

2025

Realschule

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Baden-Württemberg

Englisch

- + Aufgaben im Stil der Prüfung
- + Kurzgrammatik



STARK

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Original-Prüfungsaufgaben

Abschlussprüfung 2021	2021-1
Abschlussprüfung 2022	2022-1
Abschlussprüfung 2023	2023-1

Abschlussprüfung 2024 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2024 freigegeben sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscod vgl. Umschlaginnenseite).



MP3-Dateien

Übungsaufgabe 1

Übungsaufgabe 2

Übungsaufgabe 3

Abschlussprüfung 2021

Abschlussprüfung 2022

Abschlussprüfung 2023

Abschlussprüfung 2024

Die MP3-Dateien sind ebenfalls auf der Plattform MySTARK verfügbar.

Sprecherinnen und Sprecher der Audiodateien (Übungsaufgaben): Eva Adelseck, Daniel Beaver, Blair Gaulton, Clare Gnasmüller, Daniel Holzberg, Rees Jeannotte, Veronica Stivala, Rachel Teear

Die **Hintergrundgeräusche** (Übungsaufgaben) stammen aus folgenden Quellen: freesound und padv.

Kurzgrammatik

Auch die Kurzgrammatik findest du auf der Plattform MySTARK.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abschlussprüfung 2025 vom Kultusministerium bekannt gegeben werden, erhältst du aktuelle Informationen dazu ebenfalls auf MySTARK.

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Kurzgrammatik: Redaktion

Vorwort

Liebe Schülerin, lieber Schüler,

mit diesem Buch kannst du dich intensiv auf deine **schriftliche Abschlussprüfung** vorbereiten. Es ist insbesondere für die Vorbereitungsphase unmittelbar vor der Abschlussprüfung gedacht und hilft dir dabei, noch mehr **Sicherheit** im Umgang mit den gängigen Prüfungsaufgaben zu gewinnen. Der Band enthält **drei Aufgaben im Stil der Abschlussprüfung**. Diese Übungsaufgaben bestehen aus den Bereichen *Listening Comprehension, Text-based Tasks, Use of Language, Writing* und *Interpreting*.

Darüber hinaus enthält der Band die **Original-Prüfungen** 2021 bis 2023. Die **Prüfungsaufgaben 2024** stehen dir auf der **Plattform MySTARK** (Zugangscode vgl. Umschlaginnenseite) zur Verfügung. Lies dir am besten die Hinweise und Tipps zur Abschlussprüfung auf den nächsten Seiten aufmerksam durch, um dich mit den Prüfungsanforderungen vertraut zu machen. In diesem Kapitel erfährst du auch, wie du am besten mit diesem Buch arbeitest.

Solltest du in der Grammatik einmal unsicher sein, kannst du online in unserer **Kurzgrammatik** nachlesen. Das PDF mit verständlichen Grammatikerklärungen und prägnanten Beispielen findest du, wie auch die **MP3-Dateien**, ebenfalls auf der Plattform MySTARK.

Mit dem Band „**Training Abschlussprüfung 2025**“ (Best.-Nr. J08150) kannst du dich langfristig auf die **schriftliche Abschlussprüfung** und die **Kommunikationsprüfung** vorbereiten. Das Buch bietet dir vielfältige Übungsmöglichkeiten zum Basiswissen und enthält zahlreiche **Übungsaufgaben zu allen prüfungsrelevanten Kompetenzbereichen** und **Lernvideos** zu den Bereichen Grammatik und Wortschatz. Unser **interaktives Prüfungstraining** bietet dir darüber hinaus die Möglichkeit, effektiv online am Computer oder Tablet zu üben.

Viel Spaß beim Üben und viel Erfolg in der Prüfung!

Hinweise und Tipps

Aufbau der Abschlussprüfung

Die Aufgaben der schriftlichen Abschlussprüfung für Realschulen in Baden-Württemberg werden zentral vom Ministerium für Kultus, Jugend und Sport gestellt.

Die Gesamtpunktzahl ist auf 110 Punkte festgesetzt.

Die schriftliche Prüfung gliedert sich in folgende Teile:

- A *Listening Comprehension*
- B *Text-based Tasks*
- C *Use of Language*
- D *Writing*
- E *Interpreting*

In Teil A ist kein Wörterbuch zugelassen. **In den Teilen B bis E** kannst du ein **zweisprachiges Wörterbuch** benutzen, du solltest aber immer die Zeit im Auge behalten und nicht jedes dir unbekannte Wort nachschlagen, sondern versuchen, Wörter aus dem Zusammenhang zu erschließen.

Alle Prüfungsbereiche bestehen aus mehreren Aufgaben, sodass du in der Prüfungssituation vielen verschiedenen Themen und Aufgabenformaten begegnen wirst.

Deine Lösungen zu den Teilen A, B und C notierst du direkt auf den Prüfungsbögen, die Lösungen zu den Teilen D und E hingegen auf separaten Bögen, die zu Beginn der Prüfung ebenfalls ausgeteilt werden. Achte unbedingt darauf, dass deine Lösungen immer eindeutig der jeweiligen Aufgabe und Teilaufgabe zugeordnet werden können.

A Listening Comprehension

Im Prüfungsteil *Listening Comprehension*, der inklusive Einlesezeit ca. 30 Minuten dauert, sollst du zeigen, wie gut du gesprochenes Englisch verstehst. Dieser Teil besteht meist aus vier Hörtexten zu vielfältigen Themen, zu denen du jeweils eine Aufgabe bearbeiten sollst. Beachte, dass sowohl Monologe als auch Dialoge mit zwei oder mehreren Personen möglich sind.

Zu Beginn der Prüfung hast du rund zwei Minuten Zeit, die Aufgaben zum Hörverstehen durchzulesen und dich gedanklich auf die Themen vorzubereiten. Alle Texte werden zweimal vorgespielt. Auch vor dem Hören eines jeden Textes gibt es eine kurze Pause, in der du die jeweilige Aufgabenstellung noch einmal durchlesen kannst.

Nutze die Einlesezeit und markiere ggf. Schlüsselwörter. So wird es dir leichter fallen, die relevanten Informationen herauszuhören. Wenn du einmal eine Teilaufgabe nicht beim ersten Hören beantworten kannst, lass dich nicht verunsichern, sondern mach einfach mit der darauffolgenden Aufgabe weiter. Beim zweiten Hören kannst du dich dann genau auf die Stelle konzentrieren, die dir beim ersten Durchgang Schwierigkeiten bereitet hat. Nach dem Hören aller Texte hast du erneut ausreichend Zeit, um noch einmal alles durchzugehen und ggf. Korrekturen vorzunehmen.

Punktabzug erhältst du in diesem Teil nur, wenn Fehler in der Rechtschreibung oder Grammatik sinnentstellend sind. Das bedeutet, dass es keine Auswirkung auf die Bewertung hat, wenn du ein Wort falsch schreibst, solange man das Wort eindeutig erkennen kann.

Typische Aufgabenformate, die (in unterschiedlicher Reihenfolge und Zusammensetzung) in deiner Abschlussprüfung vorkommen können, sind z. B.:

1. *Take notes to fill in the table.*

In diesem Aufgabenformat ist es deine Aufgabe, die gefragten **Informationen in Stichpunkten in eine Tabelle** einzutragen. Wichtig ist, dass du nur die relevanten Details notierst.

2. *Write the correct name next to the statement.*

In dieser *Matching*-Aufgabe werden dir verschiedene Aussagen vorgelegt. Diesen **Aussagen** musst du mithilfe des Hörtextes die jeweils **passende Person zuordnen**. Beachte, dass oftmals mehrere Sätze zu einer Person passen. Es kann aber auch vorkommen, dass eine Aussage niemandem zugeordnet werden kann. In einem solchen Fall sollst du neben diese Äußerung z. B. ein Kreuz (X) anstelle eines Namens setzen. Lies also die Arbeitsanweisung genau und achte beim Hören auf Details.

3. *Take notes to complete the cluster.*

Ähnlich wie in Aufgabe 1 sollst du hier **Stichpunkte** notieren, wobei du hier Details zu verschiedenen Aspekten eines Themas aufschreiben sollst. Teile des „cluster“ sind oftmals bereits ausgefüllt, sodass du zwischendurch auch kurze „Verschnaufspausen“ hast. Halte dich unbedingt an die Vorgabe „Take notes“, denn wenn du ganze Sätze formulierst, ist es schwierig, gleichzeitig dem Hörtext zu folgen.

4. *Tick/Mark the correct ending to finish the sentences.*

In dieser **Multiple-Choice-Aufgabe** sollst du zu mehreren Satzanfängen das jeweils **passende Satzende** finden. Normalerweise hast du drei Auswahlmöglichkeiten. Lies dir die Satzanfänge und alle Satzenden aufmerksam durch, denn oft unterscheiden sie sich nur durch Kleinigkeiten, die aber ausschlaggebend sind, ob ein Satzende (nicht) zum Text passt.

5. *Decide whether the following statements are true or false.*

In dieser oder einer ähnlich formulierten Aufgabe geht es darum, zu entscheiden, ob Aussagen zum Text **richtig oder falsch** sind. Du brauchst also nur ein **Häkchen** beim jeweils richtigen Kästchen zu setzen.

B Text-based Tasks

In diesem Prüfungsteil sollst du unter Beweis stellen, dass du einen längeren zusammenhängenden Sachtext verstehen und Informationen daraus entnehmen kannst. Dein Leseverständnis wird anhand von mehreren Aufgaben geprüft. Lies dir den Text zuerst einmal – oder wenn nötig auch mehrere Male – in Ruhe durch, um dir einen groben Überblick über den Inhalt zu verschaffen. Sieh dir dann die Aufgaben an. Beim Bearbeiten der Aufgaben solltest du die relevanten Stellen farbig im Text markieren. Arbeite am besten pro Aufgabe mit einer Farbe, sodass du leichter den Überblick behältst.

Hier findest du typische Aufgabenstellungen, die in diesem Prüfungsteil vorkommen können.

1. *Match ...*

Hier sollst du bestimmten Textabschnitten passende Überschriften **zuordnen** oder z. B. Aussagen mit Personen verbinden. Meist werden mehr Elemente angeboten, als du verbinden kannst. Dann wird dies z. B. durch Bemerkungen wie „Some information does not fit“ oder „There are two more headings than you need“ ausgedrückt.

Wörter, die in der Überschrift vorkommen, finden sich häufig auch im Text wieder. Manchmal werden aber auch bedeutungsgleiche Wörter verwendet.

Abschlussprüfung an Realschulen in Baden-Württemberg
Übungsaufgabe 1



A LISTENING COMPREHENSION

20

1 The International Children's Peace Prize

(5)

You will hear a radio report about the International Children's Peace Prize. You will hear the report twice. Take notes while you fill in the table.

a one thing Greta Thunberg and Malala Yousafzai have in common	
b year in which the first child got the prize	
c age of candidates	
d two steps in the process of winning the prize	
e one thing the prize money is spent on	

2 Volunteer work

(5)

You will hear a radio show about young people and volunteer work. What do Ethan, Jacob and Layla think about working on projects in their free time without being paid?

You will hear the text twice. Write the correct name (Ethan, Jacob or Layla) next to the statement, but be careful, one statement does not fit. Mark this statement with a cross (X).

a

Volunteer work should be something I like and I'm good at.

b

Learning to cope with unpleasant things is what makes the job worth doing.

c

The perfect way to forget about problems at school.

d

I help other people and I do something for the environment.

e

Loving this kind of work runs in the family.

3 Community Fridges

(4)

You will hear a report about community fridges. You will hear the text twice. Tick (✓) the right sentence ending to finish the following sentences.

a Charity fridges ...

- A were first installed in Germany.
- B can be found in Britain and Germany.
- C will soon appear in Derbyshire.

b The concept is based on ...

- A people who only take as much as they give.
- B a system where volunteers and employees work together well.
- C many people working together for a good cause.

c The community fridge is a place where you ...

- A can also find a collection of the community's best recipes.
- B can share more than just food.
- C should be careful about health risks.

d One refrigerator ...

- A helps to save 200 tonnes of food per year.
- B reduces the amount of food wasted by one tonne per month.
- C attracts about 200 people per week.

4 Unusual holidays

(6)

You will hear a radio show about unusual holidays. Listen to the text twice and fill in the cluster. Add the missing facts. There are two examples already given.

Bonza Bottler Day (Australia)

a invented by Elaine Freemont in 1985

b _____

Straw Bear Day (England)

c big festival in Whittlesea in the

middle of January which goes

back to the year 1882

d _____

unusual holidays

Up Helly Aa (Scotland)

e _____

f _____

Groundhog¹ Day (USA, Canada)

g _____

h _____

1 groundhog – *Marmelotier*

**Text****Nonprofit Groups Try to Bring Education to Conflict Areas**

- 1 An American nonprofit group called Justice Rising is working to educate young people in areas where conflicts are taking place. The United Nations Children’s Fund or UNICEF says the California-based group is one of many organizations trying to meet a need that usually is unmet in conflict zones.
- 5 The eastern Democratic Republic of Congo is one such area. Justice Rising built its first school in eastern Congo in 2015. Since then, it has built nine other schools. They employ more than 100 teachers and other staff and serve about 2,000 students. Fighting was a major problem in eastern Congo from 1996 through 2003. Today, clashes¹ and killings are continuing in the area.
- 10 Cassandra Lee is the founder of Justice Rising. She told VOA that setting up schools in a community affected² by war can make a big difference in the lives of young people. “You can see a decrease of child soldiers,” Lee noted. She added, “You can see young girls less likely to be taken as a child bride and in turn become child mothers. You can see community health increase.”
- 15 UNICEF officials say 27 million children are out of school in conflict zones such as Syria, South Sudan, Iraq and Yemen, or in areas divided by religion and natural resources. Linda Jones, an education expert with UNICEF, says that when children miss school because of conflict, it also affects their social development. She added that this can have an effect on the society, and that getting children into schools
- 20 contributes to a nation’s stability.

Cassandra Lee feels that having more than one school in a community can help people “come out of war and into a culture of peace.” Lee’s interest in education started when, at the age of 10, she began to read a lot about how war affects the lives of children. Some years later, just after finishing school, she moved to South

25 Sudan and Uganda and traveled to eastern Congo. There, she heard many personal stories from people affected by war.

Lee met her husband, Edison, in Africa, where he advised businesses. Together, they are trying to increase the influence of the aid group. Their aim is to open 40 schools in war zones in the next years. They are also creating partnerships with

30 groups in the Middle East. “In Syria and Iraq,” said Edison Lee, “we’re really trying to empower³ local organizations that are already doing great work, supporting them financially or sponsoring their programs.”

Less than 4 percent of humanitarian appeals⁴ worldwide is directed at financing for education, says Linda Jones of UNICEF. The UN agency launched an appeal
35 this year for \$900 million to aid education in countries affected by conflict and natural disasters. UNICEF says it will spend one billion dollars a year over the next four years on education.

Jones says the programs need to be flexible. One example is a program in Afghanistan where community schools reach out to the village where the children are.
40 “There are also programs with learning through radios,” she added, and using games on computers to improve skills in mathematics.

Jones has also worked in Somalia, where some education solutions did not require modern technology. “Children had libraries brought to them on the backs of camels,” she said, and, “the librarian walked with the camel from place to place.
45 Children had opportunities to learn to read different books.”

Both large and small organizations have the same difficulty of changing their operations to meet the need, which UNICEF says is growing. The question, says Cassandra Lee of her organization’s schools in Congo, is not how you can help a few hundred lives every year, but a few thousand. (623 words)

Adapted from: Michael O’Sullivan, Phil Dierking, Voice of America Learning English, April 25, 2016

1 clash – *Kampfhandlung*

2 affected – *betroffen*

3 to empower – *befähigen, ermächtigen*

4 humanitarian appeal – *Aufruf zu humanitärer Hilfe, Spendenaufruf*

1 Match the headings with the parts of the text.

(5)

You must fill in your solutions below. There are two more headings than you need.

- | | |
|---------------|--------------------------------------|
| 1 lines 1–9 | a Providing the right services |
| 2 lines 10–20 | b Using technology to help |
| 3 lines 21–32 | c New requirements |
| 4 lines 33–45 | d Fighting child labour with schools |
| 5 lines 46–49 | e An early call and a common goal |
| | f A need that mustn’t be overlooked |
| | g Changing lives with schools |

Solutions:

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

2 Decide whether the following statements are true, false or not in the text. Mark the correct boxes.

(3)

	true	false	not in the text
a Cassandra Lee used to work as a teacher herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Education can help to reduce child abuse and improve health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Cassandra Lee was still a young child when she first travelled to a war zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Not many people wanted to talk about how it felt to live in a conflict zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e UNICEF wants to invest four billion dollars in education in the next few years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Children in Somalia can borrow a certain number of books per month from the “camel library”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Finish the sentences using the information from the text.

(6)

Mark the correct ending.

a Justice Rising ...

- A is the first nonprofit organisation to focus on education.
- B has its main office in California.
- C offers children an opportunity to get away from war zones.
- D helps to bring back normality after the fighting has stopped.

b The nonprofit organisation ...

- A employs about two thousand people.
- B has sent more than one hundred teachers to conflict areas.
- C has opened at least one school per year.
- D provides education for roughly 2,000 young people.

c According to Lee, schools in war zones are important because ...

- A they can improve a nation’s stability.
- B fighting will usually not take place near a school.
- C education can help to bring peace to these areas.
- D schools are necessary for children’s social development.



1 Write a comment.

(9)

Choose **one** of the following statements. Discuss the pros and cons and give your own opinion. Write about 100 words.

- A** You should be allowed to vote at the age of 16.
- B** Every citizen must do two weeks of charitable work per year.
- C** Robots can do the job of a teacher.

2 Choose task A or task B.

(18)

You only have to do **one** of the following tasks.

- A** Write a story about **one** of the following pictures. Write about 160 words.



Picture ①



Picture ②

- B** Write an application.

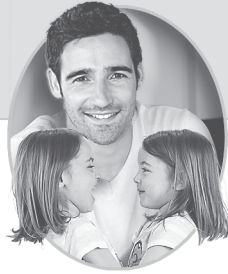
Write a message to the host family in the profile on the next page to apply for the position of an au pair in their family.

Talk about yourself, your experiences with children and ask one or two questions.

Write about 160 words.

Host family in the UK

children: 2
city: Bath, England
job start: 1 September
time of stay: > six months
pay: GBP 400 per month



Dear au pair,

Thanks for reading our profile! We are a family of three: Sam (32) works as an architect and needs help caring for his twin girls (4) Emma and Sophia. The girls are the best, (almost) always happy, very curious and full of energy. We are looking for someone who likes to come up with creative games, teaches the girls a few words of his or her native language and opens their eyes to a different culture. Would you like to be part of our family? We'd love to show you our beautiful home town and our favourite places.

- Location: Our spacious flat is near the centre and has a big bedroom for you. Only 10 minutes' walk to a top English language school (we'll cover the fees).
- Tasks: Take the girls to nursery school and pick them up, prepare snacks for them on weekdays. We have a cleaning lady who also does our laundry (that means yours as well).

Interested? We'd love to get to know you and answer all your questions.

[Back](#)

[Contact family](#)



A LISTENING COMPREHENSION

1 The International Children's Peace Prize

Listening text

1 Do you know what Greta Thunberg from Sweden and Malala Yousafzai, who was born in Pakistan, have in common? Both girls are great examples of children being able to stand up and fight for their rights. Greta Thunberg first became famous for going on a school strike as a sign of protest that not enough was being done to
5 fight climate change. Malala, who fights for girls' right to education, was even attacked and badly wounded because of her aims. These two activists have something else in common: both have been awarded the International Children's Peace Prize.

Since 2005 this prize has been given once a year to a boy or girl who shows enormous courage in fighting for children's rights. To get the award, a child, who must
10 be between 12 and 17, has to be nominated by someone else. Anyone can make a nomination by sending an e-mail to nominations@childrenspeaceprize.org. Then an expert committee chooses several nominated candidates and takes a closer look at their projects. After a long process one of these children gets the prize. What
15 does that mean exactly? Well, first, the award-winner gets money for his or her own education. And apart from that, KidsRights, the organisation behind the prize, invests € 100,000 in projects that are closely connected to the winner's area of work. The prize also helps the young activists get worldwide attention for their aims. Last but not least, each winner gets Nkosi – a small statue whose name goes
20 back to its very first winner: Nkosi Johnson from South Africa.

TIPP

Im Text wird eine Auszeichnung für Kinder und Jugendliche vorgestellt, die sich für Kinderrechte einsetzen.

Hinweise zu den Lösungen

- a Du kannst entweder die Gemeinsamkeit nennen, dass beide den fraglichen Preis schon bekommen haben (vgl. Z. 6–8), oder das allgemeinere gemeinsame Ziel, dass sie sich für Kinderrechte einsetzen (vgl. Z. 2/3).
- b Hier musst du eine Jahreszahl heraushören, und zwar das Jahr, in dem der Preis zum ersten Mal vergeben wurde: "Since 2005 this prize has been given [...]" (Z. 9)

- c Auch hier geht es darum, Zahlen im Text richtig zu verstehen. Die Altersgrenzen werden in Zeile 11 genannt.
- d Der Prozess beginnt mit der Nominierung von jungen Aktivistinnen und Aktivisten, aus deren Kreis dann eine Expertengruppe eine engere Auswahl trifft. Eine Person erhält schließlich den Preis (vgl. Z. 11–14).
- e Hier gibt es zwei Antwortmöglichkeiten: “the award-winner gets money for his or her own education” (Z. 15/16) oder “KidsRights [...] invests € 100,000 in projects that are closely connected to the winner’s area of work” (Z. 16–18).

- a (they) fight for children’s rights
or: (both) got/were awarded the International Children’s Peace Prize
- b 2005
- c between 12 and 17/twelve and seventeen
- d – being nominated (by someone else)/nomination (by anyone)
– being chosen by an expert committee
or: expert committee chooses candidate
- e the winner’s education
or: projects closely connected to the winner’s area of work
or: projects with a close connection/relation to the winner’s area of work

2 Volunteer work

Listening text

1 **Layla:** Welcome to our school radio here at Lincoln High. With me in the studio are Jacob and Ethan. Thanks for coming in!

Jacob: Thanks for having us.

Layla: I’m Layla, and our topic today is volunteer work. Let’s start with you, Ethan.

5 Can you tell us a little bit about what you do?

Ethan: Sure. It started when my bicycle was broken and I couldn’t repair it myself. I’d seen this kind of shop called “repair café” in our neighborhood. I went there and heard that they repair things for free. Emily, who’s almost 70, repaired my bike and at the same time she explained everything she did to me. I ended up spending the rest of the day there, drinking hot chocolate and watching Emily and her colleagues. I only had to pay for the drinks.

Layla: Okay, but so far, I don’t see any work on your part.

Ethan: (*laughing*) That’s just how I got the idea to start working there as a volunteer. It feels amazing how younger and older people learn from each other and help everyone in the neighborhood. And repairing things instead of buying new stuff is also better for the planet.

Layla: Maybe that's also an idea for me. I'm no good at repairing things but working in a café would be great. I've just been to a barista class, so I could serve the best coffee or whatever your customers like. I'm looking for an opportunity to practice and I'd also like to do some volunteer work. I simply haven't found anything that fits yet. I don't want to spend my free time doing something I find disgusting like collecting garbage. Having fun and doing good at the same time sounds ideal for me. Let's hear your story now, Jacob.

Jacob: I guess you wouldn't like the kind of volunteer work I do. I spend every free minute at the animal shelter. I got the idea from my aunt, who works there, too. She took me with her when I was little and I fell in love with the whole place.

Layla: What does your work look like? And why do you think I wouldn't like it? Caring for cute dogs and cats should be awesome.

Jacob: Well, caring for the animals is just one part of my job. I usually walk the dogs, play with the cats and help feeding them. But then I also have to do the cleaning – not exactly my favorite activity. But when I see the joy in my favorite dogs' eyes when I come to take them for a walk, I forget about the ugly things. I wouldn't wanna miss the work. And there's nothing better than a few hours of hard work at the shelter after a stressful day at school.

Layla: Thanks, Jacob and Ethan! Your stories are very inspiring.

TIPP

Hier hörst du drei Personen in einer Sendung eines Schulradios, die über das Thema Ehrenamt sprechen. Zwei der Jugendlichen berichten über ihre Tätigkeiten und die dritte Person, die gleichzeitig die Moderatorin ist, sucht selbst nach einer ehrenamtlichen Aufgabe.

Hinweise zu den Lösungen

- a Bei Layla hörst du das Stichwort „fun“ (Z. 22); sie betont, dass sie eine Tätigkeit sucht, die ihr gefällt und zu ihr passt (vgl. Z. 20/21).
- b Du könntest denken, dass die Aussage zu Jacob passt, da er über das Putzen sagt: „not exactly my favorite activity“ (Z. 31). Dies sowie „ugly things“ (Z. 32) scheint zu „unpleasant things“ in Aussage b zu passen. Er sagt aber nicht, dass diese unliebsame Tätigkeit für ihn besonders wichtig ist.
- c Jacob sagt, dass seine ehrenamtliche Tätigkeit ihm nach einem stressigen Tag in der Schule hilft (vgl. Z. 33/34).
- d Nur Ethan betont, dass sein Ehrenamt nicht nur anderen Menschen, sondern auch der Umwelt zugutekommt (vgl. Z. 15/16).
- e Der Ausdruck „(to) run in the family“ bedeutet, dass etwas in der Familie liegt. Dies passt zu Jacob, der erzählt, dass seine Tante ihn für die Tätigkeit im Tierheim begeistert hat (vgl. Z. 25/26).



A LISTENING COMPREHENSION

20

1 Camp Counsellors

(5)

You will hear a radio interview with three international students, Sandra, Kevin and Carol, about working as camp counsellors in their summer holidays.

You will hear the recording twice. Write the correct name (Sandra, Kevin, Carol) next to the statement. Some names must be used twice.

a _____

You must be prepared to deal with injuries.

b _____

It's a low-budget way to stay in another country.

c _____

I enjoyed doing exciting new things.

d _____

I like the children's honesty.

e _____

It's a very demanding job.

You will hear a presentation about a stay in Bangkok.

You will hear the recording twice.

One ending to each of the sentences is correct. Mark the correct ending.

- a** After John arrived in Bangkok, he ...
- left the city quickly.
 - changed his plans.
 - stayed in a hotel in the city centre.
- b** John got around Bangkok by using ...
- the Skytrain and an express boat river taxi.
 - an express boat river taxi and a longtail boat.
 - the Skytrain and a longtail boat.
- c** When John took a 'Tuk Tuk', he ...
- expected it to be cheaper.
 - enjoyed the smell of the city.
 - was pleased with its speed.
- d** Thai street food ...
- stops you from being hungry for quite a while.
 - had made John's mother sick.
 - comes with a lot of green plastic wrapping.
- e** The climate in Bangkok ...
- makes many tourists come in winter.
 - is often a mix of cold and warm periods.
 - makes August and September warm and dry.

**Text****Going vegan**

- 1 Before the term “vegetarian” came up in the 19th century, people who avoided meat were called “Pythagoreans”. Ancient Greek philosopher and mathematician Pythagoras required his students to fast for 40 days
5 before entering his school and to follow a plants-only diet afterwards. In the 20th century, some vegetarians felt that not eating any meat and fish was not enough for them, and as a result, went vegan.



Vegans avoid any animal-based food products such as eggs, milk or honey and try
10 to live in a way that prevents being cruel to animals, which should have the right to life and freedom. Some vegans, the “fruitarians”, exclusively live on fruit. In order not to harm the plants, some fruitarians do not even pick the fruit but wait until it naturally falls off. Although living vegan is often considered very healthy, scientific evidence is not very strong with too few studies on long-term effects and
15 not enough focus on certain groups like children.

In the UK, 30 per cent of all vegans claim that their lifestyle helps the environment by fighting global warming and research has shown that a vegan diet is the most effective way to reduce our environmental footprint. While many people still believe that greenhouse gases only result from smoking factory chimneys and car
20 exhausts, a report of the *UN’s Food and Agriculture Organization* states that the meat industry is in fact responsible for 14.5 per cent of all greenhouse gas emissions. Emissions are not only caused by meat production and transport but also by the cattle themselves: Digesting their food, they produce methane, a greenhouse gas, which is much more effective than carbon dioxide at trapping heat in the at-
25 mosphere.

According to a British survey, 44 per cent of the young people in London believe the future is meat-free and veganism is cooler than smoking. This might explain why the top ten UK supermarkets now offer their own vegan products and why the UK’s consumption rates of vegan alternatives are the highest in Europe. As
30 more people turn vegan, more fruit and vegetables are needed. And, as a lot of these popular and nutritious foods are not grown in the UK, they need to be imported.

A good substitute to meat and dairy products are avocados, as they provide exactly what vegans miss in their diet. This is why the popularity and demand for avocados
35 have increased tremendously. But growing avocados is a water-intensive business.

And, as soon as you need water, energy-consuming pumps are involved, which means high carbon emissions. Thus, importing a small pack with just two avocados has an emissions footprint of almost twice the amount of carbon dioxide produced when importing one whole kilo of bananas, a study by *Carbon Footprint Ltd* points out. And what is more, the high demand of avocados is the reason why trees are being cut down illegally, so avocados can be planted instead. Deforestation not only increases the amount of carbon dioxide in the air but also threatens wildlife by destroying the natural habitat. As a result, many species are in danger of becoming extinct – something many vegans certainly would not want.

According to Martin Heller, a sustainability researcher at the University of Michigan, all those environmental problems could be reduced by paying attention to how foods are grown and transported. Foods like kale¹, a nutrient-rich vegetable, which can be grown locally, are good substitutes to exotic ones that need to be flown in. So, making a few adjustments to your diet and being aware of how the food system works can help improve our planet's health. (600 words)

*Adapted from: 'Read on' (12/2018), (04/2020), Eilers & Schünemann Verlag KG, Bremen;
<https://learnenglish.britishcouncil.org/general-english/magazine-zone/veganism> (15. 02. 2022);
<https://www.worldveganorganisation.org/History/WorldVeganism> (04. 02. 2022);
<https://academic.oup.com/ajcn/article/89/5/1627S/4596952> (18. 02. 2022);
<https://plantbasednews.org/opinion/major-rise-veganism-young-people/> (19. 02. 2022)*

1 kale – (Grün)Kohl

1 Decide whether the following statements are true, false or not in the text. Mark the correct boxes. (2)

- | | true | false | not in
the text |
|--|--------------------------|--------------------------|--------------------------|
| a In the 20th century, vegetarians were called Pythagoreans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b A vegan lifestyle might keep people from picking fruit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c Rising carbon dioxide levels in the air make wildlife lose its natural habitat. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d Kale contains more valuable nutrients than avocados. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**1 Answer the questions in German.**

(7)

Read the text about *New York's new icon* and answer the questions in German. You need not write complete sentences.

- a Wie wurden die Zwillingstürme des *World Trade Centers* einst genutzt? (1)
- b Was haben die beiden Wasserbecken mit dem *World Trade Center* zu tun? (1)
- c Wofür stehen die beiden Höhenangaben des neuen *One WTC*? (2)
- d Was macht das *One WTC* zu einem besonders sicheren Gebäude? (zwei Angaben) (2)
- e Welches Konstruktionsmerkmal des *One WTC* trägt zur hohen Energieeffizienz des Gebäudes bei? (1)

Text**New York's new icon –The *One World Trade Center***

1 On September 11, 2001, two passenger jets slammed into the twin towers of the original *World Trade Center* in the center of New York. This horrible terrorist attack destroyed the two high-rise office buildings which, when opened to the public in 1973, had been the tallest buildings in the world. Today, two waterfall pools mark
5 the exact places where the twin towers had once stood. The twin waterfall pools are surrounded by bronze plates to commemorate the victims of the 9/11 attacks.

Now, about two decades later, *One World Trade Center* (*One WTC*) has become the new icon of the New York skyline. From base to top floor, *One WTC* matches the heights of the original *World Trade Center's* twin towers – 1,368 ft – before its
10 crowning mast takes it up to the symbolic height of 1,776 ft, reflecting the year of the signing of the Declaration of Independence and making it the tallest tower in the western hemisphere.

One WTC was constructed to be one of the safest commercial skyscrapers ever built, with several cutting-edge safety features including a set of stairways exclu-
15 sively for emergency workers such as firefighters and a ventilation system with biochemical filters. *One WTC* is also one of the most environmentally-friendly office buildings in the world as up to 70% of its power comes from green energy. And – as a result of the huge amount of natural light flooding in through its enormous glass fronts – people do not have to turn on the lights 90% of the time and a
20 lot of electricity can be saved.

Adapted from: <https://www.911memorial.org/visit/memorial/about-memorial> (07. 02. 2022); <https://thetowerinfo.com/buildings-list/one-world-trade-center/> (07. 02. 2022); https://www.history.com/topics/landmarks/world-trade-center#section_9 (07. 02. 2022); <https://www.wsp.com/en-US/projects/one-world-trade-center> (07. 02. 2022); <https://www.bbc.com/pidgin/world-58535057> (07. 02. 2022)



A LISTENING COMPREHENSION

1 Camp Counsellors

Listening text

1 **Presenter:** Hey folks and welcome to “Young life”, today about being a camp counsellor for young kids in the US. And here with me are Sandra, Kevin and Carol. Carol, is working in a summer camp something everyone can do?

5 **Carol:** I highly recommend the job, but it’s not necessarily everyone’s cup of tea. It’s rather intense since you’re basically on duty 24/7 and quite often feel over-worked – you know with kids wanting to play games until late.

Presenter: Kevin, what’s your experience?

10 **Kevin:** Some people think it’s like going on holiday. For me, there were only a few nights I felt really exhausted. And even though sometimes I had to deal with children with scraped knees and bloody noses, I’d say the job’s not too challenging.

Presenter: Sandra, would you agree with that?

15 **Sandra:** I’d definitely agree with Kevin here. And let me tell you this: you’ll never stop laughing because the children’s filters simply haven’t developed yet, and they’ll always tell you what’s on their minds. And, as you know, as kids are so truthful, you’ll never get bored.

Presenter: Thanks, Sandra. Kevin, let’s talk about the fact that it was not only a job at a camp but also a job abroad.

20 **Kevin:** Mmmh, yes. Coming from the Netherlands, I’ve learned a lot about the American culture. And there are lots of things I’d never have done at home – from doughnuts for breakfast to adventurous things like bungee-jumping.

Presenter: Carol, what else can motivate young people to do this job?

25 **Carol:** The thing is, if you do this job only for the money, you might be better off staying at home and working full-time over the summer. Actually, working as a camp counsellor is a relatively cheap way to spend the summer in the States and at the same time gain experiences you’d never want to miss.

Presenter: Well, thank you all very much. And, if you folks out there want to be a camp counsellor as well, please check our website.

*Adapted from: <https://www.theodysseyonline.com/the-pros-and-cons-being-summer-camp-counselor/>;
<https://www.quora.com/What-is-good-or-bad-about-working-at-a-summer-camp/>;
<https://catchingupwithcallum.com/2018/04/30/is-camp-america-really-for-you/> (17. 11. 2021)*

TIPP

Du hörst ein Radiointerview mit drei internationalen Studierenden und sollst den fünf Aussagen der Aufgabenstellung den Namen der jeweils richtigen Person zuordnen. Lies zuerst die Aussagen gründlich durch, stelle sicher, dass du die Bedeutung verstanden hast, und markiere ggf. Schlüsselwörter. Höre dann genau zu und schreibe die passenden Namen neben die Sprechblasen. Manche Namen müssen zweimal verwendet werden.

Hinweise zu den Lösungen

- a** Kevin spricht von verschiedenen Verletzungen der Kinder wie „scraped knees and bloody noses“ (Z. 10), die er versorgen musste. Diese Äußerung passt somit zum Schlüsselwort „injuries“ in der ersten Sprechblase.
- b** Carol betont, dass man als „camp counsellor“ günstig Zeit in den USA verbringen kann: “[...] working as a camp counsellor is a relatively cheap way to spend the summer in the States [...]” (Z. 24/25). Hierzu passt das Schlüsselwort „low-budget“ der Aufgabenstellung.
- c** Kevin erzählt, dass er viele Dinge ausprobiert hat (vgl. Z. 20), wie z. B. „adventurous things like bungee jumping“ (Z. 21). Schlüsselwörter der Aufgabenstellung sind „exciting“ und „new“.
- d** Sandra sagt deutlich, dass sie die Ehrlichkeit („honesty“, vgl. Aufgabenstellung) der Kinder schätzt: “[...] the children’s filters simply haven’t developed yet, and they’ll always tell you what’s on their minds. And [...] as kids are so truthful, you’ll never get bored.” (Z. 14–16).
- e** Für Carol ist die Arbeit im Camp kein entspannter Urlaub, sondern sehr herausfordernd: “It’s rather intense since you’re basically on duty 24/7 and quite often feel overworked [...]” (Z. 5/6). Das Schlüsselwort in der letzten Sprechblase, das dir den Hinweis auf die richtige Zuordnung gibt, ist „demanding“.

- a** Kevin
- b** Carol
- c** Kevin
- d** Sandra
- e** Carol



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