

2024

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Gymnasium Baden-Württemberg

Englisch LF

- + *Schwerpunktthema 2024*
- + *Offizielle Musteraufgaben und
Übungsaufgaben im Abiturformat*



STARK

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Hörverstehen	2022-1
Textaufgabe (“Neighborhood”)	2022-5

Hörverstehen 2023 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2023 freigegeben sind, können Sie über die Plattform MyStark darauf zugreifen (Zugangscode vgl. Umschlaginnenseite).

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abiturprüfung 2024 vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MyStark.

Audio-Dateien



Hörverstehen Übungsaufgabe 1
Hörverstehen Übungsaufgabe 2
Hörverstehen Übungsaufgabe 3
Hörverstehen Übungsaufgabe 4
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Abiturprüfung 2022
Abiturprüfung 2023

Auf die Audio-Dateien können Sie ebenfalls über die Plattform MyStark zugreifen.

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Vorwort

Liebe Schülerin, lieber Schüler,

bald werden Sie Ihre Abiturprüfung im Leistungsfach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des Abiturs in Baden-Württemberg vertraut zu machen.

In diesem Band finden Sie verschiedene Möglichkeiten, sich vorzubereiten:

- Im Kapitel „**Hinweise und Tipps zum Abitur**“ sind wichtige Fakten zum Abitur im Leistungsfach Englisch zusammengefasst. Außerdem finden Sie hier wertvolle Tipps zu den **Prüfungs- und Aufgabenformen** sowie eine **Liste von Operatoren**.
- Mit den **abiturähnlichen Übungsaufgaben** können Sie für die Prüfung trainieren. Alle Sets bestehen – genau wie Ihre Prüfung auch – aus einem **Hörverstehensteil** und einer **Textaufgabe**. Bei drei der fünf Textaufgaben handelt es sich um die offiziellen, vom Ministerium gestellten **Musteraufgaben**. Sie können sich hier also einen Eindruck von den im Abitur möglichen Aufgabenformaten verschaffen. Zugriff auf die dazugehörigen Audio-Dateien erhalten Sie über die Plattform „My-Stark“. Die Textaufgaben sind, genau wie Ihre Abituraufgaben, auch entweder auf das **Schwerpunktthema** „The Ambiguity of Belonging“ oder auf weitere Themen des Oberstufenlehrplans abgestimmt. Auf das Schwerpunktthema sowie auf weitere abiturrelevante Inhalte können Sie sich optimal mit unserem „**AbiturSkript – Englisch – Baden-Württemberg**“ (Bestell-Nr.: 8546S2) vorbereiten.
- Die **Übungsaufgabe zur Kommunikationsprüfung** führt Ihnen mögliche Fragestellungen und Arbeitsstrategien im mündlichen Teil Ihres Abiturs vor.
- Den **Original-Prüfungen 2021 und 2022** liegen zwar zum Teil noch andere Aufgabenformate zugrunde, dennoch können Sie sich auch mit diesen auf mögliche Themenschwerpunkte Ihrer eigenen Prüfung vorbereiten. Die **Original-Aufgaben zum Hörverstehen** (2021/2022 im Buch, 2023 auf MyStark) entsprechen exakt den Aufgabenformaten, die Sie in Ihrer Prüfung erwarten.
- Zu jeder Aufgabe haben unsere Autorinnen und Autoren vollständig auf Englisch ausformulierte **Lösungen** und **Bearbeitungshinweise** erstellt.

Viel Erfolg bei Ihrer Abiturprüfung!

Wichtige Fakten

Prüfungsteil:	Teilaufgabe 1 (Schreiben)
erwartete Leistung:	übersichtliche Darstellung der wichtigsten (bzw. durch die Aufgabenstellung eingegrenzter) Inhaltselemente eines Textes in eigenen Worten

Tipps zur Vorgehensweise

- Lesen Sie sich zunächst einmal den Text in seiner **Gesamtheit** durch. So verschaffen Sie sich schon einmal einen **groben Überblick** über seinen Inhalt und verstehen die grundsätzlichen Zusammenhänge. Sie sollten hier nicht in Panik geraten, wenn Sie nicht jedes einzelne Wort verstehen. Wichtig ist, dass Sie nach der Lektüre zusammenfassen könnten, worum es im Text geht, welche Personen im Text vorkommen, welche Meinungen die handelnden Charaktere und der Verfasser oder die Verfasserin des Textes vertreten usw.
- Anschließend sollten Sie die **Arbeitsanweisung** sehr genau lesen. Zum einen verrät Ihnen der Operator (vgl. Abschnitt „Liste ausgewählter Operatoren“), was von Ihnen erwartet wird. Zum anderen wird vielleicht auch eingeschränkt, auf welche Textteile Sie gesondert achten sollen.
- Der nächste Schritt ist die **Arbeit mit dem Text**. Suchen Sie die Stellen, die für Ihre Beantwortung relevant sind, und nutzen Sie verschiedene Methoden des **highlighting**, z. B. Unterstreichungen in unterschiedlichen Farben, Randnotizen o. Ä., um Aspekte, die Sie in Ihrer Antwort erwähnen wollen, hervorzuheben. Da bestimmte Punkte, wie Beispiele oder Wiederholungen im Ausgangstext, in Ihrer Zusammenfassung normalerweise nicht vorkommen sollten, können Sie derartige Stellen auch einklammern oder durchstreichen. Sie sollten jedoch leserlich bleiben, da Sie sie für die zweite Aufgabe, die Analyseaufgabe, möglicherweise verwenden wollen.
- Nach der Textarbeit sollten Sie Ihren **Schreibprozess vorbereiten**. Auch wenn Ihre Arbeitszeit begrenzt ist, ist es hilfreich, vorab eine kurze **Gliederung** Ihrer Antwort zu skizzieren. Vermeiden Sie es jedoch, eine Vorschrift Ihres Textes anzufertigen, die Sie dann noch einmal abschreiben müssen. Ein gutes stichpunktartiges Konzept sollte ausreichen, um in Ihrer Antwort beim Thema zu bleiben und einzelne Argumente sinnvoll zu verknüpfen.
- Achten Sie beim Schreiben darauf, diese **Verknüpfungen** auch sprachlich deutlich zu machen. Besondere Bedeutung kommt dabei den sogenannten *connectives* zu (vgl. die folgenden hilfreichen Wendungen oder auch die „**MindCards**“ auf My-Stark).
- Planen Sie mindestens einen Korrekturdurchgang ein. Ihren fertigen Text sollten Sie sowohl auf sprachliche Richtigkeit als auch auf inhaltliche Geschlossenheit und Logik überprüfen.

Hilfreiche Wendungen

Allgemeine Aussagen zum Text:

- *The text refers to/contains information about ...*
- *The speaker/journalist/author says/maintains/points out/makes it clear that/ wants to make people aware of ...*
- *She/He argues/proves/attacks/criticises/condemns ...*
- *She/He praises/applauds ...*
- *She/He makes fun of/ridicules ...*
- *She/He gives/makes/delivers a speech on/about ...*

Satzverknüpfungen nach Aussageabsicht (*connectives, linking words*):

Aussageabsicht

- einen Gedanken hinzufügen:

Satzverknüpfung

*in addition, furthermore, also, besides,
in the same way*

- das Gegenteil ausdrücken:

*yet, however, on the other hand, on the
contrary, in contrast*

- einen Vergleich anstellen:

*similarly, in the same way, likewise, compared
to/with ..., in comparison to/with ...*

- eine Folgerung ausdrücken:

consequently, therefore, as a result, hence

- etw. einräumen:

*although, though, even if, after all, in any
case, in spite of*

- eine zeitliche Verbindung
knüpfen:

*after, before, while, eventually, recently,
lately, at last, in the end, in the past, when, as
soon as*

- eine Begründung anführen:

*therefore, that is why, for this reason, because,
since*

- eine Bedingung ausdrücken:

if, unless, provided that, in case that

- ein Beispiel anführen:

for example, for instance, in other words

- die Reihenfolge anzeigen:

first, second, next, finally, in the end

- einen Gedanken neu formulieren:

*in other words, that means, that is, that is to
say*

- einen Gedankengang abschließen: *in conclusion, in brief, in short, on the whole*

Vorbereitung auf diesen Prüfungsteil

Die **Lesekompetenz** verbessert sich mit jedem Text, den man liest. Suchen Sie sich einfach Texte, die Sie interessieren – im Internet, im Buchhandel oder in Zeitungen. Achten Sie beim Lesen darauf, dass Sie den Gesamtzusammenhang verstehen. Nicht jedes Wort ist für das Textverständnis entscheidend. Sie können zu Übungszwecken auch versuchen, die Texte, die Sie finden, für andere möglichst knapp und präzise mündlich **zusammenzufassen**. Als Richtschnur sollte immer gelten, dass auch jemand, der den Text nicht selbst gelesen hat, weiß, wovon dieser handelt, ohne aber Detailinformationen aufzählen zu können.

Zur **sprachlichen Vorbereitung** hilft Ihnen die nochmalige Beschäftigung mit dem Schwerpunktthema sowie anderen in der Oberstufe behandelten Bereichen. Da auch

**Text****Kushanava Choudhury: The New World**

This is an excerpt from the introductory chapter of The Epic City, Choudhury's literary portrait of Calcutta, the city of his birth, from where his family moved to the United States of America.

1 Of all the people who came to Ellis Island in the first decades of the twentieth century, more than half went back. They never told us that on our seventh-grade class trip.

The American immigrant myth says that migration is a reset button. The New World offers deliverance from the past, liberation from the Old World's limited horizons. The myth states: "The past is gone. The future awaits. Start over."

It never really works like that. That was the story no one ever told about America. The past is never left behind. It haunts every world you live in. Sometimes it drags you back.

By the time I visited Ellis Island on that class trip, I had already migrated halfway around the world four times, flipping back and forth between continents like a dual-voltage appliance. My parents were Indian scientists, torn between nation and vocation. Twice they moved to America, twice they moved back. They were unwilling to leave their country and they were unable to stay. When he was around forty, my father quit his cushy job at a government research institute in Calcutta. He wanted one more chance, he said [...].

So, when I was almost twelve, my parents and I moved to Highland Park, New Jersey.

Our move carried no Emma Lazarus cadences. We certainly had not arrived tempest-tossed, beating at the golden door. Our coming was equivocal, always tied to return. Living in New Jersey, we hardly saw ourselves as immigrants. My parents expected to go back to India, like many of their Bengali friends, someday, eventually. On Saturday nights, they gathered at each other's homes, ate fourteen-course meals brimming with various types of fish and meat, and derailed each other's sentences in locomotive Bengali, their conversations full of memories of Calcutta. Return, the duty of return and the dream of return, were spoken of endlessly while eating platefuls of goat curry and hilsa fish. Few, of course, actually went back. There were too many good reasons not to. Nationalism and nostalgia did not pay the bills, raise children or advance careers. And yet that dream of a return to the great metropolis cocooned them like a protective blanket from the alien world all around.

As for me – my friends, my neighbourhood, my Calcutta life was gone. In New Jersey, I was in seventh grade in a public school that had almost no Indian students. Cocooning was not an option. I had to fit in fast. I wasn't assimilating as much as passing. So much of what went on inside my head was from another place. I had happy childhood memories of mid-morning cricket matches during summer vacations, of games played in gullies, rooftops, courtyards and streets. When I moved, it was the streets of the city as much as my childhood that I left behind.

We had not had an easy few years in America. The man who had offered the job to my father had made promises he did not keep, and so my father was forced to find other work, work he grew to despise. From time to time, there would be talk of another
40 move, to Georgia, to Colorado, and I would pull down the posters in my room and prepare. We stayed put, the three of us adrift in the treacherous shoals of the lower middle classes, a world of chronic car trouble and clothes from K-Mart. In the fall of my senior year, a piece of good news finally came to our two-bedroom apartment. I had been accepted early to Princeton University.

45 Every immigrant who has lugged worthless foreign degrees through customs knows that where you go to college [...] determines your lot in life. When the acceptance letter from Princeton arrived, my parents acted as if someone had come to our door with balloons and a giant cardboard cheque. It was their happiest day in America. But it wasn't mine.

50 It is probably universally true that education drives a wedge between us and our hometowns, our families, our earlier selves. But for the immigrant the gap is greater, that divergence in mentality more extreme. My trajectory was taking me farther afield, to Princeton, while a part of me was elsewhere, in another country, in another city. Through all my sojourns I had carried memories on my back like Huien Tsang's chair,
55 until at seventeen, I felt hunched over nostalgia like a middle-aged man. When the Princeton letter arrived, I had what my friend Ben called a "premature midlife crisis".

At night, I couldn't sleep. By day I sleepwalked through classes. Each evening, while my friends assembled at Dunkin' Donuts, complained about how there was nothing to do in our little town and roared together into the night on long aimless drives,
60 while they enjoyed the languor of spring and that sweet American affliction called senioritis, I stayed home and stewed. In my mind, I hatched a plan. I would go back.

India lives in its villages, Mahatma Gandhi had said. So, even though I was a city boy who had never spent a night in an Indian village, I wrote letters back home to arrange to teach in a village school. Instead of Princeton, I would take a year off and
65 head to rural Bengal, I told my parents. But in our two-bedroom apartment full of shared immigrant striving, such a detour was out of the question.

Instead I just drove. The black night, the shimmering yellow lines on inviting ribbons of asphalt, the radio jammed loud. Enveloped by night and noise, the mind gave way to a deeper calling. Just drive. It was the mantra of our Jersey youth, an exhortation, a command, an ideology, something hardwired in us as teenage boys. Night after
70 night I took my parents' Toyota and just drove, without destination, without purpose, to escape. [...]

After graduating from college, while friends set up their apartments in New York, Boston, and Los Angeles, I headed to Calcutta, to join the *Statesman*. 994 words

Choudhury, Kushanava (2017). The Epic City. The World on the Streets of Calcutta. London: Bloomsbury. pp. xi-xvi

Annotations

line 18: Emma Lazarus: 1849–1887, author of "The New Colossus", a poem engraved on the base of the Statue of Liberty, which ends with the following verses: *Send these, the homeless, tempest-tossed to me: / I lift my lamp beside the golden door.*

- line 42: K-Mart: inexpensive department store chain in the USA
 line 44: Princeton University: prestigious university in New Jersey, USA
 line 52: trajectory: (here) career path
 line 54: Huien Tsang: Chinese Buddhist monk and scholar, travelled throughout India in ancient times
 line 61: senioritis: (colloquial) decreased motivation to study displayed by senior students
 line 74: *The Statesman*: an influential Indian English-language daily newspaper founded in 1875

Aufgabenstellung

- 1 Outline the biographical information given on the author and his parents. (30 %)
- 2 Analyze how Choudhury's attitude towards the traditional view of American immigration is conveyed. (30 %)
- 3 Choose *one* of the following tasks: (40 %)
- 3.1 Assess to what extent the cartoon reflects what Choudhury and his family have experienced in the US.



© Dan Rosendich / cartoonstock

or

- 3.2 You are participating in an international school project on identity. Write an article for the project website in which you discuss the importance of place in shaping one's identity.

Bei den für Set 3 abgedruckten Aufgaben zum Schreiben handelt es sich um offizielle Musteraufgaben des Landes Baden-Württemberg.



1

TIPP

This first task is aimed at testing your skills in text comprehension and summary. You are not asked to interpret or analyse the text. Therefore, read the text closely and sum up the biographical information given on the author and his parents. “Biographical information” refers to everything that you get to know about their circumstances and background. In a short introduction, you can give some basic information about the text, the author and his family. Your main part can be divided into one part that provides details on the author’s parents and a second part which describes the author himself.

You could structure your answer like this:

Introduction: basic information on the text and summary of its gist

- Choudhury family’s back-and-forth migration between India and the USA (cf. ll. 9–11)
- family torn between nostalgia and hope for better opportunities in the USA (cf. ll. 24–28)

Main part 1: biographical information on the author’s parents

- scientists from India (cf. l. 11)
- move to New Jersey, looking for a better job (cf. ll. 13–17)
- nostalgia for their life in India cultivated in a circle of Bengali friends (cf. ll. 19–29)
- job promises not kept; father has to take on jobs he despises, financial insecurity (cf. ll. 37–42)

Main part 2: biographical information on the author

- attends an American public school with no Bengali/Indian friends (cf. ll. 30/31)
- remembers his happy childhood in India (cf. ll. 33–36)
- only child (cf. l. 41)
- admitted to Princeton and unhappy about it (cf. ll. 42–44; 48–56)
- plans to move back to Bengal, which his parents prevent (cf. ll. 61–66)
- return to Calcutta after graduation to work for a newspaper (cf. ll. 73/74)

In the excerpt from his novel *The Epic City*, which was published in London in 2017, Kushanava Choudhury provides information on how he and his family experience their lives as immigrants in the USA. When the author was twelve years old, his family had already moved several times from Kushanava’s birthplace Calcutta to the United States of America and back. Choudhury describes his parents as torn between the hope for a career abroad and nostalgia for their original home in India.

Introduction

Both Kushanava's father and mother are scientists. At around age 40, his father leaves a comfortable job at a governmental research institute in Calcutta to find new opportunities in Highland Park, New Jersey. However, the job promises that attracted the family to move turn out to be false, so Choudhury's father takes on work in several other fields, all of which he hates. Choudhury describes his family as being part of the lower middle class and as one that suffers from financial insecurity. As a result, they always have to be ready to leave their home again and move somewhere with better job prospects. In the end, they never go, although Kushanava's parents regularly assemble their Bengali friends, with whom they cultivate their nostalgia for their life in Calcutta, and dream of returning there.

For the author himself, who is apparently an only child, his early memories of life in Calcutta are precious, too. However, as he has to get used to being a student at an American public school with almost no other Indian kids, he cannot give in to nostalgia in the same way his parents do. After high school when he is admitted to Princeton, he is unhappy because he fears that university will further alienate him from his roots. He secretly plans to go to rural Bengal and teach children in a village there. However, his parents, for whom his admittance to a prestigious university is very joyful news, do not allow him to waste this opportunity. So, it is only after his college graduation that Kushanava returns to Calcutta and takes on a job as a newspaper reporter there.

(355 words)

Main part 1: biographical information on the author's parents

Main part 2: biographical information on the author

2

TIPP

In this task, you are asked to analyse the text and work out in which way the author's attitude is brought about. So, in a first step you should try to define what the traditional view of American immigration is and work out a hypothesis concerning the author's view of it. Then verify this attitude with proof from the text. You need to pay attention to explicit as well as implicit comments he makes and to the rhetorical devices he uses to illustrate his opinion. Give examples from the excerpt and make sure you write a coherent and well-structured text.

You could structure your solution like this:

Introduction: traditional view of immigration: you can start a completely new life leaving everything behind

- metaphor: "migration is a reset button" (l. 3)
- positive words: "deliverance", "liberation" (l. 4)
- parallel sentences with simple structure and use of imperative: "The past is gone. The future awaits. Start over." (l. 5)

Main part: author's scepticism of this view

- official immigration story is only a **"myth"** (ll. 3, 5)
 - statistical proof: majority of the 20th-century immigrants went back to their countries of origin (cf. ll. 1/2)
 - negations: "It never really works like that.", "the story no one ever told", "The past is never left behind." (ll. 6/7)
- Choudhury family history as a counterexample: **lack of continuity and home-sickness for India**
 - (very negative) personifications: "[The past] haunts every world you live in. Sometimes it drags you back." (ll. 7/8)
 - comparison: "like a dual-voltage appliance" (ll. 10/11)
 - rhyme: "torn between nation and vocation" (ll. 11/12)
 - antithesis: "unwilling to leave [...] unable to stay" (ll. 12/13)
 - repetition: "Return, the duty of return and the dream of return" (ll. 24/25)
 - personifications: "Nationalism and nostalgia did not pay the bills, raise children or advance careers." (ll. 27/28)
- immigration as a **negative experience**: examples from Choudhury family's and Kushanava's personal history
 - allusions: "Our move carried no Emma Lazarus cadences. We certainly had not arrived tempest-tossed, beating at the golden door." (ll. 18/19)
 - imagery: "that dream of a return to the great metropolis cocooned them like a protective blanket from the alien world around them." (ll. 28/29)
 - figurative language and concrete examples for financial difficulties: "the three of us adrift in the treacherous shoals of the lower middle classes, a world of chronic car trouble and clothes from K-Mart." (ll. 41/42)
 - Kushanava's negative reaction to the news of having been accepted to Princeton: comparison ("my parents acted as if someone had come to our door with balloons and a giant cardboard cheque.", ll. 47/48) and enumeration ("education drives a wedge between us and our hometowns, our families, our earlier selves.", ll. 50/51)
 - drastic images: "I had carried memories on my back like Huien Tsang's chair" (l. 54), "I felt hunched over nostalgia like a middle-aged man" (l. 55), "a 'premature midlife crisis'" (l. 56)
 - contrast: "After graduating from college, while friends set up their apartments in New York, Boston, and Los Angeles, I headed to Calcutta" (ll. 73/74)

Conclusion: deflation of the American immigration myth

Throughout the excerpt, Choudhury expresses a critical attitude towards the common view of American immigration. According to the text, immigration is traditionally seen as "a reset button" (l. 3). This image expresses the idea that newcomers entering the USA start from scratch, cutting all bonds to their countries of origin. This idea

Introduction:
traditional view
of immigration

Baden-Württemberg ■ Leistungsfach Englisch
Schriftliche Abiturprüfung 2022



TEIL I: LISTENING COMPREHENSION

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

Task 1: Book reviews

(5)

Preparation time: 40 seconds

You will hear the beginnings of five book reviews.

Choose from the list (A–G) which description best applies to which book review (1–5). For each book review there is only one correct answer. There are two more descriptions than you need.

	Description
A	Dealing with characters' secrets
B	Describing a character's dreams
C	Tracing a character's self-exploration
D	Inspired by very different historical events
E	Presenting the lives of prominent individuals
F	Telling the story of formerly overlooked people
G	Based on historical events and connected to current issues

Book review	1	2	3	4	5
Description					



TEIL I: LISTENING COMPREHENSION

Transcript 1 Book reviews

- 1 Welcome to Book Club and a novel that's set in the aftermath of the First World War but crackles with contemporary relevance. James Meek's novel *The People's Act of Love* is set in the wastes of Siberia in 1919. And in a way, it is a Russian novel, because its action springs from the turmoil of that country in its dark history.
- 5 2 Hello and welcome to Book Club from Swansea. Sheers's book is a psychological thriller that mixes suspense – Michael, the central character, tries to conceal an awful event out of fear – with a story of the relationship between two men who both have something to hide.
- 10 3 Hello. If you look at *The New York Times* for October 4th, 1951, you will see two headlines jostling together on the front page, one reporting that "Giants win over the Brooklyn Dodgers in a famous baseball game", the other saying, "Soviets explode atomic bomb". Well, when Don DeLillo looked at those headlines in the early nineties, 40 years on, the prickle of excitement started him on a journey of the imagination that led to *Underworld*.
- 15 4 Hello and welcome to Book Club and a biographical feast. We're talking this month about the story of two interlocked families, and at the head of them, the two most glamorous figures of the late Victorian stage, Sir Henry Irving and Ellen Terry. They're the joint subjects of one of our most admired literary biographers, Michael Holroyd, now in his eighties, who's our guest today.
- 20 5 Hello and welcome to Book Club. This month's book is funny and breezy, but don't be misled by that. *Rachel's Holiday* is also a journey into darkness with Rachel discovering the depths of her drug addiction and its threat to her whole life. Her holiday is, in fact, a trip into rehab, away from the high life she's been enjoying in New York to a clinic in Dublin, the Cloisters, where she imagines that she'll get away from it all, but instead discovers more about herself than she expected.

based on: bbc.co.uk/sounds/play/m000dxtp; bbc.co.uk/sounds/play/m0007b4t;
bbc.co.uk/sounds/play/b07sxttn; bbc.co.uk/sounds/play/b072htqw; bbc.co.uk/sounds/play/m000fw1j

TIPP

You do not have a lot of time to read through the task, so concentrate on highlighting the keywords which sum up the main idea of each description. Also mark words you think are essential for comprehension. You will have a very short break before and in between sets to look them up, but do not overestimate the time frame. The listening comprehension in your exam takes its complexity not only

from the level of sophistication of the audio files, but also from the speed with which you have to solve the tasks.

- **1–G:** The key phrases in the description are “historical events” as well as “connected to current issues” (= “contemporary relevance”, l. 2), which is the main difference when compared to description **D**, which only speaks of “historical events”. It also differs from **D** in that it does not deal with “very different historical events” but rather focuses on a specific historical period of a specific country.
- **2–A:** The key word here is “secret”, which is indirectly mentioned several times: The review talks about the protagonist “tr[ying] to conceal” (l. 6) something and about two men “hav[ing] something to hide” (ll. 7/8).
- **3–D:** The fact that the review talks about “headlines jostling” (l. 10) points towards “very different historical events”, as mentioned in **D**. If you do not know the word “jostling”, the headlines give you an even stronger clue: One is about a baseball game (cf. ll. 10/11), the other about the explosion of an atomic bomb (cf. ll. 11/12), which do not have anything in common.
- **4–E:** Finding the correct solution can be tricky here, because you might mistake the word “interlocked” (l. 16) for “overlooked”. In this case, you might be tempted to choose **F** (“story of [...] overlooked people”) as an answer. It is, however, stated that the book deals with “the two most glamorous figures of the late Victorian stage” (ll. 16/17), which then leaves **E** (“prominent individuals”) as the correct solution.
- **5–C:** This review hints at the correct description quite often. It is about “self-exploration”, which is expressed in phrases like “journey into darkness” (l. 21), with the protagonist “discovering the depths of her drug addiction” (ll. 21/22) and “discover[ing] more about herself than she expected” (l. 25).

Book review	1	2	3	4	5
Description	G	A	D	E	C

Transcript 2 Baroness Trumpington

- 1 **Edward Stourton:** It should surely not come as a shock when a nonagenarian decides to retire. But Lady Trumpington’s decision to leave the House of Lords when she reaches 95 this month made a splash. Perhaps that’s because she’s been part of the place for so long no one can quite imagine the scene without her.
 - 5 **TV host:** It would be ungallant of me to tell you Her Ladyship’s age. So let’s just say she was born before this programme started. And before BBC One started. And before television started. Please welcome Baroness Trumpington.
- Stourton:** She began among pearls and ermine, and she’s ending her long career in similar territory. On the way, she’s lived our history and known most of the people



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