

2026

STAR
Prüfung

**MEHR
ERFAHREN**

Realschulabsch

Sachsen-Anhalt

Englisch

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Passgenaue Übungsaufgaben
- ✓ Interaktives Training



Inhalt

Vorwort

Hinweise zu den digitalen Inhalten

Häufige Fragen zur Abschlussprüfung

Hinweise, Tipps und Übungsaufgaben zu den Prüfungsbereichen	1
1 Listening Comprehension	3
1.1 Strategien zum Bereich „Listening Comprehension“	3
1.2 Häufige Aufgabenstellungen im Bereich „Listening Comprehension“	5
1.3 Übungsaufgaben zum Bereich „Listening Comprehension“	7
Listening test 1: Short conversations	7
Listening test 2: Route 66	8
Listening test 3: Traffic update	8
Listening test 4: Robben Island	9
Listening test 5: Booking a hotel room	11
Listening test 6: Dangerous Australians	12
Listening test 7: The California gold rush	13
Listening test 8: What's on your plate?	14
Listening test 9: An interview with Amy Smith	15
Listening test 10: The Stolen Generations	16
Listening test 11: New Zealand tips	17
Listening test 12: Protecting the climate	18
2 Reading Comprehension	19
2.1 Strategien zum Bereich „Reading Comprehension“	19
2.2 Häufige Aufgabenstellungen im Bereich „Reading Comprehension“	20
2.3 Übungsaufgaben zum Bereich „Reading Comprehension“	22
Reading test 1: The kiwi – New Zealand's iconic bird	22
Reading test 2: The power of kindness	26
Reading test 3: Getting to know Canada	28
Reading test 4: How to spot fake news – an expert's guide for young people	32
Reading test 5: “We May Be ‘Born Free’, but ...”	34
Reading test 6: Scientists say many “good” insects are disappearing	37
Reading test 7: A year in England	39
Reading test 8: CV top tips	42
Reading test 9: The history of Halloween	44
Reading test 10: Is AI about to steal your job?	47
3 Language in Use	49
3.1 Strategien zum Bereich „Language in Use“ 	49
Strategien zur Grammatik	49
Strategien zum Wortschatz	50

3.2 Häufige Aufgabenstellungen im Bereich „Language in Use“	53
3.3 Übungsaufgaben zum Bereich „Language in Use“	54
Grundwissen – Grammatik 	54
Grundwissen – Wortschatz	67
Gemischte Aufgaben – Language in Use	77
4 Mediation	80
4.1 Strategien zum Bereich „Mediation“	80
4.2 Häufige Aufgabenstellungen im Bereich „Mediation“	81
4.3 Übungsaufgaben zum Bereich „Mediation“	82
5 Writing	96
5.1 Strategien zum Bereich „Writing“	96
5.2 Hilfreiche Wendungen 	99
5.3 Häufige Aufgabenstellungen im Bereich „Writing“	104
5.4 Übungsaufgaben zum Bereich „Writing“	107
6 Speaking 	130
6.1 Aufbau der Prüfung	130
6.2 Zum Ablauf der Prüfung	130
6.3 Allgemeine Tipps zur Prüfung	131
6.4 Strategien und häufige Aufgabenstellungen zum Bereich „Speaking“ .	132
6.5 Übungsaufgaben zum Bereich „Speaking“	135
Speaking – Test 1	135
Speaking – Test 2	137
Speaking – Test 3	139
Speaking – Test 4	142
Speaking – Test 5	145

Aufgabensets im Stil der Prüfung

Aufgabenset I – Air travel	I-1
Aufgabenset II – Education and the world of work	I I-1

Original-Prüfungsaufgaben

Abschlussprüfung 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).

Autorinnen und Autoren: Lösungen zur Original-Prüfung: F. Beck; Übungsaufgaben und Aufgaben im Stil der Prüfung: Brigitte Brümmer, Patrick Charles, Walter Düringer, Heinz Gövert, Paul Jenkinson, Brigitte Katzer, Sandra Klüser-Hanné, Elke Lüdeke, Caroline Neu-Costello, Martin Paeslack, Gerhard Philipp, Redaktion

Sprecherinnen und Sprecher der Hörtexte: Daniel Beaver, Esther Gilvray, Clare Gnasmüller, Daniel Holzberg, Rees Jeannotte, Barbara Krzoska, Jennifer Mikulla, Veronica Stivala, Rachel Teear, Benjamin Tandler, Roger Voight

Hintergrundgeräusche in den Tracks: Freesound, Pacdv, Soundsnap.

Vorwort

Liebe Schülerin, lieber Schüler,

Klassenarbeiten und Prüfungen sind manchmal mit Angst verbunden: Angst vor Wissenslücken oder vor der ungewohnten Situation der Prüfung. Die meisten dieser Ängste lassen sich gut bekämpfen, indem du dich langfristig vorbereitest. Mit dem vorliegenden Buch kannst du dich gezielt mit den **verschiedenen Prüfungsbereichen im Fach Englisch** vertraut machen und selbstständig und effektiv auf Klassenarbeiten und die **Realschulabschlussprüfung** hinarbeiten.

- ▶ Im Abschnitt „**Häufige Fragen zur Abschlussprüfung**“ auf der übernächsten Seite bekommst du allgemeine Informationen zum **Aufbau und Ablauf der Prüfung**. Damit kannst du dir einen ersten guten Überblick verschaffen.
- ▶ Jedes Kapitel in diesem Buch widmet sich einem **Prüfungsbereich**: *Listening Comprehension, Reading Comprehension, Language in Use, Mediation, Writing und Speaking*. In den ersten Abschnitten erfährst du jeweils, welche Anforderungen auf dich zukommen können und wie du dich am besten darauf vorbereitest. Anschließend kannst du anhand der **Übungen** trainieren, wie man mit möglichen Aufgabenstellungen umgeht und sie erfolgreich löst.
- ▶ Das Kapitel „Writing“ enthält zusätzlich eine Auswahl **hilfreicher Wendungen**, die dir das selbstständige Verfassen von Texten erleichtern.
- ▶ Am Ende des Buches findest du zwei **Aufgabensets im Stil der Prüfung**. Damit kannst du deine Kenntnisse „unter Prüfungsbedingungen“ testen. Versuche, diese Aufgaben in der Zeit zu bearbeiten, die du auch in der Prüfung zur Verfügung hast.
- ▶ Zusätzlich stehen dir auf der Plattform MySTARK die **Original-Aufgaben der Abschlussprüfung 2025** zum Download zur Verfügung. Sie eignen sich besonders als letzter Test für den „Ernstfall“.
- ▶ Das **beiliegende Lösungsheft** enthält ausführliche Lösungsvorschläge mit vielen hilfreichen Hinweisen und Tipps zum Lösen der Aufgaben.
- ▶ Lernst du gerne digital? Auf der nächsten Seite findest du Hinweise zu den **digitalen Inhalten** zu diesem Band.

Wir wünschen dir viel Spaß beim Üben und viel Erfolg in der Prüfung!

Dein STARK Verlag

Hinweise zu den digitalen Inhalten

Zu diesem Band gehören folgende digitale Inhalte, auf die du über die Plattform **MySTARK** zugreifen kannst. Du findest deinen Zugangscode vorne im Buch.



- ▶ Um dir die **Prüfung 2025** schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus. Sobald die Original-Prüfungsaufgaben 2025 freigegeben sind, können sie als PDF heruntergeladen werden.



- ▶ Zu den Original-Prüfungsaufgaben und den Aufgabensets im Stil der Prüfung sowie zu den Übungsaufgaben im Bereich *Listening Comprehension* und *Speaking* sind **MP3-Dateien** verfügbar.



- ▶ In der digitalen **Kurzgrammatik** werden wichtige grammatische Themen knapp erläutert und an Beispielsätzen veranschaulicht. Hier kannst du nachschlagen, wenn du bei bestimmten Grammatikthemen noch unsicher bist.



- ▶ Zu einigen grammatischen Strukturen, mit denen erfahrungsgemäß viele Lernende Schwierigkeiten haben, gibt es zusätzlich **Lernvideos**. Ein weiteres Video zeigt dir außerdem, wie du mithilfe von **Lernstrategien** deinen **Wortschatz** erweitern und festigen kannst.



- ▶ Viele Übungsaufgaben aus dem Kapitel „Language in Use“ stehen dir auch digital im **interaktiven Training „Basic Language Skills“** zur Verfügung. Das Training enthält darüber hinaus auch drei „Mixed Language Tests“ mit gemischten Aufgaben rund um den Gebrauch der englischen Sprache.



- ▶ Mit der Web-App „**MindCards**“ kannst du am Smartphone **hilfreiche Anwendungen** zu den Kompetenzen *Writing* und *Speaking* wiederholen.

1.2 Häufige Aufgabenstellungen im Bereich „Listening Comprehension“

Multiple Matching

Die Aufgabenstellungen bei den sogenannten *Multiple Matching*- bzw. Zuordnungsaufgaben können sehr unterschiedlich sein: Es kann z. B. sein, dass dir mehrere kurze Texte vorgespielt werden, denen du die jeweils passende Überschrift zuordnen musst, oder du musst auswählen, welche Aussagen zu den verschiedenen Sprechern passen etc. Häufig sind in der Angabe mehr Überschriften bzw. *Statements* vorgegeben als es Hörtexte gibt, sodass eine oder mehrere Auswahlmöglichkeiten übrig bleiben.

Texts:

- 1 “The new striker scored twice as Arsenal beat Man City 3:1.”
- 2 “We will see a last hint of summer today, but temperatures will probably drop at the weekend.”
- 3 “Also worth watching: the new James Bond. We talked to some people in the audience after its UK premiere yesterday.”

Task (and solution):

Listen to three short radio broadcasts.

While listening, match the broadcasts (1–3) with the headings (A–E).

There are two more headings than you need.

Headings:

- A local news
- B weather forecast
- C sports news
- D concerts and expeditions
- E cinema tips

Broadcast	1	2	3
Heading	C	B	E

Multiple Choice

Bei diesem Aufgabentyp wird dir ein Satzanfang vorgegeben und du musst ankreuzen bzw. abhaken, welches von mehreren Satzenden am besten dazu passt. In der Regel sind drei oder vier Antwortmöglichkeiten vorgegeben, von denen nur eine richtig ist.

Text: Hi, I’m Abby and I’m trying to protect the climate by eating a vegan diet. Raising animals for food is responsible for a lot of greenhouse emissions.

Task (and solution): Listen to an interview with climate activist Abby Miller. While listening, mark the correct answer.

Beispiel

Beispiel

Abby contributes to climate protection by ...

- ☐ going on a diet.
- ☒ avoiding animal products.
- ☐ growing food in a greenhouse.
- ☐ raising animals on her own farm.

Table Completion / Note Taking

Bei diesem Aufgabentyp musst du bestimmte Informationen aus dem Hörtext heraushören und in eine Tabelle oder auf einen Notizzettel eintragen. Meist ist vorgegeben, wie viele Wörter oder Zahlen du für deine Lösung verwenden darfst. Oft kannst du Formulierungen wörtlich aus dem Text übernehmen – manchmal musst du aber auch Informationen zusammenfassen, um nicht mehr Wörter zu schreiben als erlaubt.

Beispiel

Text:

Presenter: Welcome to our show “Making a difference”. Our guest today is Sameer. Sameer volunteers at a local animal shelter. Can you tell us a bit more about what you do there?

Sameer: Sure! I go to the shelter more or less every weekend. I take some of the dogs for a walk, feed them and clean their kennels.

Task (and solution):

Listen to a radio show about volunteering.

While listening, complete the table below in one to five words or in numbers.

where Jack volunteers	local animal shelter
what he does there (Name one example.)	feed the dogs

Short Answers

Manchmal werden dir in der Prüfung auch Fragen zum Hörtext gestellt. Auch hier ist oft angegeben, wie viele Wörter du für deine Antwort verwenden darfst. In der Regel reicht es, wenn du Stichpunkte schreibst – du brauchst also keine ganzen Sätze zu formulieren.

Beispiel

Text:

Presenter: When did you find out that you wanted to be an actress?

Jane Fame: Well, I guess I’ve known since primary school, really. Our class sometimes performed scenes for our parents at school festivals and so on, and I was always really happy during those moments ...

Task (and solution):

Listen to the interview with actress Jane Fame. While listening, answer the questions below. You do not need to write complete sentences.

When did Jane realise that she wanted to be an actress?

in primary school

Sentence Completion

Bei diesem Aufgabenformat musst du Sätze vervollständigen. Da hier detailgenaues Verstehen gefordert ist, ist es besonders wichtig, dass du die Aufgabenstellung vor dem Hören des Textes aufmerksam durchliest, damit du weißt, worauf du beim Hören achten musst. Arbeite ganz konzentriert, damit du die geforderte Information beim Hören nicht verpasst. Wenn du ein Wort nicht sofort verstehst, grübele nicht darüber nach, sondern versuche, die restlichen Lücken auszufüllen. Dieses eine Wort kannst du beim zweiten Hördurchgang nachtragen.

Text:

Chill (a rapper): Rap and hip-hop started in the Bronx. The kids there have tough lives; there's no work, no money, and lots of gangs. Many hate what they're born into, but they can't change anything or get out of it. Rap is their voice – through it they can tell their stories.

Task (and solution):

Listen to a radio programme.

While listening, complete the sentences below in one to five words or numbers.

Hip-hop and rap originated in the Bronx.

Through rap music, the young people there gain a voice.

Beispiel

1.3 Übungsaufgaben zum Bereich „Listening Comprehension“

Listening test 1: Short conversations



Listen to six short dialogues. While listening, match the dialogues (1–6) with the headings (A–H). There are two more headings than you need.

Headings:

- A Booking a hotel room
- B Looking for a present
- C Being late (and other problems)
- D A complaint
- E Holiday preparations
- F Asking the way
- G At a restaurant
- H In a clothing store

Dialogue	1	2	3	4	5	6
Heading						

Listening test 9: An interview with Amy Smith

Listen to a radio interview with the Australian singer Amy Smith.

While listening, complete the table below in one to five words or in numbers. Write feet, kilograms, miles, years, minutes, etc. in your answer when needed.



1.	number of copies of "My soul, my life" sold in the UK	
2.	topics Amy sings about (Name two.)	
3.	number of cities in Europe where concerts will take place	
4.	Amy's plans after her European tour	
5.	reason why Amy's fiancé is able to travel with her	
6.	where Amy sang with the school band (Name one.)	
7.	reason why Amy is in a hurry	

Reading test 10: Is AI about to steal your job?

1 Almost all U.S. jobs, from truck driver
to childcare provider to software
developer, include skills that can be
done, or at least supplemented, by
5 generative artificial intelligence
(GenAI), according to a recent report.
GenAI is artificial intelligence that can
generate high-quality content based
on the input data used to train it.

10 “AI is likely to touch every part of
every job to some degree,” says Cory
Stahle, an economist with Indeed.com,
which released the report.

The report finds that almost one in
15 five jobs (19.7 %) – like IT operations,
mathematics and information design –
faces the highest risk of being affected
by AI because at least 80 % of the job
skills those positions require can be
20 done reasonably well by GenAI.

But that doesn’t mean that those
jobs will eventually be lost to robots.
“It’s important to recognize that, in
general, these technologies don’t af-
25 fect entire occupations. It actually is
very rare that a robot will show up, sit
in somebody’s seat to do everything
that someone does at their job,” says
Michael Chui of the McKinsey Global
30 Institute (MGI), who researches the
impact of technology and innovation
on business, the economy and society.

Jobs that require manual skills or a
personal touch, such as nursing and
35 veterinary care, are the least likely to
be hard hit by AI, the report says. In
the past, technological advances have
mostly affected manual labor. How-
ever, GenAI is expected to have the
40 most effect on so-called knowledge
workers, generally defined as people
who create knowledge or think for a
living.

But, for now, AI does not appear
45 ready to steal anyone’s job. “There are
very few jobs that AI can do com-
pletely. Even in jobs where AI can do
many of the skills, there are still as-
pects of those jobs that AI cannot do,”
50 Stahle says.



Rather than replace workers, re-
searchers expect GenAI to enhance
the work people already do, making
them more efficient. “This is some-
55 thing that, in many ways, we believe
is going to unlock human potential
and productivity for many workers
across many different sectors of the
economy,” Stahle says.

60 “There are a number of things that
can happen,” Chui adds. “One is, we
simply do more of something we
were already doing, and so imagine if
you’re a university professor or a
65 teacher, and the grading can be done
by machine rather than you. You can
take those hours and, instead of grad-
ing, you can actually start tutoring
your students, spending more time
70 with your students, improving their
performance, helping them learn.”

American workers need to begin
using the new technology if they hope
to remain competitive, according to
75 Chui. “Workers who are best able to
use these technologies will be the
most competitive workers in the
workforce,” he says. “It was true be-
fore, but it’s more true than ever, that
80 we’re all going to have to be lifetime
learners.”

“One of the great powers of these
generative AI tools, so far, is they’ve
been designed in such a way to make
85 it easy for really anybody to use these
types of tools,” Stahle says. “I really
believe that people should be looking
to embrace these tools and find ways
to incorporate them into the work
90 that they’re already interested in do-
ing.”

Ultimately, could one of the unexpected benefits of AI be more efficient employees who work less?

⁹⁵ “In general, Americans work a lot,” Chui says. “Maybe we don’t have to

work so long. Maybe we have a four-day work week ... and so you could give that time back to the worker.”

Abridged and adapted from <https://www.voanews.com/a/is-ai-about-to-steal-your-job-/7366173.html>

Answer the following questions in one to seven words or in numbers.

1. How many jobs are likely to be replaced by artificial intelligence to a large degree?

2. Which areas of work will probably be the least affected by AI?
(Name two.)

▶

▶

3. Which kinds of job used to be the hardest hit by technological progress in former times?

4. What kind of people will be most affected by AI in the future?

5. Which advantages could AI bring to the world of work?
(Name two.)

▶

▶

6. According to Michael Chui, what will be required from workers in order to remain competitive?

41. Read the text and mark the correct words or phrases missing in the table below. There is only one correct answer for each item.

The Underground Railroad

From about the end of 1700s to the middle of the 1800s, thousands of African Americans escaped slavery in the states of the American South on what came to 1 the “Underground Railroad.” The Underground Railroad was not a real railroad. It was a group of people, both black and white, 2 secretly helped slaves escape to the North.

Members of the Underground Railroad helped enslaved people to leave the places where they lived and worked. These “conductors” took the escaping slaves to a safe house, called a “station.” “Stationmasters” 3 the escaped slave. Then at night, a 4 conductor took him or her to another hiding place farther north. The process was repeated every day and night until the escaped slave was safe in a free state, or even in Canada.

Harriet Tubman was perhaps 5 famous conductor on the Underground Railroad. She had escaped slavery herself and wanted to help other people 6. In all, Tubman made as many 7 19 trips to the South and led about 300 enslaved people to freedom. Tubman and her “passengers” were never caught. But if they 8, they would have been severely punished. Harriet Tubman risked her own life to enable others to live a life in freedom and dignity – a real heroine.



Based on: <https://learningenglish.voanews.com/a/american-slaves-resist-rebel-escape/1934099.html>

1	☐ call	☐ calling	☐ be called	☐ called
2	☐ where	☐ who	☐ what	☐ whose
3	☐ hid	☐ hidden	☐ hide	☐ hiding
4	☐ difference	☐ different	☐ are differing	☐ differ
5	☐ more	☐ less	☐ the most	☐ much
6	☐ to	☐ two	☐ towards	☐ too
7	☐ than	☐ of	☐ as	☐ more
8	☐ will	☐ had been	☐ were	☐ are

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Zivilcourage zeigen – sei Helfer*in in der Not!

Sechs Tipps, an denen man sich orientieren kann, wenn man Zeug*in eines Übergriffs wird:



1. Überwinde Deine Hemmungen!

Eingreifen setzt voraus, Angst, Scham und Hemmungen zu überwinden. Viele Zeug*innen reagieren gelähmt und stehen sich dadurch selbst im Weg. Oft ist es die Angst vor den Konsequenzen: „Was kann mir passieren?“ Angst zu überwinden bedeutet keinesfalls leichtsinnig zu werden, sondern vernünftig und bewusst zu handeln.

2. Hol Hilfe – Hilf, ohne Dich selbst in Gefahr zu bringen!

Spiel auf keinen Fall den Held*in! Mach andere auf die Situation aufmerksam und beziehe Passant*innen bewusst mit ein. Bitte sie um Hilfe und verteile konkrete Aufgaben an konkrete Personen: „Sie da im roten Pulli – rufen Sie bitte die Polizei“.

3. Sei laut!

Lautes Schreien und Rufen verunsichert die Angreifenden. Wenn Du laut bist, kannst Du die Öffentlichkeit mobilisieren und auf die Situation aufmerksam machen – Trillerpfeifen können das gut. Eine ruhige, feste Stimme und ein sicherer Blick bewirken Wunder: „Lassen Sie das!“ – Täter*innen stets siezen.

4. Eskalation verhindern – Provokationen vermeiden!

Es geht darum, den Konflikt zu beenden, nicht, ihn anzuheizen. Versuche beruhigend auf die Beteiligten einzuwirken. Körperkontakt sollte vermieden werden. Sollte die Situation dennoch eskalieren, dann misch Dich nicht aktiv ein. Geh' lieber auf Abstand und hole die Polizei.

5. Polizei rufen!

Alarmiere die Polizei möglichst schnell, sie kann Situationen oft besser einschätzen. Folgendes solltest Du beachten: Sag Deinen Namen und wo Du gerade bist. Was ist passiert? Gibt es Verletzte? Bleib beim Opfer bis Krankenwagen oder Polizei vor Ort sind.

6. Erinnerst Du Dich?

Stell Dich der Polizei als Zeug*in zur Verfügung. Merk Dir die Täter*innen – was hat er oder sie an? Was ist auffällig? Notiere Autonummern. Wenn möglich, mach Fotos oder Videos. Aber Vorsicht: bringe Dich nicht selbst in Gefahr!

- ▶ Describe the cartoon.
- ▶ Explain what the cartoonist's intention might be.
- ▶ Comment on the role social media play in people's lives.

[illegible]

- ▶ Describe key aspects of the diagram below.
- ▶ Compare the advantages and disadvantages of a later start to the school day.
- ▶ What changes would you make to the school system to make it an ideal place to learn and grow? Give your opinion.

Write at least 150 words.

Aufgabenset I im Stil der Prüfung

Thema: Air travel

1-1

Teil A – Listening Comprehension

I Announcements

Listen to five announcements you can hear at an airport or on board a plane. While listening, match the announcements (1– 5) with the headings (A – F). There is one more heading than you need.

5 Punkte

You will hear the recording **twice**.

Headings

- A a change of gates
- B safety on board
- C a message for two passengers
- D rules at the airport
- E information about the flight
- F formalities on arrival

Announcement	1	2	3	4	5
Heading					

II Booking a flight

Listen to a dialogue.

4 Punkte

While you are listening, mark the correct answer (a, b or c). There is only one correct answer for each sentence.

You will hear the recording **twice**.

1. Millie Croft ...

- a) ☐ works for an airline.
- b) ☐ wants to fly to Atlanta.
- c) ☐ wants to complain about a booking.

2. The caller ...

- a) ☐ has booked three tickets.
- b) ☐ booked a flight three hours ago.
- c) ☐ has booked plane tickets for \$30.

Lösungsvorschläge

Listening Comprehension

✎ *Hinweis: Zu Übungszwecken kannst du dir die Hörtexte so oft anhören, wie du möchtest. Wenn du die Aufgaben unter Prüfungsbedingungen bearbeiten möchtest, solltest du jeden Text nur zweimal anhören. Lies den Hörverstehenstext nur durch, wenn du mit den Lösungen ganz unsicher bist und gar nicht weiterkommst.*

Listening test 1: Short conversations

1. **Man:** Excuse me, please, could you tell me where I can find the restaurant Piccoli?
Woman: Oh, I know the place. It's on the other side of the river, in Grover Square. You can either walk over the bridge and walk up Wil-
 5 ey Street to the square, or you could get a taxi.
Man: Is it a long walk?
Woman: Oh, not really. You can walk there in about ten minutes, I guess. And the weather's
 10 nice for a walk today.
Man: Yes, it is. Well, thank you very much!
2. **Woman:** We're going to be very late for the concert. Can't you drive any faster?
Man: Do you want us to get stopped by the po-
 15 lice? Why don't you call Emma and Jeremy
 and tell them we'll be late?
Woman: Hang on... oh, no. My cell phone's dead.
Man: What? There must be a signal here; we're
 20 in the middle of town.
Woman: No, the battery's dead. I must have for-
 gotten to charge it last night.
Man: Hmm. Well, that wasn't very clever. Let's
 hope they wait for us, then.
- 25 3. **Woman 1:** We'll have to book our trip soon. It'll
 get more expensive if we wait until the last
 minute.
Woman 2: OK, well I'll have a look at the train
 times and I'll e-mail you what I find. Leaving
 30 on Saturday morning, coming back on Sun-
 day evening?
Woman 1: Yes, but not too late on Sunday – I
 have to get up at 6 on Monday morning.
Woman 2: I'll see what I can find. I'll be in touch
 35 later.
4. **Man:** May I help you?
Woman: Yes, please. I like this skirt, but it's a bit
 too big. Do you have it in a smaller size?
Man: I'm afraid not. It was very popular this sea-
 son and we only have this one left. But have
 you seen the collection from Del Amari?
 They're really nice – beautiful designs and
 very well-made. Would you like to try one of
 these?
Woman: Hmm. I'm not sure. I really like the oth-
 45 er one. Do you know if anyone else in town
 stocks this label?
Man: I'm afraid I don't know. You could try one
 of the big department stores in the town
 centre, I suppose.
5. **Woman:** Excuse me, please. I'd like to make a com-
 plaint.
Man: Oh? What's the problem?
Woman: I've been staying at your hotel for three
 days now and my bedding hasn't been
 changed, and neither have the towels.
Man: Oh dear. That's not good. Which room are
 you staying in?
Woman: I'm in room 412.
Man: I see. OK, I'll have a word with the staff for
 the fourth floor; there must be some kind of
 mistake. Maybe they didn't know the room
 was occupied. I'm very sorry about this. It'll
 be dealt with immediately.
Woman: Well, I certainly hope so. If nothing's
 been done by this afternoon, I'll have to
 speak to the manager.
Man: I understand. I'll see to it immediately.

6. **Woman 1:** Good morning, can I help you with anything?

Woman 2: Oh, yes, please – I'm looking for a birthday present for my teenage nephew. He'll be 16 on Thursday. I have absolutely no idea what he likes, but I know he plays video games a lot. Could you maybe recommend something new?

Woman 1: Ultimate Destructor VII is very popular with boys of that age.

Woman 2: Oh, dear me, that looks terribly violent. And it says here that it's not for sale to children under 18.

Woman 1: Well, maybe something with a sports theme, then? There are a number of very good football and basketball games available these days. Let's have a look over here for something less brutal, shall we?

Aufgabe

► **Hinweis:** Bei dieser Aufgabe sollst du den sechs Dialogen die jeweils passende Überschrift zuordnen und den richtigen Buchstaben in die Tabelle eintragen. Es sind zwei Überschriften mehr vorgegeben als benötigt – lass dich also nicht durch falsche Auswahlmöglichkeiten in die Irre führen.

1	2	3	4	5	6
F	C	E	H	D	B

zu 1: Der Mann fragt die Frau nach dem Weg – hier ist also Überschrift F richtig. Lass dich von dem Wort „restaurant“ (Z. 2) nicht dazu verleiten, die Überschrift „At a restaurant“ auszuwählen.

zu 2: Die beiden Personen sind zu spät dran, können ihren Freunden aber nicht Bescheid geben, da der Akku des Handys leer ist. Zu diesem Dialog passt also nur Überschrift C.

zu 3: Die beiden Frauen müssen noch ein Zugticket für ihren Urlaub bzw. Ausflug buchen – hier ist also Überschrift E richtig.

zu 4: Die Frau fragt nach einem Rock – die Situation muss also in einem Bekleidungsgeschäft stattfinden (Überschrift H).

zu 5: Hier musst du ganz genau hinhören: Es geht in diesem Dialog nicht darum, ein Hotelzimmer zu buchen (Überschrift A), sondern ein Gast beschwert sich, dass das Zimmer nicht saubergemacht wurde. Die richtige Lösung lautet also Überschrift D.

zu 6: In diesem Dialog sucht eine Frau ein Geschenk für ihren Neffen – dazu passt Überschrift B.

Listening test 2: Route 66

1 **Speaker:** On November 11, 1926, a 3,900 km long highway was established in the United States. It was not the first American highway. It was not the longest either. And it might not have been the fastest. But the road inspired musicians, writers and filmmakers. It appealed to explorers and dreamers. It's known as the Route 66. The road cuts through cornfields, deserts, mountains and unusual red rock formations of the west. As the scene outside the car window changes, so, too, do the people and cultures found along the road.

It was disaster that fuelled the road's early success. A series of powerful dust storms in the 1930s destroyed a huge amount of farmland across the prairie states. Hundreds of thousands of mostly poor farm workers and their families began to leave. The migrants headed west on

Route 66, hoping the path would lead to a better life in California, the land of opportunity. Exploring the open road has long been an important part of the American experience. And Route 66 became even more popular as the car culture exploded in the 1940s and 50s. However, by the 1960s, large parts of Route 66 were not fit for driving.

The U.S. government built bigger highways, with faster speed limits and fewer traffic lights. These new interstates bypassed small towns, the heart of Route 66. Many of these small towns had depended on Route 66 for business and income. The economies of bypassed small towns suffered. When the traffic stopped on Route 66, so did many of the towns themselves.

Abridged and adapted from: Ashley Thompson and Caty Weaver: Route 66: "The Highway that's The Best", in: Voice of America Learning English

Listening test 8: What's on your plate?

1 **Henry:** I'm Henry and I must admit that I'm a bit lazy when it comes to cooking. I'm single and I think it's too much work to cook just for myself, so I usually go to the pub with my colleagues after work. There's the "King's Head" next to the office and they usually have great specials.

Liam: I'm Liam and I'd love to be a good cook, but unfortunately I'm not. This means that my freezer's full of ready-made meals, which I simply pop into the microwave. At the weekend, I sometimes eat a fresh salad or some raw vegetables. However, my girlfriend gave me a cookery course as a Christmas present, so my cooking skills will hopefully improve...

15 **Finn:** There's nothing I enjoy more than a big chunk of steak. All my family love meat, no matter what: pork, beef, veal, lamb, chicken – I could go on forever. We also like to try exotic types, such as crocodile. In the summer, we have a barbecue at least once a week. I'm Finn by the way.

20 **Colin:** I'm Colin and I'm a vegetarian. Since I don't have a garden of my own and can't afford to buy organic food all the time, I got involved in a community garden last year. We share a garden and grow all kinds of fruit and vegetables, which is great fun and really rewarding.

25 **Tessa:** Hi there, I'm Tessa. One of my new year resolutions is to lose some weight. That's why I'm trying to cut down on sugar and carbohydrates. I recently read an article about animal transports, so I decided not to eat any more meat for ethical reasons.

Aufgabe

 **Hinweis:** In diesem Hörtext geben fünf Personen Auskunft über ihre Ernährungsgewohnheiten. Du musst entscheiden, welche Aussage zu welcher Person passen könnte. Achte auf Schlüsselwörter, die sowohl in der Angabe als auch im Hörtext vorkommen. Höre dann aber noch einmal ganz genau hin, ob die vermutete Lösung auch wirklich passt. Manchmal enthalten die Hörtexte nämlich auch absichtlich Begriffe aus der Angabe, um dich in die Irre zu führen.

Henry	Liam	Finn	Colin	Tessa
D	C	F	E	B

zu **Henry:** "I'm single and I think it's too much work to cook just for myself" (Z. 2/3)

zu **Liam:** "my freezer's full of ready-made meals, which I simply pop into the microwave." (Z. 8–10)

zu **Finn:** "There's nothing I enjoy more than a big chunk of steak. All my family love meat" (Z. 15/16); "In the summer, we have a barbecue at least once a week." (Z. 19/20)

zu **Colin:** "I got involved in a community garden last year. We share a garden and grow all kinds of fruit and vegetables" (Z. 23–25)

zu **Tessa:** "One of my new year resolutions is to lose some weight. That's why I'm trying to cut down on sugar and carbohydrates." (Z. 27–29)

Listening test 9: An interview with Amy Smith

1 **Interviewer:** It's two minutes to two on this beautiful Tuesday afternoon. This is BBC Radio 2 with a special broadcast. Today we are talking to Amy Smith. She is now with us live from Sydney.

5 **Amy:** Hello everyone.

Interviewer: Amy, you have fans throughout the world. Your latest album "My soul, my life" is high up in the charts in 31 countries and has sold over 150,000 copies in the UK alone. How do you do it?

10 **Amy:** Well, I try to be myself. When I sing a song, I tell authentic stories – stories that many teen-

15 agers can relate to, such as feeling lonely, angry or insecure. I sing about heartbreak, being bullied or moving to a new city. I strongly believe that clichés about love are not what people want to hear these days. Of course, without my fans, my huge success wouldn't have been possible.

20 **Interviewer:** I see. So are the stories you tell in your songs true?

Amy: Yes, most of them are. Although I have to admit that I do make the odd change to make them more interesting to listen to. But all my songs are authentic and sung with passion.

25 **Interviewer:** Well, that certainly explains why all

your concerts across Europe have already sold out and there's a long waiting list for your tickets.

Amy: I'm really flattered. There'll be six concerts in Europe's capitals: London, Paris, Madrid, Berlin, Vienna and Rome.

Interviewer: Vienna is a special city for you, isn't it?

Amy: Yes, you're right. My fiancé is from Vienna, which is why I'll be staying there for two weeks this summer. I love the city. It's very romantic.

Interviewer: I'm sure it is! So can we expect a wedding soon?

Amy: Yes, after my tour in August, but I'm not going to tell you any more details, so please don't ask!

Interviewer: How important is family to you? I mean, I assume you must travel an awful lot because of your job. How do you keep the balance between your job and your family?

Amy: My family's my greatest priority, though I do love my job. Although it's sometimes hard to keep the balance between my job and my family, we manage quite well, I think. My fiancé usually accompanies me on my trips, so I get to see him quite a lot. I'm very lucky that he's prepared to travel with me, because it means that he had to give up his job.

Interviewer: Can I ask you how you managed to become this famous? I know teenage girls throughout the world are aching to find out.

Amy (laughs): Well, I don't know to be honest. There's certainly no such thing as a universal formula or a set of rules which you need to follow. I guess I was just extremely lucky and I've always loved singing and writing songs. When I was at school, I used to sing in the school choir and I was the lead singer of our school band. We gave concerts at our school, and did gigs in our area, such as weddings and large birthday parties. And then, one day, I received a phone call, which was totally unexpected, and a man asked me whether I wanted to sign a contract for my current record company. I was literally jumping for joy. That's essentially where it all started...

Interviewer: Well, Amy, I know you're very rushed since you have a plane to catch. Thank you so much for your time. Enjoy Europe and all the best to you.

Amy: It's been my pleasure.

Aufgabe

► **Hinweis:** Deine Aufgabe ist es, die Tabelle mit den fehlenden Informationen in Stichpunkten zu vervollständigen. Lies die Aufgabenstellung genau und halte dich an die Vorgaben – du darfst maximal fünf Wörter in deiner Lösung verwenden. Achte auch auf Angaben, wie viele Aspekte du nennen sollst.

1. (over/more than) 150,000 (copies)

► **Hinweis:** "Your latest album 'My soul, my life' [...] has sold over 150,000 copies in the UK alone." (Z. 8–10)

2. ► feeling lonely/angry/insecure
► heartbreak / being bullied / moving to a new city

► **Hinweis:** Du musst hier zwei Beispiele für Themen in Amys Liedern nennen: "When I sing a song, I tell authentic stories – stories that many teenagers can relate to, such as feeling lonely, angry or insecure. I sing about heartbreak, being bullied or moving to a new city." (Z. 12–16)

3. 6/six

► **Hinweis:** "There'll be six concerts in Europe's capitals: London, Paris, Madrid, Berlin, Vienna and Rome." (Z. 29–31)

4. (to) marry (her fiancé)

or: (to) get married

► **Hinweis:** "So can we expect a wedding soon? – Yes, after my tour in August" (Z. 36–38)

5. he gave up his job

or: he quit his job

► **Hinweis:** "I'm very lucky that he's prepared to travel with me, because it means that he had to give up his job." (Z. 49–51)

6. (at) her school

or: (at) weddings

or: (at) (large) birthday parties

► **Hinweis:** "I was the lead singer of our school band. We gave concerts at our school, and did gigs in our area, such as weddings and large birthday parties." (Z. 60–63)

7. has a plane to catch

or: (she) must get a plane

► **Hinweis:** "I know you're very rushed since you have a plane to catch." (Z. 69/70)

Aufgabe 5

► *Hinweis: Die Informationen sind über den ganzen Text verteilt. Achte darauf, dass bei den Unterschieden klar wird, von welchem Fest du sprichst. Du musst nur zwei Unterschiede und Gemeinsamkeiten nennen.*

Similarities:

- wearing special costumes
or: special clothes and costumes
- going from house to house to ask for small gifts
or: something like “trick or treating”

Differences:

- celebration of Samhain lasted longer
or: Halloween only celebrated on one evening/ during one night
- no bonfires lit on Halloween
- Samhain only celebrated in Celtic regions
or: Halloween celebrated all over the world
- Today we do not believe that our dead ancestors will come to visit us on Halloween.
- no offerings to gods or other supernatural beings/fairies or elves on Halloween

Reading test 10: Is AI about to steal your job?**Aufgaben**

► *Hinweis: In diesem Text kommen wahrscheinlich einige Vokabeln vor, die du noch nicht kennst. Das ist aber nicht weiter schlimm, denn vieles kannst du auch aus dem Zusammenhang erschließen und nicht alle Textstellen sind für die Bearbeitung der Aufgaben relevant. Beachte, dass du in deinen Antworten jeweils maximal sieben Wörter schreiben darfst.*

1. almost one in five jobs
or: 19.7 per cent (of jobs)
or: nearly 20 per cent
or: almost one fifth of all jobs
► *Hinweis: “almost one in five jobs (19.7 %) [...] faces the highest risk of being affected by AI because at least 80 % of the job skills those positions require can be done reasonably well by GenAI.” (Z. 14–20)*
2. ► jobs that require manual skills
► jobs that require a personal touch
► nursing
► veterinary care
► *Hinweis: “Jobs that require manual skills or a personal touch, such as nursing and veterinary care, are the least likely to be hard hit by AI” (Z. 33–36)*
Du musst hier nur zwei Beispiele nennen.
3. manual labor
or: manual work
► *Hinweis: “In the past, technological advances have mostly affected manual labor.” (Z. 36–38)*
4. knowledge workers
or: people who create knowledge
or: people who think for a living

► *Hinweis: “GenAI is expected to have the most effect on so-called knowledge workers, generally defined as people who create knowledge or think for a living.” (Z. 39–43)*

5. ► makes people more efficient
► unlocks human potential
► increases productivity
► enhances the work people already do
► grading can be done by AI
► people can work less
► people don’t have to work so long
► *Hinweis: “researchers expect GenAI to enhance the work people already do, making them more efficient. ‘This is something that, in many ways, we believe is going to unlock human potential and productivity for many workers across many different sectors of the economy,’ Stahle says.” (Z. 51–59); “[...] imagine if you’re a university professor or a teacher, and the grading can be done by machine rather than you.” (Z. 63–66); “‘Maybe we don’t have to work so long’” (Z. 96/97)*
Hier gibt es viele verschiedene Antwortmöglichkeiten – du musst aber nur zwei Aspekte nennen.
6. they have to be lifetime learners
► *Hinweis: “‘Workers who are best able to use these technologies will be the most competitive workers in the workforce,’ [Chui] says. ‘It was true before, but it’s more true than ever, that we’re all going to have to be lifetime learners.’” (Z. 75–81)*
Beachte, dass die Aufgabenstellung von dir verlangt, eine Aussage von Michael Chui wiederzugeben. Die (inhaltlich ähnlichen) Aussagen von Cory Stahle wären hier also nicht richtig.

zu **4**: Den Ausdruck „to make sb do sth“ solltest du kennen.

zu **5**: Hier wird die Tätigkeit des Zuhörens näher beschrieben. → „attentively“

zu **6**: Hier benötigst du ein Relativpronomen, das sich auf eine Person bezieht („someone“). → „who“

zu **7**: Bei „to go for a walk“ handelt es sich ebenfalls um ein sogenanntes „phrasal verb“. Lerne die Präpositionen bei diesen Verben immer gleich mit.

zu **8**: Nach „to suggest“ folgt immer die ing-Form. → „doing“

Aufgabe 41

The Underground Railroad

From about the end of 1700s to the middle of the 1800s, thousands of African Americans escaped slavery in the states of the American South on what came to **1** **be called** the “Underground Railroad.” The Underground Railroad was not a real railroad. It was a group of people, both black and white, **2** **who** secretly helped slaves escape to the North. Members of the Underground Railroad helped enslaved people to leave the places where they lived and worked. These “conductors” took the escaping slaves to a safe house, called a “station.” “Station-masters” **3** **hid** the escaped slave. Then at night, a **4** **different** conductor took him or her to another hiding place farther north. The process was repeated every day and night until the escaped slave was safe in a free state, or even in Canada. Harriet Tubman was perhaps **5** **the most** famous conductor on the Underground Railroad. She had escaped slavery herself and wanted to help other people **6** **too**. In all, Tubman made as many **7** **as** 19 trips to the South and led about 300 enslaved people to freedom. Tubman and her “passengers” were never caught. But if they **8** **had been**, they would have been severely punished. Harriet Tubman risked her own life to enable others to live a life in freedom and dignity – a real heroine.

 Hinweis:

zu **1**: In dieser Lücke muss die Passivform stehen, da die Aktivformen von „to call“ hier inhaltlich nicht passen. → „be called“

zu **2**: Hier benötigst du ein Relativpronomen, das sich auf Personen bezieht („a group of people“). → „who“

zu **3**: Wie im Satz vor der Lücke geht es um eine abgeschlossene Handlung in der Vergangenheit. Du brauchst also das „simple past“. → „hid“

zu **4**: Hier benötigst du ein Adjektiv, das sich auf „conductor“ bezieht – es kommt also nur „different“ als Lösung infrage.

zu **5**: In diesem Satz fehlt noch ein Artikel. Er ist in der Superlativform „the most“ mit enthalten.

zu **6**: Inhaltlich passt hier nur „too“ (= auch). Die anderen Optionen ergeben keinen Sinn.

zu **7**: Bei Vergleichen findet man häufig die Wendung „as ... as“. Es gehört also ein zweites „as“ in die Lücke.

zu **8**: Hier liegt ein Konditionalsatz vom Typ III vor, bei dem im Hauptsatz eine Konstruktion mit „would + have + past participle“ steht. Im if-Satz muss daher ein „past perfect“ stehen. → „had been“

Aufgabe 42

India

India is the most populous country in the world – with a population **1** **bigger** than that of China. It is also one of the world’s oldest civilizations. Throughout the centuries, the subcontinent **2** **has been settled** and ruled by various dynasties and cultures. The last **3** **to arrive** were the British, who began to colonise India around the 17th century and only **4** **left** in 1947, when India declared its independence. Today, the two main official languages on the national level are English and Hindi. However, there are many more languages **5** **spoken** in India. People in India belong to a variety of faiths: More **6** **than** 80% of the Indian population are Hindus, around 13% are Muslims and over 2% are Christians. When it comes to the economy, the textile industry, the car industry and the IT sector have been growing **7** **rapidly** over the last few decades. Unfortunately, not all people have been able to benefit from India’s growing wealth, however, and **8** **millions of** people still live in poverty.

 Hinweis:

zu **1**: Das Wörtchen „than“ nach der Lücke zeigt dir hier an, dass du die 1. Steigerungsform brauchst. Das Adjektiv „big“ wird unregelmäßig gesteigert – die korrekte Form lautet „bigger“.

zu **2**: „Throughout the centuries“ zeigt hier an, dass es um einen Zeitraum geht, der in der Vergangenheit begann und immer noch andauert, da ja immer noch

- b) *That day was just crazy. It all started with a message on his phone: "Come to the sports stadium at once. Don't ask why! You'll love it."* It appeared on Saturday morning in the chat group of his sports club. "Why not?", Tom thought and was at the stadium 20 minutes later. When he arrived, about 100 people were already waiting. The club leaders said that this was a singing and dancing competition to find the best talents for a performance that was to take place right before the opening match of the football season. Tom was fascinated by the idea of singing in front of such a big audience. So he took part in all the crazy things they were told to do. He was delighted to be in the last round – until the final task: "What date is it today?" Now Tom knew ... and the other finalists too. Of course! It was April 1st. It was all just a joke ... (150 words)

Aufgabe 27

✎ *Hinweis: Bei dieser Aufgabe musst du eine Karikatur beschreiben. Gehe darauf ein, was auf dem Bild zu sehen ist und was die Person sagt. Außerdem sollst du herausarbeiten, was die Intention, also die Aussageabsicht, des Karikaturisten sein könnte. Will er mit seinem Cartoon zum Nachdenken anregen oder etwas kritisieren (und wenn ja, was)? Zu guter Letzt sollst du darauf eingehen, welches Verkehrsmittel du persönlich bevorzugst. Dein Aufsatz muss also einen dreiteiligen Aufbau aufweisen.*

In the cartoon, two businessmen holding their briefcases are standing in front of a car in a car park. The car, however, does not look like a normal car: a pipe on each side is emitting dark fumes. On top of the car there is a big container with a heap of coal. You can also see an electronic display outside and inside the vehicle. One of the men is saying that this car, which is probably his, "runs completely on electricity, generated by a tiny coal burning power plant". What he says, however, is contradictory to what can be seen, as the "coal burning power plant" is not tiny but huge. The man seems to be proud of his electric car generating its own power. The cartoonist's intention might be to show that the power for electric cars is still partly generated by the burning of fossil fuels like coal and that electric cars are therefore not as environmentally friendly as they seem to be.

As I want to avoid pollution, my preferred means of transport is my bike. It is really environmentally friendly and I can easily go anywhere I want to in the city – and, as an extra benefit, I get some exercise too. (207 words)

Aufgabe 28

✎ *Hinweis: Auch hier ist, wie bei Aufgabe 27, eine Karikatur vorgegeben. Beginne mit der Beschreibung und gehe dann darauf ein, welche Absicht der Karikaturist mit seiner Zeichnung verfolgen könnte. Zum Schluss sollst du über die Rolle von Social Media schreiben.*

The cartoon shows a house on fire and a fireman climbing up a ladder to rescue a young woman standing at one of the windows. You can already see fire and smoke coming out of the windows of her apartment. The woman, however, who is fashionably dressed and holding a smartphone in her hand, is telling the fireman to wait because she still has to film herself in front of the blazing flames as "this will make a killer Insta story" – so she is risking her life for a sensational story on social media.

By depicting this drastic scene the cartoonist maybe wants to show that some people are so obsessed by their image on social media that their digital lives become more important than their real lives.

Indeed, social media plays an important role for so many people who want to show what a wonderful life they have and who constantly compare themselves with other people's profiles and stories. This may lead to a lot of dissatisfaction and to neglecting social activities in real life. (176 words)

Aufgabe 29

✎ *Hinweis: Bei dieser Aufgabe solltest du für deine Lösung einen dreiteiligen Aufbau wählen. Im ersten Abschnitt arbeitest du die wichtigsten Informationen aus dem Schaubild heraus. Im zweiten Abschnitt stellst du dann die Vor- und Nachteile eines späteren Schulbeginns einander gegenüber. Im dritten Teil musst du dazu Stellung nehmen, wie deiner Meinung nach das ideale Schulsystem aussähe, damit sich alle Lernenden optimal entwickeln und wohlfühlen.*

The diagram shows the effects an early start to the school day may have on students. The great majority of schools in the US start earlier than 8.30 am –

Aufgabenset I – Air travel

✎ *Hinweis: Mit diesen Aufgaben kannst du testen, ob du für den „Ernstfall“ schon gut gerüstet bist. Bearbeite die Aufgaben am besten am Stück und in der Zeit, die dir auch in der Prüfung zur Verfügung steht.*

Teil A – Listening Comprehension

I Announcements

1. Welcome to Shannon Airport. As you proceed to passport control please have your passports ready. All passengers holding a valid European passport, please go to lines 3 and 4. International travellers from non-EU countries, please go to lines 1 and 2. Irish passport holders are free to queue in all lines. Thank you.
2. This is the final boarding call for passengers Steven and Harry Davenport booked on BA flight 566 to Paris. Please proceed to Gate 15 immediately. The final checks are being completed and the doors will be closed in approximately five minutes. I repeat ...
3. Good evening, passengers. This is your captain speaking. I am Sarah Clark and with me in the cockpit today is co-pilot Mark Reynolds. First of all, we'd like to welcome everyone on board flight 8537 to Hong Kong. Our estimated flight time is 11 hours and 30 minutes and we will reach Hong Kong airport at 8:15 tomorrow morning. The weather forecast for our flight route is quite good, although we always have to expect some turbulence when crossing the Himalayas. If you are interested in more details about our flight route, just check out the flight information channel on our entertainment system. I'll talk to you again shortly before we will reach our destination. Now sit back and enjoy the flight.
4. This is a security warning. Please do not leave your luggage unattended at any time. If you see unattended luggage, please contact the security agents immediately. Please remember that abandoned objects could be a danger to everybody. In the interest of hygiene and out of consideration for non-smokers, we would also like to remind you that smoking is strictly prohibited throughout the airport. Please restrict smoking to the designated areas only. Thank you.
5. Your attention, please. Due to unexpected turbulence we have to stop our board service now. Please fold away your tables and put your seats in an upright position. Make sure your seat belts are securely fastened. For your own safety we advise you not to use the toilets at the moment. We are sorry for the inconvenience. As soon as it is safe again, we will continue with our board service and start serving the meals. Thank you.

Announcement	1	2	3	4	5
Heading	F	C	E	D	B

✎ *Hinweis:*

zu 1: "Welcome to Shannon Airport. As you proceed to passport control please have your passports ready." (Z. 1–3)

zu 2: "This is the final boarding call for passengers Steven and Harry Davenport booked on BA flight 566 to Paris." (Z. 8–10)

zu 3: "Our estimated flight time is 11 hours and 30 minutes and we will reach Hong Kong airport at 8:15 tomorrow morning. The weather forecast for our flight route is quite good" (Z. 18–22)

zu 4: "Please do not leave your luggage unattended at any time." (Z. 29/30); "we would also like to remind you that smoking is strictly prohibited throughout the airport." (Z. 35–37)

zu 5: "Due to unexpected turbulence we have to stop our board service now. Make sure your seat belts are securely fastened. For your own safety we advise you not to use the toilets at the moment." (Z. 39–44)



© **STARK Verlag**

www.stark-verlag.de
info@stark-verlag.de

Der Datenbestand der STARK Verlag GmbH
ist urheberrechtlich international geschützt.
Kein Teil dieser Daten darf ohne Zustimmung
des Rechteinhabers in irgendeiner Form
verwertet werden.

STARK