

AHS · BHS

MATURA-TRAINING
ENGLISCH

**MEHR
ERFAHREN**

Band 1

Lesen und Hören

mit MP3-CD

STARK

Inhalt

Vorwort

■ Reading Comprehension	1
Hinweise und Tipps	1
Topic 1: Advertising for kids	8
Topic 2: Columbus – Adventurer across unknown seas	16
Topic 3: Working children	23
Topic 4: The secret of the mysterious crop field rings	30
Topic 5: Cyber Crime	37
Topic 6: Obesity – a major health concern	44
■ Listening Comprehension	53
Hinweise und Tipps	53
Topic 7: Life in the UK – Citizenship Test	59
Topic 8: The hazards of overpopulation	63
Topic 9: Inside the White House: The kitchen garden	66
Topic 10: How government influences behaviour in society	70
Topic 11: Taking the thug out of thug life	75
Topic 12: American icons: Georgia O’Keeffe’s skull paintings	79
■ Key	85
Tipps zum Lösungsteil	85
Reading Comprehension	86
Listening Comprehension	114
Bildnachweis	



■ MP3-CD

- Track 1: Life in the UK – Citizenship Test
- Track 2: The hazards of overpopulation – Intro
- Track 3: The hazards of overpopulation
- Track 4: Inside the White House: The kitchen garden – Intro
- Track 5: Inside the White House: The kitchen garden
- Track 6: How government influences behaviour in society – Intro
- Track 7: How government influences behaviour in society
- Track 8: Taking the thug out of thug life – Intro
- Track 9: Taking the thug out of thug life
- Track 10: American icons: Georgia O’Keeffe’s skull paintings – Intro
- Track 11: American icons: Georgia O’Keeffe’s skull paintings – Part 1
- Track 12: American icons: Georgia O’Keeffe’s skull paintings – Part 2

Autoren

Reading Comprehension: Rainer Jacob

Listening Comprehension: Paul Jenkinson

Vorwort

Liebe Maturantinnen und Maturanten,

seit 2015 gibt es die **standardisierte Reife- und Diplomprüfung**, die gemeinhin unter dem Namen „Zentralmatura“ bekannt ist. Hierbei rücken vor allem in den modernen Fremdsprachen die **Kernkompetenzen** noch mehr in den Fokus. In Englisch sind dies für die schriftliche Prüfung Lesen, Hören und Schreiben, in AHS kommt außerdem noch die Sprachverwendung im Kontext dazu.

Der vorliegende Trainingsband soll Sie auf zwei dieser vier geforderten Kompetenzbereiche vorbereiten – nämlich **„Reading comprehension“** und **„Listening comprehension“**. Der Band gibt Ihnen **Strategien und Tipps** an die Hand, wie Sie Ihre Fertigkeiten beim Lesen und Hören allmählich steigern können, um schließlich mit einem guten Gefühl und dem nötigen Rüstzeug versehen die Reifeprüfung zu bestreiten. Sie werden in den folgenden Kapiteln aktuelle, fordernde und interessante Texte zu vielen unterschiedlichen Themenbereichen vorfinden. Dazu erwarten Sie verschiedenste Aufgaben, mit denen Sie die Techniken der Texterschließung trainieren können und die sie **schrittweise an das Niveau der Matura heranführen**. Zu jedem Text gibt es auch mindestens eine **Übungsaufgabe im Stil der Matura**. Das Trainingsmaterial in diesem Band eignet sich für angehende Maturanten an AHS sowie BHS.

Im abschließenden **Lösungsteil** finden Sie nicht nur die Lösungen aller Aufgaben zur Selbstkontrolle, sondern auch weitergehende Hinweise und Hilfestellungen sowie die **Transkripte der Hörtexte**.

Die beiliegende **MP3-CD** enthält alle Hörtexte zum Kapitel „Listening“ – authentische Podcasts, Reden und Interviews zu verschiedenen Themen.

Wir wünschen Ihnen eine effektive Prüfungsvorbereitung und viel Erfolg in Ihrer Englisch-Matura!



Rainer Jacob



Paul Jenkinson

Reihenfolge der Aufgaben zu berücksichtigen. Dies ist auch deshalb ratsam, weil die zusätzlichen Tipps zu den Aufgaben („Tips“-Kästen) vor allem in den ersten „Topics“ zu finden sind. In den letzten beiden „Topics“ wird eine Kenntnis der Aufgabentypen bereits vorausgesetzt. Die Texte entsprechen in Länge und Schwierigkeitsgrad der Matura und decken zudem ein großes Spektrum von Themenfeldern ab, sodass Sie nicht nur Ihre sprachlichen Kompetenzen trainieren können, sondern auch Kenntnisse im Bereich Kultur und Landeskunde vertiefen können.

Bevor Sie jedoch mit der Bearbeitung der Aufgaben beginnen, sollten Sie unbedingt die folgenden Strategien und beispielhaften Beschreibungen der vorkommenden Aufgabentypen durchsehen, die Ihnen gute Dienste bei der Bearbeitung der folgenden „Topics“ – und hoffentlich auch bei Ihrer Reifeprüfung – leisten werden.

However, as the following chapter should prepare you for the English test, let's continue in English ...

Useful techniques and strategies in reading tasks

The first impulse that students often follow when dealing with reading comprehension is to grab the text and read through it with hardly any aim – as if they just want to get quickly done with it. This might not be the best strategy.

*Before reading
a text*

Actually, the first thing you should do is to **read the task(s)** and/or the questions because you clearly want to know what you have to read a text for. Depending on what you are asked to do in the task, there are mainly two different methods or techniques of reading texts – both can be practised in the upcoming topics – which you should be able to perform in the “Matura”: reading for the gist and reading for detail.

The “gist” is the **main line of thought of a text** and its author, which you can only get by reading the text as a whole. The general method is to “**skim**” a **text** – that means you do not read word-by-word, but you read faster than you normally do while trying to get a general overview of the text. In the topics and tasks ahead you will be able to try different ways of doing that. Use that practice in order to be prepared for any text showing up in the “Matura”.

*Reading for
the gist*

The method of “**scanning**” a text for details should be used in tasks where you have to **focus on a special aspect of a text** or on specific information. Usually before doing so, you should know the general meaning, purpose or tone of a text, which may help you a lot. Then you should be able to focus on

*Reading for
detail*

the relevant detail, which may be just one single piece of information that can only be found at a certain point within a text. Therefore, you should always check if you have understood the task – so that you don't look for the wrong or inappropriate piece of information.

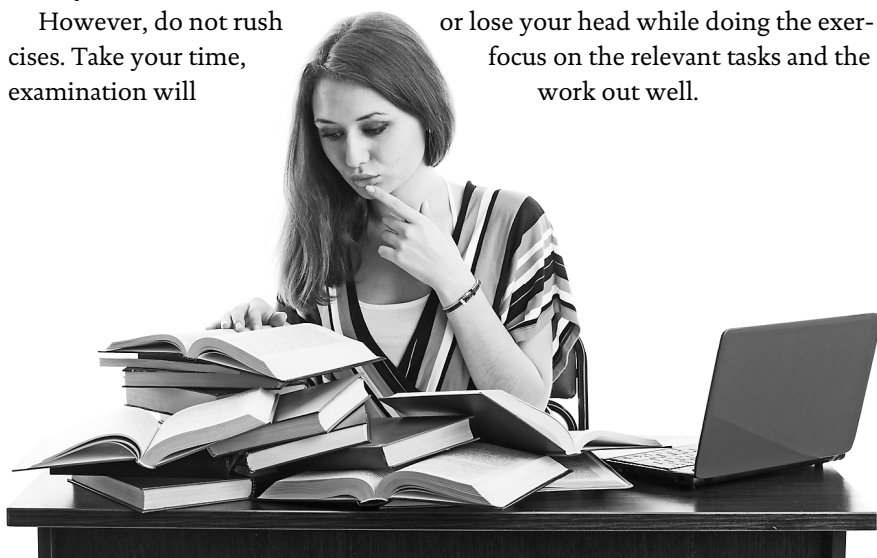
*Time
management*

Make sure that you choose one of those methods before dealing with a task. Reading a text without a purpose or trying to find too much in one reading session can cost you precious time in a test situation. One of the most important factors when dealing with examinations is your time management.

You should always arrange a certain amount of time for checking your answers after completing a question (and as far as this book is concerned: before looking up the key). That may also include reading the text again – even if you think you don't have to.

However, do not rush
cises. Take your time,
examination will

or lose your head while doing the exer-
focus on the relevant tasks and the
work out well.



Common reading comprehension tasks of the “Matura”

This kind of task seems simple at first glance and some people even think that they have a good chance of guessing the correct answer. However, the chances of choosing an incorrect solution are even higher. There are often “distractors” (likely but wrong answer options) which are only distinguishable from the correct solution if you know the text in detail or when you have found the corresponding information within the text.

Multiple Choice

Text (reference):

Example

“Overnight a very odd and huge circle had appeared in one of his wheat fields. The corn had been neatly flattened into a large circular pattern [...] Farmer Jameson did not see any footprints, so he couldn't explain how the circle had got there.” (Topic 4)

Task/Answer:

Farmer Jameson was surprised because ...

- a) ☐ a huge spaceship had landed in his field.
- b) ☒ he saw a huge pattern in his field.
- c) ☐ his wheat field had been destroyed.
- d) ☐ the corn in his wheat field had been cut overnight.

Tip: Always check the other options to make sure that you have really found the correct one. And don't think that the correct options' position follows a pattern (“Muster”) or a logical order – for example, if you have “a, b, c, a, b, c, a” as correct options, then the next one does not automatically have to be “b”. Look at every exercise as if it was the only one. However, if you cannot find the correct answer, it is better to guess a solution than to leave a blank, of course.

There are many different forms of matching tasks. In the “Matura” you may be asked to either “match sentence beginnings to their corresponding endings using information from a text”, to “match headings to paragraphs in a text” or to “match sentences to gaps in the text”. Be careful not to fall for the “distractors”.

Matching

While listening – Getting to know the text

Task 50



T 2

You will hear the beginning of an interview. Listen carefully and fill in the gaps with the missing words.

- Have the environmental problems followed _____ what you thought?
- The book that I wrote was _____ on what happens in population.
- We didn't know whether it [the climate] was gonna be _____ or _____.
- So, the things that have been coming up have been much worse than we _____.



Task 51



T 3

You will hear an interview concerning overpopulation. While listening, mark with a cross (X) whether the statement is true or false.

Tips

Read the statements very carefully before listening to the text.

- Be sure that you understand the statements completely. Think of possible ways of how the information in the text may be presented; for example, concerning a: Was there a lot of information about the subject after/before the book was written?
- Listen carefully for synonyms or synonymous phrases of words in the text and the statement (e. g. instead of "future generations" you could hear "children" or "grandchildren").

- | | True | False |
|---|--------------------------|--------------------------|
| a) A lot of information was unavailable when the book was written. | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Scientists are quite happy about current developments. | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Everyone in the world could be fed. | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Cities originally developed where farming land was poor. | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Paul Ehrlich dislikes the present situation of having rich and poor societies. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Ehrlich believes that what we are doing today will benefit future generations. | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Solving financial problems is not the same as solving environmental ones. | <input type="checkbox"/> | <input type="checkbox"/> |

While listening – Matura-style task

Read the information in the two lists carefully for 45 seconds, then listen to the text twice. While listening, match the beginning of each sentence (A–H) to the correct ending (1–10).

There are two sentence endings which are not used. Write your answers in the correct space. After you have listened twice to the text, give yourself another 45 seconds to check your answers.

Task 52



T 3

Tips

A few guiding steps to help you deal with **Matching** exercises:

- Read through the task very carefully and mark the words/phrases that you might want to focus on while you are listening (e. g. “40 years”, “climatic problems” etc.).
- Look at the sentence halves and see if you can already guess what kind of combinations are grammatically and logically possible (e. g. B: “Climatic problems have ...” can only match with 3, 7 or 9); you can mark those options in the same colours.
- Usually the statements are in chronological order according to the information in the main text.
- When you have connected all the sentences, check that the remaining parts really are the “distractors”.

- | | |
|---|---|
| A The book that he wrote
40 years ago ... | 1 are not very good. |
| B Climatic problems have ... | 2 isn't caused by a lack of food in the
world. |
| C Extremes of weather will
seriously ... | 3 been made more efficient. |
| D Famine ... | 4 is seen as more or less impossible. |
| E Farming is being ... | 5 could be seen as positive. |
| F One criticism is that humans
don't ... | 6 was correct about population. |
| G The predictions made for the
world's population ... | 7 pushed further away from the fertile
river valleys. |
| H To reverse the damage now ... | 8 organise themselves properly. |
| | 9 arrived sooner than expected. |
| | 10 affect agriculture. |

A	B	C	D	E	F	G	H

fice Life in the UK publications. You can also join us on Facebook or follow us on Twitter.

From: The stationary office Ltd., <https://www.youtube.com/watch?v=e2qqSNES-xI>

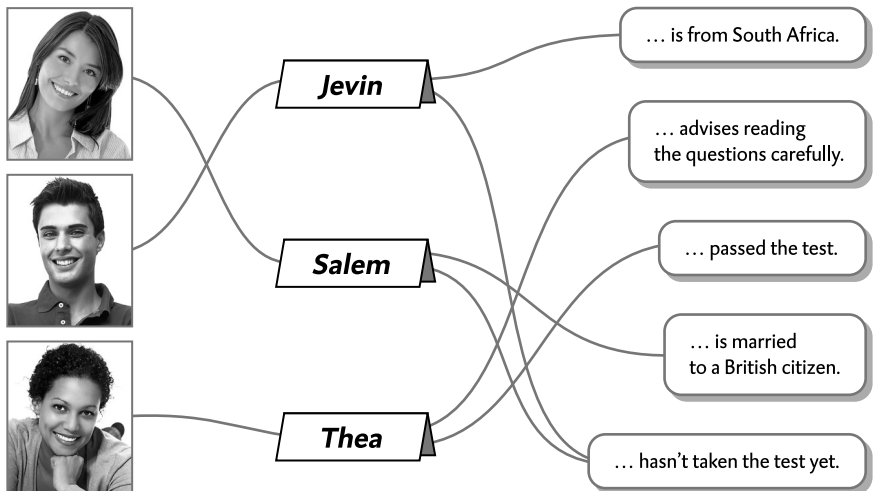
Task 42 Possible solution: Foreigners living in the UK who want to become British citizens. / The government's idea to have a test for people who want to become British citizens.

Task 43 Some options are not topics of the real Citizenship Test: clothes, shopping, cars, football and cricket.
The others (law, geography, history, government, work, leisure, religion, statistics, education and health) are actually part of the test questions.

Task 44 The purpose of the text is to ...

- a) ☐ show how people from other countries live in the UK.
- b) ☐ inform people that employers now require them to take the test.
- c) ☒ promote interest in the test and encourage foreigners to take it.
- d) ☐ explain that the test is necessary for foreigners wishing to live in the UK.

Task 45



◆ **Hinweise:**

Jevin: "Jevin was born in South Africa." (l. 43); "I haven't had the time to get around to it" (l. 45)

Salem: "my husband is British" (l. 8); "I'd just better do it now." (ll. 6/7)

Thea: "Read the questions carefully" (ll. 35/36); "... and I passed." (l. 42)

0. Salem's decision was motivated by ...

Task 46

- a) ☐ moving to the UK.
- b) ☐ getting married.
- c) ☒ other people taking the test.
- d) ☐ knowing the test was easy.

◆ Salem says, "All my friends now are getting [...] their citizenship [...]. and I'm left here and I'm thinking [...] I'd just better do it now." (ll. 5–7).

1. The main advice is to ...

- a) ☐ find a quiet place to study.
- b) ☐ find out a lot of facts for yourself.
- c) ☐ go to a qualified person for lessons.
- d) ☒ use the government's material.

◆ The presenter says, "Salem is studying in the best possible way – with the official Home Office guide and study aids. Life in the United Kingdom: A Journey to Citizenship is the official handbook and has everything she'll need." (ll. 14–17). Also Caroline Rust says shortly afterwards, "In my opinion, to use anything less than the official guide just doesn't make sense." (ll. 18/19).

2. One recommendation is to ...

- a) ☒ begin with familiar areas to bring success.
- b) ☐ learn the facts and figures initially.
- c) ☐ take shortcuts whenever possible.
- d) ☐ ask friends to help you learn.

◆ Caroline Rust recommends, "Start off with subjects that are really easy, that they already understand. That would start to give them a sense of confidence." (ll. 33/34).



© **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