

2026

STARK
Prüfung
MEHR
ERFAHREN

BLF

Sachsen

Englisch 10. Klasse

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Übungsaufgaben im Stil der Prüfung



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Original-Aufgaben der BLF

BLF 2019

A	Listening Comprehension: Australian of the Year	2019-1
B	Reading Comprehension: Man on a mission	2019-2
C	Text Production: school year in Australia (letter of application)/tourism (blog post)	2019-5

BLF 2020

A	Listening Comprehension: The Prince’s Trust	2020-1
B	Reading Comprehension: Meet the children of BBC2’s <i>Generation Gifted</i>	2020-2
C	Text Production: volunteering (blog post)/most useful skill (article)	2020-5

BLF 2021 und 2022

Wegen der durch das Corona-Virus bedingten Schulausfälle fanden 2021 und 2022 keine zentralen BLF-Prüfungen statt. Für 2021 und 2022 sind daher keine Original-Aufgaben enthalten.

BLF 2023

- A Listening Comprehension: Radio in Africa 2023-1
- B Reading Comprehension: Pre-Interview Social Media Clean-Up 2023-2
- C Text Production: posting performance videos online (email)/
trends in media consumption (article) 2023-4

BLF 2024

- A Listening Comprehension: Rural Youth Project 2024-1
- B Reading Comprehension: Come for the pizza, stay for the power:
Why Boston let teenagers set its budget 2024-2
- C Text Production: moving away after graduation (blog entry)/
does travel make you richer? (article) 2024-4

BLF 2025 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2025 freigegeben sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscode vorne im Buch).



Audio-Dateien

Aufgabe 1: Jazz

Aufgabe 2: Alcohol and young people

Aufgabe 3: Mahatma Gandhi

Aufgabe 4: The English Revolution

Aufgabe 5: Modern life sciences

Aufgabe 6: Jack O'Lantern

Aufgabe 7: George Best

Aufgabe 8: From nursing to healing

BLF 2019: Australian of the Year

BLF 2020: The Prince's Trust

BLF 2023: Radio in Africa

BLF 2024: Rural Youth Project

BLF 2025

Hinweis: Die MP3-Dateien findest du ebenfalls auf der Plattform MySTARK.

Sprecherinnen und Sprecher (Übungsaufgaben)

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Autor

Robert Klimmt

Vorwort

Liebe Schülerinnen, liebe Schüler,

der vorliegende Band hilft dir bei deinen Vorbereitungen auf die **Besondere Leistungsfeststellung (BLF) in der 10. Klasse** und macht dich mit dem Stil der Aufgaben vertraut.

Das Buch enthält **acht prüfungsähnliche Aufgaben**, die jeweils aus drei Prüfungsteilen (*Listening Comprehension, Reading Comprehension* und *Text Production*) bestehen. Diese drei Teile werden dir auch in deiner eigenen Prüfung begegnen. Darüber hinaus bietet dir dieses Buch die **Original-Prüfungsaufgaben 2019, 2020, 2023 und 2024** sowie die aktuelle **Prüfung von 2025** zum Download. Zu den Hörverstehenstexten gelangst du über den Link zur Lernplattform **MySTARK** und deinen persönlichen **Zugangscode**, die du vorne in diesem Buch findest. Im Lösungsteil zu den jeweiligen Aufgaben findest du **Tipps zur Bearbeitung** und **vollständig ausformulierte Lösungen**.

Bevor du mit der Bearbeitung der Aufgaben beginnst, solltest du auf jeden Fall die **Hinweise und Tipps zur BLF** lesen, damit du weißt, was von dir verlangt wird und wie du die Aufgaben möglichst effektiv lösen kannst.

Du wirst sehen: Beim Üben wirst du von Aufgabe zu Aufgabe an Sicherheit gewinnen und deine Sprachkenntnisse werden sich kontinuierlich verbessern. So kannst du gut gerüstet in deine BLF gehen.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Prüfung vom Staatsministerium für Kultus bekannt gegeben werden, findest du aktuelle Informationen dazu ebenfalls auf der Plattform **MySTARK**.

Viel Erfolg bei deiner Prüfung!

Robert Klimmt

Hinweise und Tipps zur BLF im Fach Englisch

Was ist die BLF?

Die „Besondere Leistungsfeststellung“ ist eine Klassenarbeit zu Beginn des zweiten Schulhalbjahres der Klasse 10. Sie wird zentral gestellt, d. h., alle Schülerinnen und Schüler in Sachsen schreiben dieselbe Arbeit am gleichen Termin. Die Arbeit dauert 90 Minuten und fließt wie eine Klassenarbeit mit doppelter Gewichtung in die Zeugnisnote ein.

Allgemeine Hinweise und Tipps zu den einzelnen Prüfungsteilen

Die BLF gliedert sich in folgende drei Teile:

- A *Listening Comprehension* (10 BE), ca. 20 Minuten
- B *Reading Comprehension* (10 BE), ca. 20 Minuten
- C *Text Production/Writing* (20 BE), ca. 50 Minuten

Du darfst in allen Prüfungsteilen ein zwei- sowie ein einsprachiges Wörterbuch verwenden. Auch elektronische Wörterbücher sind zugelassen.

A Listening Comprehension

Für die Überprüfung des Hörverständnisses sind ca. 20 Minuten vorgesehen. Du bekommst einen ca. 5-minütigen Text, z. B. ein Interview, **zweimal** vorgespielt. Dann sollst du in einigen Worten auf vorgegebene Fragen antworten. Neben solchen *short answer questions* sind auch andere sogenannte **geschlossene** und **halboffene** Aufgabenformate möglich, z. B. *multiple choice questions*, Lückentexte, Zuordnungsaufgaben (*matching*), Vervollständigen von Sätzen, Tabellen, Anfertigen von Notizen etc. Unter der Überschrift „**Tipps zu geschlossenen und halboffenen Aufgaben**“ (S. IV ff.) findest du ausführlichere Erläuterungen und Bearbeitungstipps zu den hier möglichen Aufgabenformaten.

Insgesamt kannst du beim Hörverstehen folgendermaßen vorgehen:

1. Lies die Aufgaben vor dem ersten Hören sorgfältig durch. Solltest du ganze Sätze in ihrer Bedeutung nicht erschließen können, dann schlage im Wörterbuch nach. Du kannst dich dann beim Hören auf die entsprechenden Textpassagen konzentrieren.
2. Notiere dir zuerst die Antworten, die du gleich sicher weißt. Bist du dir bei der einen oder anderen Aufgabe unsicher, solltest du dort ein Fragezeichen setzen. Beim zweiten Hören kannst du dich dann besonders auf diese Aufgabenteile konzentrieren.
3. Nach dem ersten Hören hast du kurz Zeit, deine bisherigen Antworten zu überprüfen und zu ergänzen, bevor der Text ein zweites Mal abgespielt wird. Auch danach hast du noch einmal einige Minuten, um weitere Ergänzungen vorzunehmen.
4. Wenn du beim Üben eine Frage nicht richtig beantwortet hast, solltest du die Aufnahme noch einmal anhören und selbst den Fehler finden. Wenn du die richtige Textstelle immer noch nicht entdeckst, kannst du sie im abgedruckten Hörtext suchen.

B Reading Comprehension

Hier erwartet dich ein Lesetext von etwa 400 Wörtern, an dem du nachweisen sollst, dass du einem Zeitungsartikel, einem Sachtext usw. wichtige Informationen entnehmen kannst. Da das reine Leseverstehen im Vordergrund steht, wirst du auch hier geschlossenen und halboffenen Fragestellungen begegnen, also wenig bis gar keinen eigenen Text verfassen müssen. Folgende Aufgabenformate könnten – ähnlich wie bei den Höraufgaben – zur Anwendung kommen: *multiple choice questions*, Zuordnungsaufgaben (*multiple matching*), *true/false/proof* (also Aufgaben, bei denen du deine Entscheidung „rechtfertigen“ bzw. durch ein Textzitat belegen musst), *note-taking*, Ergänzung eines Fließdiagramms (*flow chart*), *short answer questions*, *gap filling* etc. Auch hier kannst du unter der Überschrift „**Tipps zu geschlossenen und halboffenen Aufgaben**“ (S. IV ff.) noch einmal nachlesen, wie du die genannten Aufgabenstellungen angehen solltest.

Insgesamt kannst du beim Leseverstehen folgendermaßen vorgehen:

1. Du solltest dir den Text einmal vollständig durchlesen, um grob zu erfassen, wovon er handelt.
2. Sieh dir dann die Aufgabenstellungen genau an, damit du weißt, worauf du im Text gesondert achten musst. In weiteren Lesedurchgängen solltest du dann die Stellen finden, auf die sich eine Fragestellung jeweils bezieht. Du kannst sie z. B. mit einem Textmarker anstreichen, um sie leicht wiederzuerkennen und deine Antwort gegebenenfalls mehrfach zu überprüfen. Oft werden die Aufgaben nicht ganz eindeutig gestellt sein, sodass du auf Details achten musst, um die richtige Lösung herauszufiltern. Die Methode des Anstreichens hilft dir auch dabei, passende Textzitate zu finden, wenn die Aufgabenstellung das fordert (z. B. bei *true/false/proof*).
3. Schlage dir unbekannte Wörter nur dann im Wörterbuch nach, wenn sie für das Textverständnis bzw. für die Beantwortung der Fragen unbedingt notwendig sind.

Besondere Leistungsfeststellung

Englisch ■ Übungsaufgabe 1



A LISTENING COMPREHENSION

(10 BE)

Topic **Jazz: How did it all start?**

You will hear a radio interview about the development of jazz music.

You now have 3 minutes to read the following tasks.

Then listen to the interview and do the tasks according to the information from the text.

You will hear the text twice.

True or false? Tick (✓) the correct box.

	true	false
1 There is no clear-cut definition for what jazz music is.	<input type="checkbox"/>	<input type="checkbox"/>
2 Scott Fitzgerald was the inventor of jazz.	<input type="checkbox"/>	<input type="checkbox"/>
3 White musicians were the first to produce a jazz record.	<input type="checkbox"/>	<input type="checkbox"/>
4 Jazz music was an immediate success with the public.	<input type="checkbox"/>	<input type="checkbox"/>

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

- 5 The Original Dixieland Jazz Band ...
 - a was the first jazz band ever.
 - b made jazz popular with a wider audience.
 - c was banned from clubs and bars.
- 6 The musicians of the Original Dixieland Jazz Band ...
 - a taught people in New Orleans how to play jazz music.
 - b mainly played in the streets of New Orleans.
 - c were inspired by the music they heard in New Orleans.
- 7 The African musical culture ...
 - a was influenced by the life circumstances slaves faced in America.
 - b almost died out when slaves had to take on their masters' Christian religion.
 - c developed in the 17th century.

8 Blues is ...

- a a modern, very complex version of jazz.
- b a protest against European church songs.
- c one of the most vital ingredients of jazz.

Give two examples.

9 Name two other music styles, apart from jazz, which were influenced by the blues.

- _____
- _____



B READING COMPREHENSION

(10 BE)

Read the text about Guy Fawkes Night and do the following tasks according to the information from the text.

Text “Remember, Remember the Fifth of November”

1 Every November 5th, people throughout Britain celebrate Guy Fawkes Night by lighting bonfires in their gardens or elsewhere. Then they throw a straw puppet, referred to as “the Guy”, into the fire. Today, all this looks rather playful and relaxed, but there is a serious story behind it.

5 Over four hundred years ago, on 5th November 1605, a search party made its way through the cellars of Parliament following a tip that some strange things were going on there. What they discovered were 36 barrels of gunpowder – enough to blow up the whole building and all the people in it, including lords, bishops, the gentry, the highest judges and of course the royal family together with the king. Guarding the barrels and 10 trying to make an unsuccessful attempt to escape was Guy Fawkes. He was arrested, tortured and executed together with his fellow plotters.

Who was he? And why did he and his men try to wipe out the whole ruling class of Britain in one go? If Fawkes and his men had succeeded, it would have been the end of the entire British establishment and it would have plunged Britain into great turmoil 15 and anarchy as all the important political leaders would have been killed in the blast.

And that is exactly what Fawkes and his men had hoped for. If they had been successful, there would have been a Catholic uprising against the Protestant rulers of Britain. Catholics would have joined forces throughout the country, taking over political power and Britain would once again have become a Catholic country. That, at least, 20 was the theory.

But why did a group of young Catholic British men resort to such drastic measures? The main reason was probably the suppression of Catholics in Britain. Just 70 years earlier, Henry VIII had turned England into a Protestant country. There was resistance,

however, and many Catholics hoped they could overthrow their Protestant government
25 and rule England once again – and some would even die trying. They firmly believed that God was on their side, approving of their plan to blow up the entire Protestant leadership of the country. Apparently, however, their plan was uncovered by the secret police, and when the news spread through the country that the attempt to kill the king and his parliament had failed, there were spontaneous bonfires all over the country to
30 celebrate the victory over what we would now perhaps call “religiously motivated terrorists”.

(406 words)

Decide if the statements are true or false and tick (✓) the correct box.

Proof in line(s): Find the lines in the text that support your decision.

1 The burning of “the Guy” has been celebrated in Britain for more than a thousand years.

true false

Proof in line(s): _____

2 Guy Fawkes did not try to flee when he and the explosives were discovered.

true false

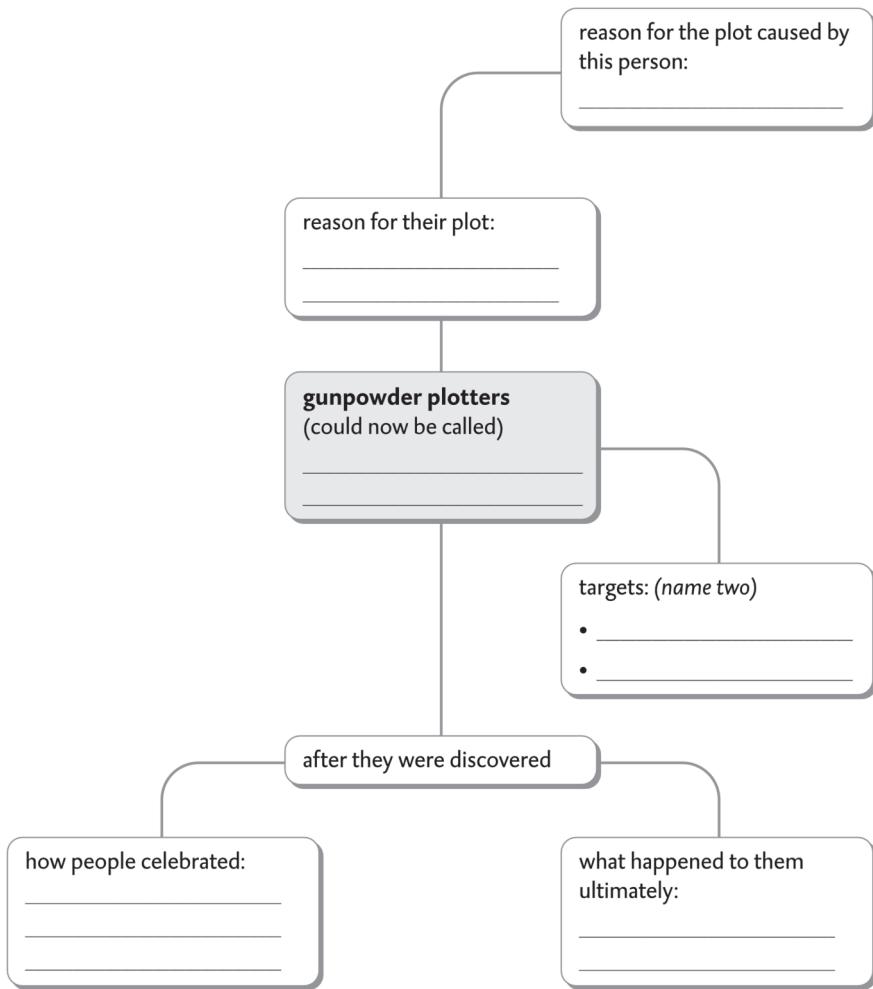
Proof in line(s): _____

3 If the plot had succeeded, Britain would have seen a time of serious political instability.

true false

Proof in line(s): _____

Complete the flow chart.





C TEXT PRODUCTION

(20 BE)

Choose one of the following topics a) or b).

a Put yourself in Guy Fawkes's shoes!

Violence as a last resort? Guy Fawkes and his men felt suppressed by a political system they believed to be unjust – so they fought back.

What would you do?

Is violence allowed when fighting against injustice?

Why/why not?

Send us your ideas ...

In a special edition of your local daily newspaper published on Guy Fawkes Day, you have come across the following advert. Respond to it and discuss different strategies to fight injustice. Write about 250 words.

OR

b "They have never had it so good! But all the same, young people today are lazy, egoistic and violent. All they think about is the next party and how to enjoy themselves. And they have such an easy life. They get everything they want from their parents!"

(Andrew Pilling)

This statement comes from a comment in a newspaper. Write a letter to the editor (ca. 250 words) in which you respond to the statement.



A LISTENING COMPREHENSION

Transcript Jazz: How did it all start?

1 **Interviewer:** Mr Brubeck, jazz has been around for at least a hundred years. How did it all start? Where did it come from?

Brubeck: Well, that's quite a complex question, I guess. The word "jazz" actually stands for music with a strong beat, syncopated rhythm and improvisation, either performed 5 in a group or alone. It's very hard to give a clear definition of what jazz really is. And it's even more difficult to tell where it all came from. But let me try and give you a rough idea about the origins of jazz.

Interviewer: Didn't it all start in the 1920s, when the famous American writer Scott Fitzgerald wrote a book called *The Jazz Age*?

10 **Brubeck:** Not quite. The book you've just mentioned is more about an attitude, a philosophy of life, if you like. You know, after the First World War, people wanted to enjoy life, have some fun. Well, and that is where jazz comes in. You see, it was in New York, in 1917, when some White musicians made the first jazz record ever. First people didn't know what to do with that kind of music, so they were told that 15 they were meant to dance to it. And then it really caught on. This first jazz record became what we would nowadays call a megahit, an absolute number one, selling more than one million copies.

Interviewer: Oh, that's interesting. So, jazz was actually invented, so to speak, by some White folks?

20 **Brubeck:** Well, they were first to use the word "jazz", as the name of the band was "Original Dixieland Jazz Band". And so really, it was them who put the word "jazz" into the clubs, bars and other public places. And it stayed that way, as we all know. But they did not invent jazz music as such. They had picked up the music from their visits to New Orleans, where it was played in bars, brothels – you know, whore-houses – and in the streets, by Black folks.

Interviewer: So, jazz originally came from New Orleans?

25 **Brubeck:** Well, again, that's difficult to say. Yes and no. The New Orleans jazz at the beginning of the 20th century was a mixture of all kinds of music, you know. Some influences even go back to the 17th century or even earlier. When the African slaves were taken to America, they brought with them their musical culture, like circle dances, with complicated rhythmical drumming. Then, in America you had work songs, with solo parts and a response by the group – a very common pattern even in today's jazz music.

35 Then there were the religious songs the slaves had to learn at church because they had to take on the Christian religion of their masters. The slaves would then make their own religious songs, gospels and spirituals.

40 And then there was the traditional White marching music. Actually, it was a Black composer called Scott Joplin who was one of the musicians to develop a style called “Ragtime”, combining traditional marches with African rhythms. And Ragtime music, which developed at the end of the 19th century, is of course one of the many forerunners of jazz.

Interviewer: How about the blues?

45 **Brubeck:** Yes, sure, I almost forgot. The blues is maybe the most important ingredient, the most vital part of jazz. To cut a long story short, it's a mixture of African music and the harmonies of European hymns. The blues scale, which sounds like this (audio sample) is still very popular in jazz and rock music. Piano styles like the Boogie Woogie, which sounds like this (audio sample), became very popular, and as you can hear from the example I just gave you, the blues and its many varieties have had a massive influence not only on jazz but on modern pop music too, like R & B, you know, Rhythm and Blues, Rock 'n' Roll and Hard Rock, just to name a few styles. Well, it's a long story ...

50 **Interviewer:** Yes, and a fascinating one! Well, thanks for taking the time to talk to us, Mr Brubeck. Ladies and Gentlemen, we have come to the end of today's programme. I hope you enjoyed it. Next week I'll be talking to ... (fade out) (689 words)

TIPP

To find the right answers, you need to identify key words from the tasks in the interview and listen closely to the relevant passages. The following text passages contain the correct answers:

- 1 “It's very hard to give a clear definition of what jazz really is.” (I. 5)
- 2 Scott Fitzgerald is described as a “writer” (I. 8), not a musician, who “in the 1920s [...] wrote a book called *The Jazz Age*” (II. 8/9). As Mr Brubeck remarks, this book was “more about an attitude, a philosophy of life” (II. 10/11). Further on, Brubeck states that the first jazz record was recorded in 1917 (cf. II. 12/13). In conclusion, jazz was not invented by Scott Fitzgerald, he rather described the general times of its origins.
- 3 “You see, it was in New York, in 1917, when some White musicians made the first jazz record ever.” (II. 12/13)
- 4 It was not immediately successful as it says in the text, “First people didn't know what to do with that kind of music.” (I. 14) Only later on, when people “were told that they were meant to dance to it” (II. 14/15), did the “first jazz record [become] what we would nowadays call a megahit” (II. 15/16).
- 5 The first record by the Original Dixieland Jazz Band became “a megahit [...] selling more than one million copies” (II. 16/17), which means that it reached a

very wide audience. Furthermore, Brubeck notes how the Original Dixieland Jazz Band “put the word ‘jazz’ into the clubs, bars and other public places” (II. 21/22).

6 “They had picked up the music from their visits to New Orleans” (II. 23/24)

7 “When the African slaves were taken to America, they brought with them their musical culture [...] with complicated rhythmical drumming.” (II. 29–31). This passage tells you that **c** is wrong: The African slaves had a musical culture before being taken to America in the 17th century. While it is true that “they had to take on the Christian religion of their masters” (II. 34/35), this merely influenced the slaves’ “own religious songs, gospels and spirituals” (I. 36) and did not let their musical culture die out. Therefore, **b** is not correct either. Similarly, “traditional White marching music” (I. 37) influenced the African musical culture. To conclude, **a** is the only correct answer.

8 “The blues is maybe the most important ingredient, the most vital part of jazz.” (II. 43/44)

9 “The blues scale [...] is still very popular in jazz and rock music. Piano styles like the Boogie Woogie [...] became very popular, and [...] the blues and its many varieties have had a massive influence not only on jazz but on modern pop music too, like R & B, you know, Rhythm and Blues, Rock ‘n’ Roll and Hard Rock” (II. 45–50)

	true	false
1 There is no clear-cut definition for what jazz music is.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Scott Fitzgerald was the inventor of jazz.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 White musicians were the first to produce a jazz record.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Jazz music was an immediate success with the public.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 The Original Dixieland Jazz Band ...		
b <input checked="" type="checkbox"/> made jazz popular with a wider audience.		
6 The musicians of the Original Dixieland Jazz Band ...		
c <input checked="" type="checkbox"/> were inspired by the music they heard in New Orleans.		
7 The African musical culture ...		
a <input checked="" type="checkbox"/> was influenced by the life circumstances slaves faced in America.		
8 Blues is ...		
c <input checked="" type="checkbox"/> one of the most vital ingredients of jazz.		

9 • R & B/Rhythm and Blues
• Rock 'n' Roll
• Hard Rock
• modern pop music
• rock music
• Boogie Woogie



B READING COMPREHENSION

TIPP

Find the passages in the text to which the statements refer or where you find the relevant information.

- 1 The events leading to the celebrations go back to an event in 1605, so “more than a thousand years” is definitely too long a time (cf. ll. 3–5).
- 2 Guy Fawkes was “trying to make an unsuccessful attempt to escape” (ll. 10).
- 3 “If Fawkes and his men had succeeded, it would have been the end of the entire British establishment and it would have plunged Britain into great turmoil and anarchy.” (ll. 13–15)

1 The burning of “the Guy” has been celebrated in Britain for more than a thousand years.

true false

Proof in line(s): 5

2 Guy Fawkes did not try to flee when he and the explosives were discovered.

true false

Proof in line(s): 10

3 If the plot had succeeded, Britain would have seen a time of serious political instability.

true false

Proof in line(s): 13–15

TIPP

The gaps in the flow chart do not follow the text in chronological order, so scan the whole text for the right answers. You need the following pieces of information: **targets**: “Who was targeted by the attack?” means the same as “Who did the attackers try to kill?” You can find some possible answers in the passage, “enough to blow up the whole building and all the people in it, including lords, bishops, the gentry, the highest judges and [...] the royal family together with the king” (ll. 7–9).

Besondere Leistungsfeststellung 2023

Sachsen ■ Englisch 10. Klasse



A LISTENING COMPREHENSION

(10 BE)

Topic Radio in Africa

You will hear a radio feature about Radio in Africa.

You now have 3 minutes to read the following tasks.

Then listen to the radio feature and do the tasks according to the information from the text.

You will hear the text twice.

a) Complete the sentences with information from the text.

(4 BE)

1. World Radio Day is celebrated on _____.
2. The main aim of World Radio Day is to _____.
3. Audrey Azoulay praises radio because it is a medium that gives a voice to
_____.
4. Prue Goredema says that the percentage of South Africans who listen to the radio
is _____.

b) Tick (✓) the correct box. Only one answer is correct.

(2 BE)

5. According to Prue Goredema, radio is still popular in Africa because it ...
 offers wide-ranging information.
 is cheap to make.
 is socially acceptable.
6. According to Prue Goredema, people in Africa often listen to the radio ...
 together with family and friends.
 on their mobile phones.
 while queuing at the bus stop.

c) Answer the following questions.

(4 BE)

Complete sentences are not necessary.

7. According to David Smith, what are the advantages of radios for the Congolese?
Name two.

8. What does David Smith say about media jobs in the Democratic Republic of the Congo? *Name two characteristics.*



B READING COMPREHENSION

(10 BE)

Read the text about a social media clean-up and do the following tasks according to the information from the text.

Text Pre-Interview Social Media Clean-Up

1 [1] It's the moment you've spent the past two months waiting for! Finally, following day after day of scouring job boards, sending out resumes and cover letters, and hearing nothing but radio silence in return, you get an interview. You really want – and need – this job. How can you put yourself in a better position to land it?

5 Interview preparation is one obvious step, but another – and one that job seekers overlook all too often – is social media clean-up.

[2] While you might cut loose on the internet a bit more than you would in real life, hiring managers who look at social media will still view what you post online as a reflection of who you are. If you frequently make posts loaded with typos or misspellings, it makes you look less intelligent. If you go on frequent political rants, you might mark yourself as someone who can't respect the opinions of others.

10 There are many, many ways that you can make yourself look like a less desirable applicant on social media, so go through your recent posts and delete anything that muddies the image you want to present.

15 [3] Cleaning up your photos should be a pretty easy step in this process. Anything that makes you look professional or respectable is good. Photos with family and friends are great; professional headshots are even better. If you've got one, make it your profile picture. This statement applies to any social media account. The professional picture sends an almost unconscious signal to a prospective employer that you

20 are hirable material.

[4] While you scour your social feeds, look out for any posts where you talked about work. Bringing your professional life into the realm of social media is a sticky situation, whether you're complaining about a boss or talking about a project you're working on. In the second scenario, you could be divulging trade secrets or

a

TIPP

- 1 Here you can choose between two pieces of information. At first glance, the preposition “on” seems to hint at a date, which you will find in line 9 or line 13 of the text. However, you could also refer to where Radio Day is celebrated, namely “on the BBC World Service” (l. 4).
- 2 Look out for a synonymous phrase to “main aim”. In the text, you will hear “the main goal of the day” (l. 10) and can then cite the corresponding information.
- 3 Identify the name Audrey Azoulay (cf. l. 12) and connect her statements to the concept of “praise”. To do this, you need to find items she finds “praiseworthy”, i. e. items that stand for positive developments and improvements. As the text repeats the wording of the assignment almost identically (cf. “It’s a voice for”, ll. 14/15), it should be easy to complete sentence 3.
- 4 Listen out for the name Prue Goredema, a number and the term “percentage” or “percent”. You will find the correct solution in lines 28 to 30.

- 1 World Radio Day is celebrated on **the BBC World Service/13th February**.
- 2 The main aim of World Radio Day is to **raise (greater) awareness (among the public and the media) of the importance of radio**.
- 3 Audrey Azoulay praises radio because it is a medium that gives a voice to **people without voices/minorities/Indigenous peoples**.
- 4 Prue Goredema says that the percentage of South Africans who listen to the radio is **more than 90 (%)**.

b

TIPP

- 5 You will find the correct answer after the sentence beginning “people still like radio because” (l. 34), which is almost identical to the assignment which reads, “radio is still popular [...] because”.
- 6 There is no mention of families listening to the radio, nor does the text mention people listening to the radio while queuing at a bus stop. What is mentioned directly, though, is the fact that as the result of a changing radio culture (cf. ll. 36/37), people in Africa have started “using their cell phones, which in many African countries come with a built-in FM receiver” (ll. 37/38) and that they also use platforms like Facebook and Twitter in order to listen to their favourite programmes (cf. ll. 38/39). Furthermore, the context provided, namely that people want to listen to the radio “no matter what [they] are doing” (l. 42), indicates that this can only be done by using a mobile phone.

5. According to Prue Goredema, radio is still popular in Africa because it ...

is cheap to make.



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