

# 2022 Mittelschule M10

Original-Prüfungsaufgaben mit Lösungen

ActiveBook  
• Interaktives  
Training

**MEHR  
ERFAHREN**

Bayern

**Englisch 10. Klasse**

+ Übungsaufgaben  
+ Original-Prüfungen  
+ Audio-Dateien

Original-Prüfungsaufgaben

**2021** zum Download



**STARK**

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| Original-Abschlussprüfung 2021 .....                                                                            | <a href="http://www.stark-verlag.de/mystark">www.stark-verlag.de/mystark</a> |

Sobald die Original-Prüfungsaufgaben 2021 zur Veröffentlichung freigegeben sind, können sie als **PDF** auf der Plattform **MyStark** heruntergeladen werden (Zugangscode vgl. Farbseiten vorne im Buch).



## Hörtexte

Text 1: First date

Text 2: The meteorite

Text 3: Bus tour

Text 4: Paul and Rachel are planning their summer holiday

Text 5: Newtown radio station

Text 6: Weather forecast

Abschlussprüfung 2017

Abschlussprüfung 2018

Abschlussprüfung 2019

Abschlussprüfung 2020

Abschlussprüfung 2021

**Hinweis:** Auf die Audio-Dateien kannst du ebenfalls über die Plattform „MyStark“ zugreifen.

**Übungsaufgaben gesprochen von** Clare Gnasmüller, Daniel Holzberg,  
Paul Jenkinson, Barbara Krzoska, Rachel Teear

Die Soundeffekte der Hördateien der Übungsaufgaben stammen u. a. aus folgender  
Quelle: pacdv

**Autorinnen:**

Eva Siglbauer (Übungsaufgaben und Lösungen zu den Original-Prüfungsaufgaben), Rachel Teear (Hörverstehenstexte 1 und 3–6)

# Vorwort

Liebe Schülerin, lieber Schüler,

die Prüfung zum Erwerb des Mittleren Schulabschlusses an Mittelschulen besteht aus einem **mündlichen und einem schriftlichen Prüfungsteil**, die im Verhältnis 1:2 gewertet werden. Die schriftliche Prüfung wird zentral gestellt. Die Struktur der mündlichen Prüfung ist ebenfalls zentral vorgegeben, die konkreten Aufgaben werden jedoch von den einzelnen Schulen gestellt. Mit diesem Buch kannst du dich gezielt auf die Anforderungen der Prüfung vorbereiten und sicher in deine Prüfung gehen.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abschlussprüfung vom Kultusministerium bekannt gegeben werden, findest du aktuelle Informationen dazu auf der Plattform MyStark.

## Bestandteile der Prüfung

Die schriftliche Prüfung besteht aus folgenden Teilen:

Teil A *Listening Comprehension*

Teil B *Use of English*

Teil C *Reading Comprehension and Mediation* (Sprachmittlung)

Teil D *Text Production*

Der Umfang der einzelnen Aufgaben wird in zwei Bereiche aufgeteilt:

Teil A–B 40 Minuten

Teil C–D 80 Minuten

Die schriftliche Prüfung dauert also 120 Minuten, die mündliche Prüfung ca. 15 Minuten. Du kannst dich in Englisch zu einer freiwilligen mündlichen Prüfung anmelden, wenn sich die Jahresnote und die Prüfungsnote um eine Notenstufe unterscheiden und nach der Auffassung des Prüfungsausschusses die schlechtere Note als Gesamtnote festzusetzen wäre.

## Hilfsmittel

Ein zweisprachiges Wörterbuch darfst du nur in den Teilen C und D verwenden. Es darf keine zusätzlichen Informationen (z. B. Hinweise zum Gestalten eines Briefes) enthalten, da es sonst nicht zulässig ist.

## Bewertung

Die Gesamtbewertung errechnet sich wie folgt:

- Die Note aus der mündlichen Prüfung wird einfach gewichtet.
- Die Note im Schriftlichen zählt doppelt.
- Die Notensumme geteilt durch drei ergibt die Prüfungsnote.
- Für die Ermittlung der Gesamtnote werden Prüfungsnote und Jahresfortgangsnote im Verhältnis 1:1 gewichtet.

Note mdl.

Prüfung x 1

$$\begin{array}{ccccccc} + & \rightarrow & \text{Noten-} & = & \text{Prüfungs-} & + & \text{Jahres-} \\ \text{Note schriftl.} & & \text{summe : 3} & & \text{note x 1} & & \text{fortgangs-} \\ \text{Prüfung x 2} & & & & & & \text{note x 1} \end{array} \rightarrow \begin{array}{cc} \text{Noten-} & = \\ \text{summe} & \text{Gesamtnote} \end{array}$$

Den Prüfungstermin für die schriftliche Abschlussprüfung gibt das Kultusministerium bekannt. Die Termine für die mündliche Prüfung legt die jeweilige Schule selbst fest. Die Prüfungsleistungen werden von je zwei Lehrkräften bewertet. Im Normalfall überwiegt die Prüfungsnote (Ergebnis aus mündlicher und schriftlicher Prüfung). Die Prüfungskommission legt die Note fest. Im Einzelfall kann auch die Jahresfortgangsnote überwiegen.

## Mündliche Prüfung

Die mündliche Prüfung umfasst zwei Teile. Da jede Schule die Inhalte der Prüfung selbst festlegen kann, ist es wichtig, dass du dich rechtzeitig über die genauen Inhalte und Abläufe an deiner Schule informierst.

### Teil A

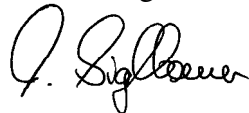
Die Prüfung wird mit einem nicht bewerteten Eröffnungsgespräch begonnen. Dieser *opening talk* stellt eine Hinführung zum Hauptteil der Prüfung dar.

### Teil B

Der Hauptteil der Prüfung besteht aus drei Bereichen:

- ▶ **Picture-based talk:** Hier werden dir zwei Bilder zu einem Thema vorgelegt, zu denen du dich in einem Dialog mit deinem Prüfer/deiner Prüferin äußern sollst.
- ▶ **Topic-based talk:** Hier wird dir eine Mindmap zu einem Lehrplanthema der 10. Klasse vorgelegt. Du wählst drei Stichpunkte aus der Mindmap aus und hältst einen kurzen Vortrag dazu. Es können dir anschließend auch Fragen gestellt werden.
- ▶ **Interpreting:** Hier musst du in Alltagssituationen sprachmittelnd agieren. Das bedeutet, dass du Informationen sinngemäß von der einen Sprache in die andere übertragen musst.

Viel Erfolg in der Prüfung!



Eva Siglbauer



## Listening Comprehension Test 2

**The meteorite**

## Task 1

**Listen to the text.** While listening answer the question below.

Tick (✓) the correct answer a, b, c or d.

What is the radio show about?

- a) Two strange visitors from Arizona ☐
- b) An object falling down from space ☐
- c) A very rare event at McDonald's ☐
- d) An astronomer flying to space ☐

## Task 2

**True or false.** Tick (✓) the right answer.

true false

- a) The meteorite crashed into the roof at 9 pm. ☐ ☐
- b) It weighed more than 1 kg. ☐ ☐
- c) The meteorite landed in the kitchen while Lisa was preparing breakfast. ☐ ☐
- d) The ceiling exploded when the meteorite came down. ☐ ☐

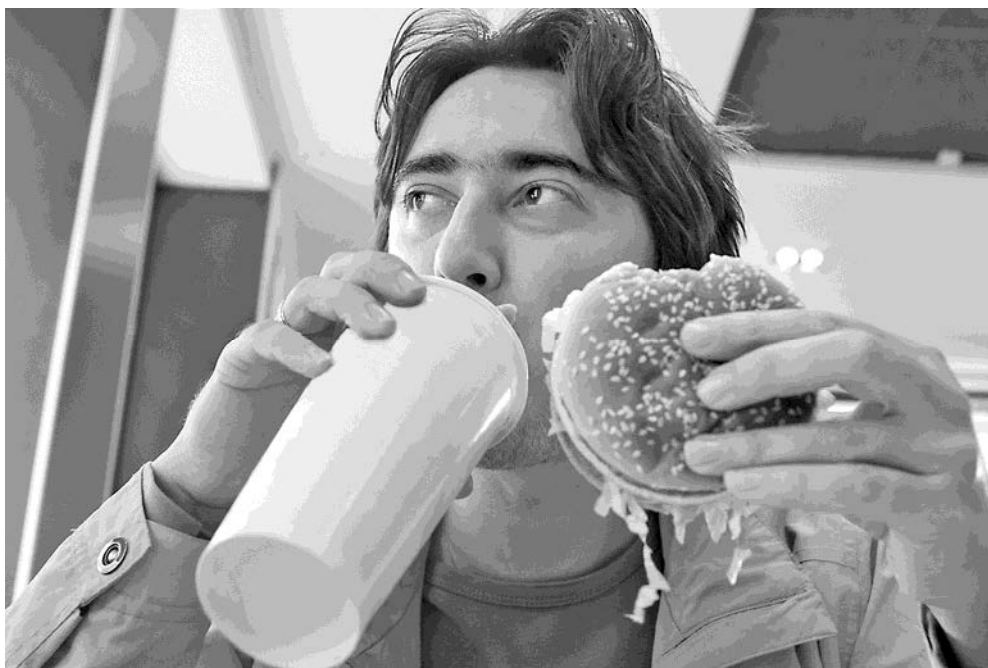
## Task 3

**Gap filling.** Fill in the missing words.

- a) Sam saw the meteorite lying \_\_\_\_\_.
- b) Luckily, \_\_\_\_\_ was hurt.
- c) Sam and Lisa dried the rock \_\_\_\_\_.
- d) Collectors would pay several \_\_\_\_\_ for the meteorite.
- e) However, Sam and Lisa are planning to \_\_\_\_\_  
\_\_\_\_\_.

Task 3

**Food: Picture 1**



**Food: Picture 2**

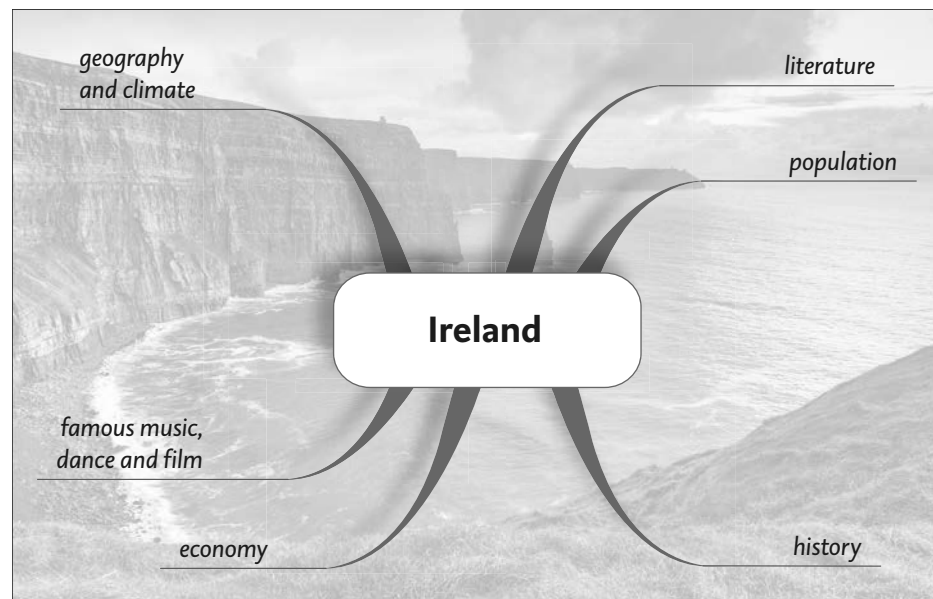




## Task 3

**Ireland**

Choose three aspects of the mindmap and use them for your talk.

*Interpreting*

Diesen Teil übst du am besten mit zwei Freunden, indem ihr die Prüfungssituation nachstellt.

## Task 1

**On a Ferry**

You're going to spend your summer holidays with your grandma in Southampton and Edinburgh. Your grandma doesn't speak English. During the crossing she wants to chat with an American tourist who is planning to stay in Southampton before going on to Edinburgh. You have to interpret.

TOURIST: By the way, I'm Mr. Miller from Boston USA. Where do you come from and how long are you going to stay in Southampton?

YOU: *(in German)*

---



---

GRANDMA: Sage ihm, wie wir heißen, und dass es uns freut, mit ihm zu sprechen. Frage ihn, ob er schon einmal in Schottland gewesen ist.

YOU: *(in English)*

---



---

TOURIST: No, I've never been to Scotland. But I've read a lot about Edinburgh and I'm looking forward to staying there.

## Listening Comprehension Test 2

### Task 1

- a) Two strange visitors from Arizona ☐
- b) An object falling down from space ☒
- c) A very rare event at McDonald's ☐
- d) An astronomer flying to space ☐

### Task 2

- |                                                                                                                                                                                                                                                                                                                                                                       | true                                | false                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| a) The meteorite crashed into the roof at 9 pm.<br><div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #ccc; margin-right: 5px;"></div> <div> <i>Hinweis: "At nine o'clock <u>in the morning</u>, just before breakfast, a meteorite ... crashed through the roof of their house ..." Z. 3–5</i> </div> </div> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| b) It weighed more than 1 kg.<br><div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #ccc; margin-right: 5px;"></div> <div> <i>Hinweis: "... a meteorite weighing 1.3 kg ..." Z. 4/5</i> </div> </div>                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| c) The meteorite landed in the kitchen while Lisa was preparing breakfast.<br><div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #ccc; margin-right: 5px;"></div> <div> <i>Hinweis: "... landed in their living room!" Z. 5/6</i> </div> </div>                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| d) The ceiling exploded when the meteorite came down.<br><div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #ccc; margin-right: 5px;"></div> <div> <i>Hinweis: "I <u>thought</u> the ceiling had exploded." Z. 16</i> </div> </div>                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

### Task 3

- a) Sam saw the meteorite lying **under the computer**.  

*Hinweis: "Then I saw a rock lying under the computer, ..." Z. 18*
- b) Luckily, **nobody/no one** was hurt.  

*Hinweis: "It was sheer luck that nobody was hurt!" Z. 21*
- c) Sam and Lisa dried the rock **in their/the oven**.  

*Hinweis: "We dried it in our oven." Z. 24*
- d) Collectors would pay several **thousand dollars** for the meteorite.  

*Hinweis: "Scientists say you could expect to get several thousand dollars for the meteorite from collectors." Z. 25/26*
- e) However, Sam and Lisa are planning to **offer/give the rock/meteorite to a museum**.  

*Hinweis: "Well, actually we planned to offer the rock to a museum." Z. 27*

- **Does this remind you of anything?** It reminds me of the last time I ate a hamburger. It was huge, and I made a big mess eating it!
- **My feelings when I see this picture:** It's a pity he's in such a hurry. The man should be more relaxed and take his time for lunch.

### **Food: Picture 2**

- **What is in the picture?** There are two boys and a girl in a kitchen. They are wearing aprons and looking at a cook book on the table. There are also several ingredients such as tomatoes and flour in bowls on the table.
- **What is the situation?** The girl and the boys, who are probably siblings, would like to cook something and are studying the recipe.
- **First impression:** They seem to be very concentrated and organised.
- **Emotions:** They seem to be very determined to cook a great meal.
- **What happened before?** They put the ingredients they need in bowls and on a wooden board. They also put a cheese grater on the table.
- **What will happen next?** They will start to prepare the meal. It won't be easy but together they will manage, and they will be proud of their meal.
- **Does this remind you of anything?** It reminds me of the first meal I made myself. It wasn't too bad even if it was a bit burnt.
- **My feelings when I see this picture:** It's great that children learn to cook and prepare a healthy and delicious meal.

### **Compare the pictures**

- **Differences:** The man in the first picture is eating alone, having unhealthy fast food. The children are cooking a healthy, delicious meal together.
- **In common:** The people are eating or are preparing food.
- **Suitable title for both:** "Fast food and slow food"
- **Positive and negative aspects:**
  - Picture 1:* It's OK to eat fast food now and then but not as your normal diet. It's better to know how to prepare your own meals.
  - Picture 2:* The children appear to enjoy cooking together, but, of course, they don't know whether their meal will be a success.

again, the land becomes a desert and the animals have nothing to eat anymore. In China, for example, the deserts are spreading closer to inhabited areas, putting them also under the threat of sandstorms.

### Task 3

#### Ireland

The **population** of the island of Ireland is slightly over 6 million. 4.8 million people live in the Republic of Ireland, of whom 1.7 million live in the greater Dublin area. 1.8 million live in Northern Ireland, which is part of the United Kingdom. Before the Great Famine of the 1840s there were 8 million inhabitants on the island. The capital city of Ireland is Dublin.

Ireland had been a poor country for a long time, but in the 1990s, the Irish **economy** started to grow very fast. Ireland became known as the “Celtic Tiger”. One of the most important reasons for this growth was the attraction of multi-national companies because of low taxes. In 2002, Ireland introduced the Euro, whereas in Northern Ireland the British pound is in use. Since the beginning of the financial crisis in 2008, economic growth in Ireland has declined considerably and Ireland needed financial help from the EU.

**Geography and climate:** Ireland is surrounded by the Atlantic Ocean in the west and the Irish Sea in the east. It has a mild climate because of the gulf-stream, which flows along the south of the country. The island is divided into four provinces (Connacht, Leinster, Munster and Ulster) and into 32 counties. Six counties are in Northern Ireland. The highest mountain is Carrauntoohil in County Kerry, and the River Shannon is the longest river.

**History:** The Republic of Ireland was founded in 1922. Northern Ireland was made a part of the United Kingdom in 1920. From the early 1970s to the late 1990s the Catholics and Protestants in Northern Ireland fought each other. In 1998, after an IRA ceasefire and peace talks, the Belfast Agreement was accepted by all parties. This agreement tried to give back self-government to Northern Ireland on the basis of power sharing between Protestants and Catholics.

**Literature:** Ireland is only a small country, but it is home to a lot of famous writers, for example Jonathan Swift, the author of *Gulliver's Travels*. George Bernard Shaw, William Butler Yeats, Samuel Beckett and Seamus Heaney got the Nobel Prize for literature. James Joyce is another great writer of the 20th century. His novel *Ulysses* is one of the most important works of modern literature.

**Music, dance and film:** The famous Irish show Riverdance mixes traditional Irish dance with modern music. The bands Snow Patrol and U2, for example, are also world famous. Glen Hansard of The Frames even won the Oscar for Best Song in 2008. Irish musicians and activists like Bono and Bob Geldof also fight for the poor people in the world. Famous Hollywood stars from Ireland are, for example, Colin Farrell, Pierce Brosnan and Saoirse Ronan.

**M10-Prüfung an Mittelschulen in Bayern 2020**  
**Englisch**

**A Listening Comprehension**

20 P.

*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**

**Task 1**

7 P.

*Fred and Lisa, a young English couple on a trip to the USA, are making a video call home to Lisa's mother and father.*

*Listen to the conversation. While listening, tick (✓) the correct ending for each sentence. There is an example (0) at the beginning.*

0. Fred and Lisa arrived from ...

- ☐ San Francisco.
- ☒ New York.
- ☐ California.
- ☐ Texas.

1. During the flight Fred ...

- ☐ slept well.
- ☐ was cold.
- ☐ got tired.
- ☐ fell ill.

2. Fred and Lisa are staying in a flat for ...

- ☐ one week for \$200.
- ☐ one week for \$220.
- ☐ two weeks for \$200.
- ☐ two weeks for \$220.

3. Berkeley is on the ...

- ☐ Pacific raincoast.
- ☐ San Francisco peninsula.
- ☐ main island in the bay.
- ☐ mainland side of the bay.

40 were converted into hotel rooms and the main lounges into dining rooms. On Promenade Deck, a restaurant and café named Lord Nelson's and Lady Hamilton's were built; the whole ship was decorated in the style of early 19th-century sailing ships. The elegant Observation Bar was redecorated as a western-themed bar. The original wedding chapel, which can hold up to 200 guests, was maintained. So the ship still takes its 'passengers' on a journey through history  
45 with all its romance and adventure.

On 8 May 1971 the Queen Mary lowered its gangway once again. It now houses two restaurants, a hotel, a museum and offers guided tours. Many people believe that the Queen Mary is haunted, so the ship recently introduced a 'Ghosts and Legends' tour. This is an interactive, modern, special-effects attraction that blurs the line between what is real and what is not, and  
50 it dramatizes actual paranormal and historic events reported over the past 60 years.

The Titanic may be the most famous ship in history, but the majestic Queen Mary is, in fact, an even bigger ship and it is still afloat! It has had a long and fascinating history. Will this be the final chapter? It is anyone's guess. But, given the good luck the 'Mary' has enjoyed over the last eight decades or more, it just might have a few more surprises in store.

### Reading Comprehension (see the text on pages 6–7)

- I. Match the headings (A–H) with the paragraphs (1–7). Write the letters in the boxes. Use each letter only once. There are two headings you do not need. One heading (F) is already matched.

6 P.

- A Keeping 'old Mary' alive
- B New life as a tourist attraction
- C Unknown future
- D A ship full of amenities
- E Construction and purpose
- F A new role change
- G On a civil and military mission
- H Recycling the ship

|                           |   |
|---------------------------|---|
| Paragraph 1 (lines 1–11)  |   |
| Paragraph 2 (lines 12–18) |   |
| Paragraph 3 (lines 19–26) |   |
| Paragraph 4 (lines 27–34) |   |
| Paragraph 5 (lines 35–45) |   |
| Paragraph 6 (lines 46–50) | F |
| Paragraph 7 (lines 51–54) |   |

- II. Answer the following questions according to the text on pages 6–7. Write short answers. There is an example (0) at the beginning.

4 P.

0. How much money was needed to fix essential parts of the Queen Mary?

US \$23 million

1. Where was the Queen Mary built?

\_\_\_\_\_

2. Why was it called the 'Grey Ghost'?

\_\_\_\_\_

### Part 3

1 **Lisa:** Excuse me, do you know where the nearest ticket office is?

**A local:** Yeah, you must go around the corner to the main entrance. You'll find a lot of ticket counters there. It's just two minutes' walk, but there's no need to hurry because they won't open before 9.

5 **Lisa:** Are you sure? Look, the doors are open and the first visitors are already going in.

**A local:** Yeah right, but this entrance is only open for visitors who have booked an Early-Entrance Ticket. Guests who buy this ticket or a Preferred Hotel Package online can get early admission, 30 minutes before the theme park's normal opening time.

10 **Lisa:** Freeeeeeed! I told you yesterday that I'd read something about an early-bird ticket on their website, but you thought it would be early enough to be here at about half past eight. Now we have to wait.

**Fred:** Cool down, Lisa. We have plenty of time to explore the whole Universal Studios. Come on, let's walk in ...

**Lisa:** But Fred, we don't have a ...

15 **Fred:** We do, yes, we do. I was only teasing you. I knew about the Early-Entrance Ticket and booked online before we came to California.

**Lisa:** Oh, Fred ... Come on then, let's go. What should we look at first?

**Fred:** Arrrgh, I can't believe it. Where is that stupid paper? I thought I put it in my rucksack before we left the hotel.

20 **Lisa:** Come on, you can't stand here emptying out your bag. What's wrong? What are you looking for?

**Fred:** Yesterday evening after you'd gone to bed, I printed out a map of the park on the hotel computer in the lobby, but I must have forgotten to put it in my rucksack. The park is really huge. Without a map we're lost.

25 **Lisa:** Oh, poor little Fred. There's no need to get so excited. Look!

**Fred:** Lisa, why you're looking at your phone? Do you want to phone a guide? That's not necessary. Put it away. Hhhmm, maybe I put the map in one of my pockets ...

30 **Lisa:** Here, Fred, look! I downloaded the Universal Studios app this morning. It has a digital map of the park and, much more helpful, it tells you the actual waiting times for each of the attractions. So, we can decide which things to go to without having to wait in endless queues.

**Fred:** Oh, Lisa, I love you. You saved the day. So, Universal Studios here we come ... Let's see where we go first. Look at that roller coaster over there ...

## Lösungsvorschläge

### A Listening Comprehension

#### Part 1

##### Task 1

1. During the flight Fred ...
  - ☒ slept well.
  - ☐ was cold.
  - ☐ got tired.
  - ☐ fell ill.
2. Fred and Lisa are staying in a flat for ...
  - ☐ one week for \$ 200.
  - ☒ one week for \$ 220.
  - ☐ two weeks for \$ 200.
  - ☐ two weeks for \$ 220.
3. Berkeley is on the ...
  - ☐ Pacific raincoast.
  - ☐ San Francisco peninsula.
  - ☐ main island in the bay.
  - ☒ mainland side of the bay.
4. Fred thinks San Francisco is ...
  - ☐ dangerous, but amusing.
  - ☒ great, but exhausting.
  - ☐ special, but expensive.
  - ☐ interesting, but crowded.
5. In the Cable Car Museum Fred and Lisa want to ...
  - ☐ work on a cable car.
  - ☐ take a virtual cable-car ride.
  - ☐ see a cable-car model work.
  - ☒ learn how cable cars function.





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