

| | | |
|--------------------|----------|--|
| Zentralabitur 2020 | Englisch | Material für Prüflinge |
| Name: | gA | Teil 1a – Hörverstehen Bearbeitungszeit: 30 min |

Listening Comprehension

24 BE

You will hear each recording twice. After each listening you will have time to complete your answers.

Task 1: Criminals

6 BE

You will hear six news items from a radio morning show.

While listening, match the news items 1 to 6 with the headings A to G. There is one more heading than you need.

| | Heading |
|---|---|
| A | A fugitive proves hard to catch |
| B | A clever plan leads to success |
| C | A clumsy fake leads to punishment |
| D | A suspicious person turns out to be innocent |
| E | A criminal chooses the wrong location for a crime |
| F | A criminal's appearance makes him easily detectable |
| G | A criminal's silly behaviour plays into the hands of the police |

| News Item | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|---|---|---|---|---|---|
| Heading | | | | | | |

| | | |
|--------------------|----------|--|
| Zentralabitur 2020 | Englisch | Material für Prüflinge |
| Name: | gA | Teil 1a – Hörverstehen Bearbeitungszeit: 30 min |

Task 2: Women on Strike

13 BE

You will hear a report about a strike in Britain in 1976.

While listening, complete the table. You need not write complete sentences. Unless otherwise specified, one aspect is enough.

| | | |
|---|--|--|
| 1 | Which impact the strike had on British society, according to the presenter | |
| 2 | Why mainly migrant women were employed in the factory | |
| 3 | One reason why the women went on strike | |
| 4 | One example Lakshmi Patel gives for the treatment of the workers | |
| 5 | How the women felt about their supervisors | |
| 6 | What Mrs Desai and five of her co-workers did | |
| 7 | What is said about Jayaben Desai's character | |
| 8 | Why Jayaben Desai felt her demands to be justified | |

| | | |
|----|---|--|
| 9 | What the workers asked for (Name two examples) | <ul style="list-style-type: none"> • _____ • _____ |
| 10 | How the company reacted | |
| 11 | How trade unions supported the strikers, according to Jack Dromey | |
| 12 | What is said about the development of the women's strike | |

Task 3: Gap Years

5 BE

You will hear an interview about gap years.

While listening, tick (✓) the correct answer (a, b, c, or d). There is only one correct answer.

1. The Canadian Gap Year Association

| | | |
|---|--|--------------------------|
| a | assists when planning to do a gap year. | <input type="checkbox"/> |
| b | provides placings in Canada for a gap year. | <input type="checkbox"/> |
| c | coordinates students' applications for a gap year. | <input type="checkbox"/> |
| d | helps finding an employer for a gap year abroad. | <input type="checkbox"/> |

2. Michelle Dittmer sees education as

| | | |
|---|-----------------------|--------------------------|
| a | a necessary basis. | <input type="checkbox"/> |
| b | relentless pressure. | <input type="checkbox"/> |
| c | an ongoing process. | <input type="checkbox"/> |
| d | continuous injustice. | <input type="checkbox"/> |

| | | |
|--------------------|----------|--|
| Zentralabitur 2020 | Englisch | Material für Prüflinge |
| Name: | gA | Teil 1a – Hörverstehen Bearbeitungszeit: 30 min |

3. One benefit of a gap year is the opportunity to

| | | |
|---|-------------------------------|--------------------------|
| a | travel the world. | <input type="checkbox"/> |
| b | earn money for college. | <input type="checkbox"/> |
| c | create personal networks. | <input type="checkbox"/> |
| d | find out about possible jobs. | <input type="checkbox"/> |

4. Schools do not provide enough opportunities for

| | | |
|---|---------------------------------|--------------------------|
| a | community service. | <input type="checkbox"/> |
| b | job-related learning. | <input type="checkbox"/> |
| c | individual development. | <input type="checkbox"/> |
| d | improving language proficiency. | <input type="checkbox"/> |

5. Michelle Dittmer promotes gap years in Canada because she

| | | |
|---|--|--------------------------|
| a | enjoys this rewarding occupation. | <input type="checkbox"/> |
| b | wants to share her own experiences. | <input type="checkbox"/> |
| c | feels her country has to catch up with others. | <input type="checkbox"/> |
| d | notices a lack of information on gap year opportunities. | <input type="checkbox"/> |