

2025

# Abitur

Original-Prüfung  
mit Lösungen

**MEHR  
ERFAHREN**

Gymnasium Baden-Württemberg

## Englisch LF

- + *Schwerpunktthema 2025*
- + *Offizielle Musteraufgaben und  
Übungsaufgaben im Abiturformat*



**STARK**

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\* Hierbei handelt es sich um eine offizielle Musteraufgabe des Ministeriums für Kultus, Jugend und Sport Baden-Württemberg.

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Sobald die Original-Prüfungsaufgaben 2024 freigegeben sind, können Sie über die Plattform MySTARK darauf zugreifen (Zugangscode vgl. Umschlaginnenseite).

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abiturprüfung 2025 vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MySTARK.

## Audio-Dateien

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Hörverstehen Übungsaufgabe 1  
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Hörverstehen Übungsaufgabe 5  
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Abiturprüfung 2022  
Abiturprüfung 2023  
Abiturprüfung 2024

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

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# Vorwort

Liebe Schülerin, lieber Schüler,

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

In diesem Band finden Sie verschiedene Möglichkeiten, sich vorzubereiten:

- Im Kapitel „**Hinweise und Tipps zum Abitur**“ sind wichtige Fakten zum Abitur im Leistungsfach Englisch zusammengefasst. Außerdem finden Sie hier wertvolle Tipps zu den **Prüfungs- und Aufgabenformen** sowie eine **Liste von Operatoren**.
- Mit den **abiturähnlichen Übungsaufgaben** können Sie für die Prüfung trainieren. Alle Sets bestehen – genau wie Ihre Prüfung auch – aus einem **Hörverstehensteil** und einer **Textaufgabe**. Bei zwei der fünf Textaufgaben handelt es sich um die offiziellen, vom Ministerium gestellten **Musteraufgaben**. Sie können sich hier also einen Eindruck von den im Abitur möglichen Aufgabenformaten verschaffen. Zugriff auf die dazugehörigen Audio-Dateien erhalten Sie über die Plattform „MY-STARK“. Die Textaufgaben sind, genau wie Ihre Abituraufgaben, entweder auf das **Schwerpunktthema** „On the Move: Migration and Cross-Cultural Encounters“ oder auf eines der beiden landeskundlichen Themen „Politics, culture, society – between tradition and change (USA)“ und „Global chances and challenges“ abgestimmt. Auf das Schwerpunktthema sowie auf weitere abiturrelevante Inhalte können Sie sich optimal mit unserem „**AbiturSkript – Englisch – Baden-Württemberg**“ (Bestell-Nr.: 8546S3) vorbereiten.
- Die **Übungsaufgabe zur Kommunikationsprüfung** führt Ihnen mögliche Fragestellungen und Arbeitsstrategien im mündlichen Teil Ihres Abiturs vor.
- Da den **Original-Prüfungen 2021 bis 2023** im Bereich der Textaufgabe noch andere Aufgabenformate und Themenschwerpunkte zugrunde lagen, finden Sie für diese Jahrgänge nur die Hörverstehensteile der Prüfungen im Buch.
- Zu jeder Aufgabe haben unsere Autorinnen und Autoren vollständig auf Englisch ausformulierte **Lösungen** und **Bearbeitungshinweise** erstellt.

Viel Erfolg bei Ihrer Abiturprüfung!



### Wichtige Fakten

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

### Tipps zur Vorgehensweise

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



## Hilfreiche Wendungen

### Allgemeine Aussagen zum Text:

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

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

#### Aussageabsicht

- einen Gedanken hinzufügen:
- das Gegenteil ausdrücken:
- einen Vergleich anstellen:
- eine Folgerung ausdrücken:
- etw. einräumen:
- eine zeitliche Verbindung knüpfen:
- eine Begründung anführen:
- eine Bedingung ausdrücken:
- ein Beispiel anführen:
- die Reihenfolge anzeigen:
- einen Gedanken neu formulieren:
- einen Gedankengang abschließen:

#### Satzverknüpfung

- in addition, furthermore, also, besides, in the same way*
- yet, however, on the other hand, on the contrary, in contrast*
- similarly, in the same way, likewise, compared to/with ..., in comparison to/with ...*
- consequently, therefore, as a result, hence*
- although, though, even if, after all, in any case, in spite of*
- after, before, while, eventually, recently, lately, at last, in the end, in the past, when, as soon as*
- therefore, that is why, for this reason, because, since*
- if, unless, provided that, in case that*
- for example, for instance, in other words*
- first, second, next, finally, in the end*
- in other words, that means, that is, that is to say*
- in conclusion, in brief, in short, on the whole*

### Vorbereitung auf diesen Prüfungsteil

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

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





## Text

**My Children Don't Speak My Mother Tongue – As a Second-Generation Migrant, It Fills Me with Sadness**

*Which language immigrant parents should speak at home has been endlessly debated. For now, we have not passed Urdu onto our children.*

1 As a second-generation British Pakistani growing up in Bradford, I was surrounded by Urdu and smatterings of Punjabi. English came later, and I can remember not being able to understand my teacher on the first day of nursery. This was all part of my parents' plan: to speak in Urdu to my siblings and I because they knew we would learn  
5 English at school. They were right.

There have been countless debates over the years about which language immigrant parents should speak to their children, and the impact of that on their studies. I've never been convinced of the benefit of dropping one language in favour of the other. Because of my parents' decision, I'm able to speak both languages fluently. I write for a living  
10 and worked as a journalist for the BBC, and my multilingualism has only enhanced my life. It gives me access to other worlds, stories, film and poetry. Whether it's ordering cuts of meat in the butcher, placing an order in a restaurant or discussing designs in a clothing shop, it adds joy to my life, allows me to weave in and out of communities, and frees me from the constraints of any one group.

15 And yet, despite my love for my mother tongue, my children don't yet speak Urdu. It wasn't intentional – 13 years ago, when I got married and moved to London, it just took a back seat. My husband, like me, was born in England, and although we came from similar households, he wasn't as fluent as I was in our shared mother tongue. Today marks International Mother Language Day, a day to celebrate something that  
20 for me has become bittersweet: Urdu has brought me so much, but I worry that it is closed off to my children.

The nine-year-old recently announced that he'd like to learn, so that he can converse with his Nani and Nana Abu (my parents). They live 200 miles away in Yorkshire, and on a phone screen is where he sees them most. While they do speak English, age-related hearing loss means it's tricky for them to maintain the patience it takes to have a meaningful conversation with my high-energy sons in a language that they learned as adults.

Every conversation is the same: "Salaam. How are you, beta?"

"Salaam, I'm good."

30 Then they look at each longingly through the screen of my phone, nodding and smiling, desperate to connect to their grandchildren somehow. Until finally, my mum says: "I love you, baita." My son nods.

In these moments I mourn the loss of my mother tongue for my children. I wonder how they will connect with their heritage, and what it will mean to them as adults.  
35 They have the features and skin tone of Pakistanis but their sensibilities, their tongue and their body language are of English children. They may never understand Urdu poetry – the words of Faiz, Ghalib and Mir are lost to them, at least in their original

texts. They don't have a secret language to use with each other the way my siblings and I do, and they'll have to watch Indian cinema with subtitles. "Do you understand that?" my son asks, as he catches me on my phone watching a trailer for a new Bollywood epic. He stares at me in wonder, as if I have magical powers.

My husband and I have taken to speaking in Urdu to hide our conversations from the boys, using "chota vala, beech vala and bara vala" – which roughly translate as "little one, the middle one and the older one" – instead of their names. They think it's hilarious and have cottoned on to which one is which, the middle one having christened himself as the "beach bum vala", which feels apt.

They may still pick it up yet. Even if they don't, my sister reminds us that our nani used to say that despite being of Kashmiri heritage, none of us spoke the language, and that this was a natural part of the passing of time. I teach my sons the things I can. I fill them with a love of their heritage, a respect for the future and a hope they will find a way to learn the things they will need to sustain them in their lives.

Urdu will always be the sound of my childhood. It is songs playing on Sunrise Radio on a summer's day. It's gossip at weddings, stories over dinner, theological tales on Eid. On hearing of the passing of a cousin last year, I took myself off for a long walk and ended up in a curry house. Sitting on the brown leather seats, waiting for my order, hearing the waiters speak the language of my parents soothed me. I wanted to curl up on the sofa the way I used to at family dinner parties, falling asleep and being carried to my room, the sound of laughter still ringing in my ears. 825 words

*"My Children Don't Speak My Mother Tongue – As a Second-Generation Migrant, It Fills Me with Sadness" | Saima Mir | Copyright Guardian News & Media Ltd 2024*

## Aufgabenstellung

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- 1 Outline the advantages of a bilingual upbringing according to the article. (20 %)
- 2 Analyse the way in which the author conveys her personal experience as a bilingual, second-generation immigrant. (40 %)
- 3 Choose *one* of the following tasks: (40 %)
- 3a "They have the features and skin tone of Pakistanis but their sensibilities, their tongue and their body language are of English children." (ll. 35/36)  
Assess to what extent this statement applies to a protagonist of one of the short stories you have read in class. Comment on possible opportunities and challenges of such a bicultural identity as well, taking into account both the article and the short story you have chosen.

or

**3b** A grass-roots movement has started a blog on the Internet to address problems and improve the spirit of community in the USA/the UK. The title of the blog is “Our Multicultural Country” and it asks for contributions.

Take on the role of one of the characters in a short story you have read in class and write a blog entry in which you comment on your own experiences with multiculturalism in the USA/the UK.





1

TIPP

Your task is to outline the advantages of a bilingual upbringing according to the article. The author of the text, Saima Mir, had a bilingual upbringing herself while her own children have only learned English. From those two experiences you should pick out what is good about a bilingual upbringing. This means that you will keep your outline quite concise instead of summing up the whole text. Furthermore, make sure that you stick to the text and do not include any advantages that go beyond it.

The following points could be mentioned in your answer:

**Introduction:** general information about the author and her article

**Main part:** advantages of a bilingual upbringing

- being fluent in two languages is an enrichment both at work and in your private life (cf. ll. 9–14, 36–39)
- close connection to family members who cannot speak English well (cf. ll. 22–32)
- reassuring for one’s identity/ethnic background (cf. ll. 34, 52–58)
- secret language (cf. ll. 38/39)

In her article “My Children Don’t Speak My Mother Tongue – As a Second-Generation Migrant, It Fills Me with Sadness”, which was published in *The Guardian*, Saima Mir describes her regret at not having passed on her mother tongue to her own children. The author mentions several advantages of her own bilingual upbringing in Bradford. As her family’s language was Urdu and she learned English as soon as she went to nursery, she became fluent in both languages.

For Mir, speaking English and Urdu is an enrichment, both in her work as a journalist and her private life. She says she enjoys being able to watch films as well as read stories and poetry in the original Urdu. She can converse as easily in Pakistani communities as she can in English-speaking ones, which gives her the bonus of being an insider in both environments.

Her mother tongue also connects her closely to her parents and other relatives. The former do not speak English perfectly and with her siblings she can use Urdu as their secret language in English-speaking surroundings.

Saima Mir also points out that the language of her parents helps her feel connected and part of a larger whole. For Mir as a second-generation immigrant, Urdu summons special childhood memories that reassure her, which is particularly comforting in times of crisis or insecurity.

(223 words)

**Introduction**

**Main part:** advantages of a bilingual upbringing

connection to family members

reassuring for one’s identity

To start writing an analysis, it is usually a good idea to think about the message the author of a text wants to convey. Here, the assignment already tells you that you should focus on the personal nature of Mir's article. Therefore, in your introduction you could briefly summarise Mir's personal background once more and hint at her own opinion, which is that she sees a bilingual education (like her own) as an asset but that she has still not taught her own children Urdu.

For the main part of your answer, focus on the question of how the author manages to make her article personal, engaging and easy to empathise with. For that purpose, have a look at the structure and the choice of words as well as the style and tone of the text. Sentence structure, the use of personal pronouns and other stylistic devices might be further means the author uses to create the desired effect.

Your answer should be well-structured and coherent. That means that you do not have to go through the text chronologically and name the aspects you find remarkable one after the other. Instead, you can group your findings in larger paragraphs, ordered according to the aims they are intended to achieve.

The sample answer is structured like this:

**Introduction: Saima Mir's intention:** sharing her own personal experience and presenting a bilingual education as an asset

**Main part: means to get her message across**

– **positive focus on her own upbringing:**

- short statement: "They were right." (l. 5)
- enumerations of advantages of bilingualism: "It gives me access to other worlds, stories, film and poetry. Whether it's ordering cuts of meat in the butcher, placing an order in a restaurant or discussing designs in a clothing shop" (ll. 11–13)
- choice of words: "it adds joy to my life" (l. 13)

– **contrast: her children's monolingual upbringing:**

- connectives that show contrast: "And yet" (l. 15), "despite my love for my mother tongue" (l. 15)
- personal and emotional tone: choice of (negative) words: "sadness" (headline), "worry" (l. 20), "mourn" (l. 33)

– **evoking empathy and understanding:**

- showing herself as not flawless: metaphorical expression "it just took a back seat" (ll. 16/17)
- informal style: many abbreviations (e. g. ll. 7, 9, 11, 15, 16) and short sentences (e. g. "I teach my sons the things I can.", l. 49; "Urdu will always be the sound of my childhood.", l. 52)
- use of first-person pronouns throughout the article
- direct speech (vivid presentation of video call between children and their grandparents, cf. ll. 28–32)



- **balance between sadness and humour:**
  - example of video call as a sign of the drawbacks of her sons’ monolingualism: choice of words, such as “longingly” (l. 30), “desperate” (l. 31)
  - negative anaphora: “They may never understand Urdu poetry [...]. They don’t have a secret language [...] and they’ll have to watch Indian cinema with subtitles.” (ll. 36–39)
  - humour: “They think it’s hilarious and have cottoned on to which one is which, the middle one having christened himself as the ‘beach bum vala’, which feels apt.” (ll. 44–46)
  - hopeful tone: tricolon “I fill them with a love of their heritage, a respect for the future and a hope they will find a way to learn the things they will need to sustain them in their lives.” (ll. 49–51)
- **nostalgia of last paragraph:**
  - enumeration: “It is songs playing on Sunrise Radio on a summer’s day. It’s gossip at weddings, stories over dinner, theological tales on Eid.” (ll. 52–54)
  - multisensory perception in final anecdote: “Sitting on the brown leather seats, waiting for my order, hearing the waiters speak the language of my parents soothed me. I wanted to curl up on the sofa the way I used to at family dinner parties, falling asleep and being carried to my room, the sound of laughter still ringing in my ears.” (ll. 55–58)

**Conclusion:** personal text

The intention of Salima Mir’s article is not to give another expert opinion on whether or how to bring up your children bilingually. Instead, she wants to share her own personal experience as a second-generation immigrant. What becomes clear throughout the article is that Mir cherishes her mother tongue, Urdu, and therefore feels rather sad about her own children not speaking it.

In keeping with its overall aim, the article is full of personal accounts. In the first paragraph (ll. 1–5), Mir provides background information on her own bilingual upbringing: her British Pakistani family conversed in Urdu and Mir only learned English at nursery school. She concludes the summary of her own education with the simple statement, “They were right” (l. 5), thereby applauding her parents’ decision to teach her and her siblings Urdu. Elaborating on that view in the second paragraph, she enumerates advantages of her bilingualism. By mentioning both everyday situations in which her knowledge of Urdu and English have helped her (cf. ll. 11–13) and the fields of literature and poetry (cf. l. 11), Mir shows the multifaceted benefits of her language skills. Stating that being able to speak Urdu “adds joy to [her] life” (l. 13) makes it obvious once more how blessed she feels.

**Introduction**

**Main part:  
positive focus  
on her own up-  
bringing**



**Baden-Württemberg ■ Leistungsfach Englisch**  
Schriftliche Abiturprüfung 2022



**LISTENING COMPREHENSION**

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

**Task 1: Book reviews**

(5)

Preparation time: 40 seconds

You will hear the beginnings of five book reviews.

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

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

Book review	1	2	3	4	5
Description					





### LISTENING COMPREHENSION

#### Transcript 1 Book reviews

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

based on: [bbc.co.uk/sounds/play/m000dxtp](http://bbc.co.uk/sounds/play/m000dxtp); [bbc.co.uk/sounds/play/m0007b4t](http://bbc.co.uk/sounds/play/m0007b4t);  
[bbc.co.uk/sounds/play/b07sxttn](http://bbc.co.uk/sounds/play/b07sxttn); [bbc.co.uk/sounds/play/b072htqw](http://bbc.co.uk/sounds/play/b072htqw); [bbc.co.uk/sounds/play/m000fw1j](http://bbc.co.uk/sounds/play/m000fw1j)

#### TIPP

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

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

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

<b>Book review</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Description</b>	<b>G</b>	<b>A</b>	<b>D</b>	<b>E</b>	<b>C</b>

## **Transcript 2** **Baroness Trumpington**

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



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