently inundated – and by 6500 BC, the remnants of the dwindling North Sea territory had become a 140-mile-long, approximately 100-mile-wide island covering thousands of square miles (partly where the North Sea's Dogger Bank is today). But, over the centuries, it gradually (6) _____. It is conceivable that at least some of its last inhabitants would not have been able to escape.

Now, almost eight millennia after the death of Britain's North Sea Atlantis, archaeologists are about to re-discover its secrets. It's hoped that their research will reveal where the inhabitants lived, what they ate and what their environment looked like. The expedition also hopes to (7) ____.

Plant DNA, recently obtained from another 'drowned' landscape (the Solent, between the Isle of Wight and mainland England) suggests that Stone Age people in that area were eating (and therefore importing or possibly growing) wheat some 2,000 years earlier than previously thought. Now the scientists plan to systematically search for similar wheat or other domesticated species' DNA evidence in what was once dry land under the North Sea.

A	covered some 100,000 square miles of what is now the North Sea
B	became increasingly vulnerable to catastrophic flooding
C	affected a different region
D	re-discover what the lost Stone Age landscape looked like, what vegetation flourished there
E	search for evidence of Stone Age human activity on Britain's very own 'Atlantis'
F	discover whether they were culturally more advanced than previously believed
G	shrank and was finally overwhelmed by the waves in around 5500 BC
H	occurred between 8000 BC and 6000 BC
I	have an idea of the techniques and tools
J	lead to the development by British scientists of an entire range of new scientific techniques

Read the text about the history of changing the soundtracks of films into another language. Answer the questions (1-7) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



Out of sync

Dubbing into German has been very successful, but how does it change the movies?

With all the rave reviews, the film *Brokeback Mountain* had been a must-see when I finally caught a German-language version in a Vienna cinema. A German-dubbed western is an unsettling experience. Phrases like "I reckon," and "I just can't quit you!" spoken in lazy western drawls are more than lost in translation; they are just lost. Fully traumatised, I went back the next day to see the original version in a different theatre.

According to a European study cited in Wikipedia, Austria holds the highest rejection rate for subtitles (70%), with Italy, Spain, and Germany trailing closely behind. So foreign films shown in these countries are usually dubbed. This is usually attributed to the size of Europe's German-speaking population, allowing for higher box office returns than in the smaller countries of Scandinavia and the East, where the less expensive subtitling prevails.

But is this the only reason?

In the 1930s, at the height of the Hollywood studio system with sound coming into its own, the quest for an international market led to the "multiple language version" method, in which the same film was shot in more than one language with different casts (e.g. *The Big Trail* – English, German, Spanish, French, and Italian!). This was an expensive process, so the invention of a recording system that could sync audio and video (by Austrian physicist Jakob Karol) in 1930 introduced a more affordable solution.

The dubbing option came at a pivotal time politically. In fascist Italy, where foreign films were completely banned by Mussolini in 1930, dubbing became an effective form of translation in which foreign influences could be kept in check, or even manipulated. In Germany, the turn towards extreme nationalism also made dubbing an appealing option. In 1942, *Casablanca* was not only dubbed but also entirely re-edited to remove all Nazi references.

Thus wartime nationalism supported local languages and minimal foreign influence, making dubbing the norm. A thriving industry was born.

Today, dubbing houses in Germany are well-established and the actors providing the voices for certain Hollywood icons can be just as famous themselves locally, providing many careers and even influencing modern slang.

From an aesthetic standpoint, dubbing has not been looked upon favourably by a number of well-known filmmakers. Both David Lynch and Jean Renoir have stated in no uncertain terms that they “hate dubbing.” Lynch feels that it not only “destroys the actor’s performance, it changes the balance of sound.”

But in dubbing countries, mainstream audiences are accustomed to this format. After all, “film is a visual experience,” says Klaus Bauschulte, head of production at the German dubbing house, Berliner Synchron. “Having to read subtitles distracts the viewer.”

0	What happens to the meaning of some sentences in dubbed films?
1	Why do some countries use subtitles instead of dubbing?
2	How did producers handle the language problem in the early days of sound cinema?
3	What technique eventually made dubbing possible?
4	How was dubbing abused by some politicians? (Give <u>one</u> answer.)
5	What political attitude favoured dubbing? (Give <u>one</u> answer.)
6	Why is one filmmaker strongly opposed to dubbing? (Give <u>one</u> answer.)
7	What is the argument in favour of dubbing?

Read the text about a passion that became a work of art. Some sentences are missing. Choose the correct sentence from the list (A-K) for each gap (1-8). There are two extra sentences that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.



From rubbish, beauty

AT PRECISELY 5pm each working day, from 1958 until 1975, Nek Chand, inspector of roads for the Public Works Department of the city of Chandigarh, would climb onto his bicycle.

(0) _____. Instead he turned north, towards the Shivalik Hills and the damp, mosquito-prickling forest. (1) _____. Dense brush tangled in his wheels. "There were no roads to come or go," he remembered. "Who would come here and what for?"

(2) _____. The best specimens lay by the Ghaggar river, with strange man-or-woman shapes, and seemed to call out to be rescued. He brought these "individual souls," at weekends or under cover of darkness, to the space he had cleared with his bare hands in the jungle, and laid them out in patterns in the landscape. A small mud hut, its walls inlaid with perfect fist-sized stones, became his centre of operations.

To the south the great Swiss-French architect Le Corbusier was building a new Chandigarh, a "city beautiful" based on right angles and reinforced concrete. (3) _____. As a dutiful official, Nek Chand subscribed to these principles: he saw to it that the new highways ran straight rather than crooked, and when they cut through the old, poor, cluttered parts of Chandigarh, he accepted it as progress. (4) _____. Shards of crockery, electrical fittings, old tyres, bottle tops, sanitary ware, coal-tar drums, glass beads, discarded saris, were all carried to his secret site. These "beautiful" things he mixed with cement and sand to make hundreds of decorated figures of men, women, children and animals, standing, sitting or strolling in his city.

Among gods and goddesses

Le Corbusier's project was an immense public work. (5) _____. He had never been taught art, sculpture or architecture. Though he had received a little general schooling in Lahore, he presumed that the family farm would be his life. He had always liked building with stones, creating little forts on the banks of the stream that flowed through his village of Berian Kalan in Punjab. One day he had found some broken glass bangles in the market; these had become decorations for tiny figures of clay, based on the stories of gods and goddesses he had heard from his mother.

All that was before Partition uprooted him from what became Pakistan. (6) _____. The new life he made never eclipsed the old one. The earliest constructions in his garden in the forest were modelled on both the village life he remembered and the divine haunts he imagined: winding paths, walls and rivers, terraces and waterfalls, temples and alleyways and fairground formations of dancers, musicians, water-carriers, snake-charmers, revellers, horses, buffaloes and birds. He worked fast. The intricate “kingdom of gods and goddesses” grew and grew, until by 1975 it covered 13 acres. (7) _____.

He risked losing everything at that point. The land was the government’s, and his presence there illegal. (8) _____. But city officials were so enchanted by what they found, and disarmed by the modesty of the builder, that they decided instead to encourage him. He was appointed sub-divisional engineer (Rock Garden), with a salary and 50 labourers to help him, and despite the usual administrative ups and downs—rows, money trouble, vandalism—his project flourished.

A	And then the authorities came to clear the forest
B	He fled first to Delhi, where his parents died, and then in 1951 to Chandigarh
C	He was more interested in his own creations
D	In the rubble of these demolished houses, dumped not far from the forest, he found more treasure
E	It was the first planned city in independent India
F	The road, good at first, soon became a bumpy track and then disappeared completely
G	He had never planned to go there
H	But he did not head for home
I	At the least, he could have been fired
J	What he went for was to add one more rock, or a few more stones, to the secret world he was building there
K	Nek Chand’s was private, and at first just a hobby

Bildquellen

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<https://commons.wikimedia.org/w/index.php?curid=29767908>

Textquellen

Seite 5: Wheeler, Karen: The language course.

<http://howtospentit.ft.com/personal-luxuries/4695-the-language-course> [03.04.2018] (adaptiert).

Seite 7: Keys, David: Britain's Atlantis: Scientific study beneath North Sea could revolutionise how we see the past.

<http://www.independent.co.uk/news/science/archaeology/britains-atlantis-scientific-study-beneath-north-sea-could-revolutionise-how-we-see-the-past-10480279.html> [23.04.2018] (adaptiert).

Seite 9: Nam, Janima: Out of Sync.

<http://www.viennareview.net/on-the-town/on-screen/out-of-sync> [23.04.2018] (adaptiert)

Seite 11: Autor/in nicht genannt: From rubbish, beauty.

<http://www.economist.com/news/obituary/21656131-nek-chand-saini-creator-rock-garden-chandigarh-died-june-12th-aged-90> [03.04.2018] (adaptiert).