

2027

>30 Millionen
bestandene
Prüfungen

50
Jahre
STARK

STARK
Prüfung

**MEHR
ERFAHREN**

Abitur

Hamburg

Englisch gA/eA

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Textaufgaben passend zu den Schwerpunktthemen 2027



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Abitur 2026 **www.stark-verlag.de/mystark**

Sobald die Original-Prüfungsaufgaben 2026 freigegeben und die zugehörigen Musterlösungen ausgearbeitet und redaktionell geprüft sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscode vorne im Buch).

MP3-Dateien

Abitur 2022: GA
Abitur 2022: EA
Abitur 2023: GA
Abitur 2023: EA
Abitur 2024: GA
Abitur 2024: EA
Abitur 2025: GA
Abitur 2025: EA
Abitur 2026: GA
Abitur 2026: EA

Auch auf die Audio-Dateien können Sie über die Plattform MySTARK zugreifen.

Vorwort

Liebe Schülerinnen, liebe Schüler,

bald werden Sie Ihre zentrale Abiturprüfung im Fach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des zentralen Abiturs in Hamburg vertraut zu machen.

Sie sollten nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfung in Hamburg kennen, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen. Hierbei kann Ihnen das Kapitel mit **Hinweisen und Tipps** helfen.

Der zweite Teil des Buches enthält eine Sammlung von **Original-Abituraufgaben** bzw. eigens im Abiturformat erstellter **Übungsaufgaben**, mit denen Sie sich auf die drei in Ihrer Prüfung abgefragten Kompetenzbereiche **Schreiben, Hörverstehen** und **Sprachmittlung** vorbereiten können. Zu zwei der Schreibaufgaben liefern Ihnen **Lernvideos** hilfreiche **Bearbeitungstipps**, während die anderen Aufgaben mit abgedruckten **Musterlösungen** Ihre Vorbereitung unterstützen. Die Lernvideos, die aktuellen Original-Aufgaben aus dem Jahr 2026 sowie sämtliche Hörtexte stehen Ihnen **online** auf der Plattform MySTARK zur Verfügung. Diese und weitere **digitale Inhalte**, die Ihnen dieser Band bietet, werden auf den folgenden Seiten näher erläutert.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2027 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MySTARK.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag

Hinweise und Tipps zum Zentralabitur Englisch in Hamburg

Allgemeiner Aufbau der Abiturprüfung

Die schriftliche Abiturprüfung besteht sowohl im grundlegenden als auch im erhöhten Anforderungsniveau aus drei Teilen. Sie setzt sich zusammen aus dem **Hörverstehensteil**, der **Sprachmittlung** und der **Schreibaufgabe**, auf deren Bearbeitung der Schwerpunkt der Abituraufgabe liegt. Das Hörverstehen dauert 30 Minuten, für die Sprachmittlungsaufgabe werden 60 Minuten veranschlagt. Es besteht keine Wahlmöglichkeit. Beide Prüfungsteile werden nach Ablauf der Bearbeitungszeit eingesammelt, bevor der Prüfungsteil „Schreiben“ beginnt. Erst dann erhalten Sie die beiden Textaufgabenvorschläge, von denen einer auszuwählen ist. Für die Bearbeitung der Schreibaufgabe haben Sie 225 Minuten Zeit (auf erhöhtem Anforderungsniveau) bzw. 195 Minuten (auf grundlegendem Anforderungsniveau). Eine Lese- und Auswahlzeit ist in diesem Zeitrahmen inbegriffen. Oft basiert ein Vorschlag auf einem **literarischen Text**, der andere auf einem **nicht-fiktionalen Text**. Als **Hilfsmittel** werden Ihnen sowohl ein einsprachiges als auch ein zweisprachiges Wörterbuch sowie ein Wörterbuch der deutschen Rechtschreibung für alle Prüfungsteile zur Verfügung gestellt.

Die einzelnen Prüfungsteile

Hörverstehen

Es ist sehr wahrscheinlich, dass das **Hörverstehen** aus mehreren Teilen besteht. Textgrundlage für diesen Aufgabentyp können Radiobeiträge, Reden, Interviews, Ausschnitte aus Diskussionen oder Gesprächen etc. sein. Die Hörtexte sind maximal fünf Minuten lang. Die gesamte Bearbeitungszeit beträgt 30 Minuten. In diesem Kompetenzbereich können **geschlossene** bzw. **halboffene Aufgabenformate** vorkommen, z. B. *multiple choice*, Zuordnung (*multiple matching*), *short answer questions*, *table completion*, *sentence completion*. Dabei steht das reine Hörverstehen im Vordergrund, deshalb werden Sie – wenn überhaupt – nur kurze Phrasen oder Sätze schreiben müssen. Sprachliche Fehler werden nur dann gewertet, wenn sie das Verständnis beeinträchtigen.

Konkretes Vorgehen beim Hörverstehen

Sie werden jeden Hörtext zweimal hören. Nutzen Sie die Zeit vor dem ersten Durchgang, um sich mit den Aufgaben auseinanderzusetzen, und verschaffen Sie sich einen Eindruck von dem Kontext, in den sie eingebettet sind. Dann wird die Audiodatei **ein erstes Mal** vorgespielt. Versuchen Sie, sofort alle Lösungen festzuhalten, von deren Richtigkeit Sie überzeugt sind. Halten Sie sich nicht lange mit einer Aufgabe auf, sondern gehen Sie direkt zur nächsten über, auch wenn Sie sich nicht sicher sind, damit Sie nicht die nächste Antwort verpassen. In der Regel sind die Aufgaben in der Reihenfolge angeordnet, in der auch die Lösungen vorkommen. Nach dem ersten Durchlauf gibt es eine kurze Pause, während der Sie Ihre Aufzeichnungen weiter ergänzen können; dann hören Sie den Text **ein zweites Mal**. Nach dem zweiten Hören haben Sie wieder Zeit, um Ihre Lösungen zu vervollständigen und zu überprüfen.

Hier ein paar praktische Tipps:

- Achten Sie auf Schlüsselwörter (*key words*) oder Formulierungen, die Teile der Aufgabenstellung in anderen Worten wieder aufgreifen (z. B. „global warming“ statt „climate change“), so finden Sie schneller relevante Stellen im Hörtext.
- Markieren Sie sich Lücken, die Sie im ersten Durchgang nicht füllen konnten, mit Bleistift, damit Sie dort beim zweiten Durchgang ganz genau hinhören.

Damit Sie sich optimal auf die Prüfungssituation einstellen können, finden Sie im Online-Angebot zu diesem Buch (auf MySTARK) MP3-Dateien zu den vergangenen Abiturjahrgängen: Sie beinhalten jeweils mehrere Hörtexte, die Sie zweimal hören werden, inklusive Ansagen und Pausen.

Sprachmittlung

Die Sprachmittlung basiert auf einem oder mehreren deutschen Ausgangstext(en), aus denen von Ihnen **die wichtigsten Informationen** vom Deutschen **ins Englische übertragen** werden sollen. Ziel ist es, einer bisher uninformierten Leserschaft die wesentlichen Inhalte eines längeren Textes nahezubringen. Hier sehen Sie zwei Beispiele für mögliche Aufgabenstellungen: “As an intern at an American newspaper, you have been asked for information on diversity initiatives in Germany. Write an email to the editor in which you present the “Neue deutsche Medienmacher*innen” (NdM) and their campaign #WeatherCorrection.” oder “You are going to take part in an international youth conference about sustainable business ideas. To prepare for the discussions, participants share an example from their own country on the conference website. Write an article for this website in which you present “Lieferrad DA”.”. Üben Sie das Abfassen einer Sprachmittlung anhand von Artikeln aus deutschen Zeitschriften, die Sie für (imaginäre) englischsprachige Bekannte ins Englische übertragen.

Obwohl bisher die Textsorte des Artikels bzw. der E-Mail in den Aufgabenstellungen dominierte, bietet es sich an, auch die typischen Merkmale anderer **Textsorten** zu wiederholen. Gebräuchlich sind *blog entry, comment, formal letter, letter to the editor, personal letter, report, review, speech* und *summary*.

Konkretes Vorgehen bei der Sprachmittlung

Gehen Sie wie folgt an die Aufgabenstellung heran:

- Bestimmen Sie zuerst die zentrale Aussage des Textes.
- Formulieren Sie einen *umbrella sentence*, der diese Kernaussage enthält sowie ggf. Informationen zu Autor*in, Titel, Quelle und situativem Rahmen des Textes.
- Sie haben durch die Aufgabenstellung einen konkreten Schreibanlass genannt bekommen. Beachten Sie diesen Kontext, insbesondere den Adressaten bzw. die Adressatin und die Umstände, unter denen der Zieltext verfasst werden soll (z. B. keine Umgangssprache in einer E-Mail an Vorgesetzte).
- Wählen Sie nun Informationen aus dem Ausgangstext, die für die Bearbeitung der Aufgabenstellung wesentlich sind.
- Verwenden Sie Konnektoren, um logische und zeitliche Bezüge herzustellen.
- Umschreiben Sie Ausdrücke, die nicht übersetzt werden können, in Ihren eigenen Worten, wenn deren Verständnis wesentlich für die Aufgabenstellung ist. Erklären Sie kulturspezifische Begriffe, die Ihre Zielgruppe sonst nicht verstehen würde (z. B. „ARD“ = *German broadcasting corporation, similar to BBC*).
- Denken Sie daran, dass Ihre *mediation* nur etwa ein Drittel des Ausgangstextes umfassen sollte.

Beachten Sie, dass sowohl Inhalt als auch Sprache bewertet werden.

Folgende Kriterien sind ausschlaggebend für die Benotung:

- Beachtung der Aufgabenstellung (Nennen der wesentlichen Aspekte)
- Adressaten- und Situationsbezug
- Inhaltliche und sprachliche Korrektheit

Schreibaufgabe

Ob erhöhtes oder grundlegendes Niveau, Sie werden im Abitur in jedem Fall mit einer **Schreibaufgabe** konfrontiert sein. Im Mittelpunkt der Bearbeitung steht ein authentischer englischsprachiger Text zu einem der Schwerpunktthemen. Sie müssen das **Verständnis des Textinhalts** nachweisen (*Comprehension*) und den **Text analysieren** – im Hinblick auf die Argumentation des Autors/der Autorin, Gestaltungsmerkmale des Textes oder Ähnliches (*Analysis*). Im letzten Teil haben Sie die Wahl, entweder wesentliche Aspekte oder Thesen des Textes **persönlich zu bewerten** (*Comment*) oder in einer kreativen Schreibaufgabe **in eine neue Textsorte zu übertragen** (*Creative Writing*). Lassen Sie hier Ihr Hintergrundwissen (z. B. zum Thema *Politics, Culture and Society – between Tradition and Change: USA*) einfließen. Es ist generell möglich, dass in die Schreibaufgabe auch Bildmaterial in Form von Fotos, Cartoons oder Diagrammen integriert ist.

Sie werden **zwei Vorschläge** zur Schreibaufgabe bekommen, die sich auf je eines der beiden Schwerpunktthemen beziehen. Entscheiden Sie sich zügig für eine der beiden Aufgaben. Wenn Sie sich entschieden haben, vergessen Sie die andere Aufgabe und wenden Sie sich Ihrem Thema zu.

Nun beginnt die eigentliche Arbeitszeit. Machen Sie zuerst eine **grobe Zeitplanung**. Rechnen Sie am Ende etwa eine halbe Stunde für das **Korrekturlesen** Ihrer Arbeit



The Individual and Society

Assignments

Comprehension

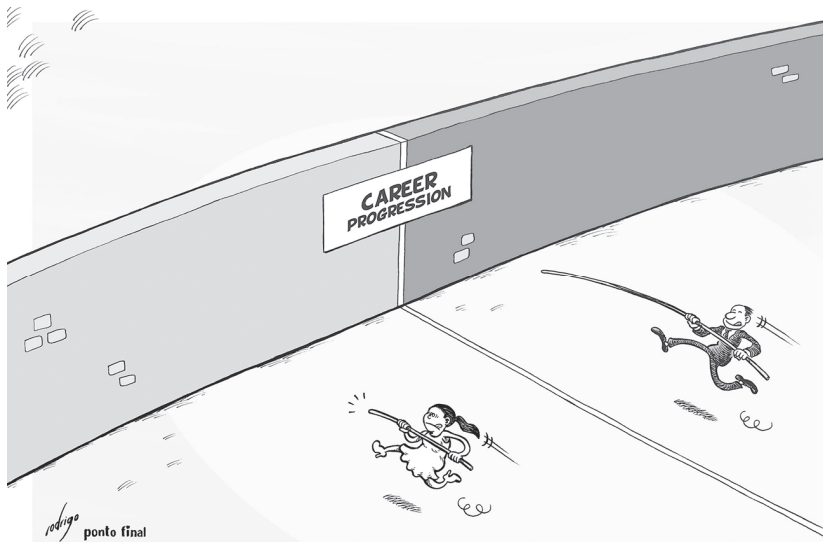
1. Outline the problems women in politics are faced with according to the author as well as the solutions she presents.

Analysis

2. Analyse the means and strategies the author employs in order to convey her attitude towards Jacinda Ardern's resignation. Focus on communicative strategies and use of language.

Comment/Creative Writing (Choose one.)

- 3.1 Comment on the author's statement "No wonder Jacinda's knackered" (ll. 58/59), also taking into account the message of the cartoon.



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or

- 3.2 One year after your exams you are asked by your school to give the graduation speech for the next graduates. Write the script for your speech assessing the chances and challenges faced by young people in the 21st century. Put a special focus on gender imbalances.

Women Suffer Guilt, Abuse and Disapproval. No Wonder Jacinda Ardern Is Knackered

by Jess Phillips

1 Jacinda Ardern has no gas left in the tank to continue as the prime minister of New Zealand. Her resignation speech was the sort of rare and dignified moment that we have come to expect from her, as a woman who presented the world with the kind of leadership that uniquely leant on her emotional intelligence. I'll miss her tone and
5 grace. She leaves a legacy she can be proud of.

I have been thinking about what burned the fuel that she relied on to govern.

Firstly I have no doubt that she felt the constant guilt that pretty much every woman in the world feels the moment they evacuate their womb of a child. Even the Mary Poppins-style perfect, Instagram-polished mothers of the world fret that something they do will harm their child in some way. I asked my husband, who has always been our son's primary carer, if he ever felt guilty for missing a school play or staying late at work. He looked at me baffled; the concept was lost on him. He just thinks, "I had to go to work," and that's the beginning and end of that moral maze for him. For me, there is a constant torture and self-loathing about how my choices
10 might affect them. No matter how I try to push away the societal grooming, it is always there. For Ardern there will have been column inches aplenty to keep the torture prickling her skin.

This is not to say that most working women don't just push through this: they do so every single day in every single workforce in the country. It just burns up fuel,
20 fuel that others don't need to spend. It is tiring and saps our bandwidth.

The pressure pushed on to working women is tiring enough without it being amped up by being a public woman – and the worst of all offences, to some, a political woman. The thing that burns my fuel to the point of a flashing emergency light and a blaring alarm is the abuse and threat of violence that has become par for the
25 course for political women. Jacinda Ardern will have suffered this mercilessly. Today, colleagues and admirers discussed the extent to which that constant threat of abuse contributed to her burnout.

Those threats came from many sources, too: people who hate progressive women and believe they are damning masculinity; anti-vaxxers outraged by her tough Covid
30 stance; those with a general loathing of all politicians.

Combine the two fuel burners and what you end up with is the terrible guilt, fear and shame that decisions you have made in your career, or your political stances (no matter how much you believe in them), put your children, loved ones and employees in danger.

35 Moments before I started writing this, I spoke to a woman who works for me who told me she wouldn't be in work on a particular day because she had to give evidence in court after an incident in my office. She was not the target: it was me. When my children at school have to answer questions from their classmates about stances I have taken, or are told hateful and untrue things that have been published about me,
40 or when they act hyper-vigilantly in public crowds, aware of the threat to us, my heart breaks and more fuel burns up.

No doubt this is something all men and women in political life experience. However, studies show that the level of violence – often sexualised violence – and the threat that female politicians face is incomparable. I am used to it. I wish I wasn't; 45 but I also wish I was a size 10. But I will also never get used to the effect it has on other people; it is so very tiring. It's just something else I have to consider on top of worrying about policy and details, and fallout, and loyalties. It burns fuel.

What can we do about it? Like Jacinda, I believe the answer is being honest about the fact that politics is an emotional not a bureaucratic game. And constantly pushing 50 for a more empathetic political environment, which will be brought about by having more female leaders and politicians, not fewer.

I am not so idealistic as to think politics is going to change its stripes in my time. But we must build the structures into our politics and our media that damn and criminalise the perpetrators of this abuse, and those who make massive profits from 55 spreading it. We must create support structures female politicians and activists can lean on without being seen negatively or as weak.

Alas, even as I pen my suggestions for change, I know that it is women who will have to do the labour to achieve it, just like we always do. This work takes more fuel – fuel others don't have to use up in the pursuit of a political life. No wonder Jacinda's knackered. 60

(825 words)

Jess Phillips: "Women Suffer Guilt, Abuse and Disapproval. No Wonder Jacinda Ardern Is Knackered", <https://www.theguardian.com/commentisfree/2023/jan/20/women-guilt-abuse-disapproval-jacinda-ardern>, Copyright Guardian News & Media Ltd 2025

Annotations

- title *Jacinda Ardern*: *1980, Prime Minister of New Zealand from 2017 to January 2023, when she voluntarily resigned from her post
- title *Jess Phillips*: *1981, British Labour MP since 2015
1. 9 *Mary Poppins*: a wonderful nanny with magical skills, the protagonist of a novel series, which was later turned into a musical
1. 29 *anti-vaxxer*: someone who is sceptical about or opposes vaccination

Lösungsvorschläge

1. This assignment requires you to focus on two aspects of the text: the problems women in politics face on the one hand and the proposed solutions for these problems on the other. While reading, you should highlight these aspects and then rephrase them in your own words. Also write a short introduction, in which you name the basic facts about the article you are to summarise.

You could mention the following points:

- *problems women in politics face:*
 - *constant guilt that they are not doing enough for their children (cf. ll. 7–15)*
 - *societal scrutiny (cf. ll. 15–17)*
 - *women suffer harassment for being in politics (cf. ll. 23–25)*
 - *fear that family or co-workers might suffer by proxy (cf. ll. 31–34)*
 - *exhausting especially for women; men do not experience it at the same level (cf. ll. 10–14, 42–44)*
- *proposed solutions:*
 - *changing the perception of politics: significance of emotions (cf. ll. 48/49)*
 - *working towards a respectful atmosphere in politics by increasing the number of women (cf. ll. 49–51)*
 - *on a societal level, not only should harassing female public figures be condemned but also its propagation in the media (cf. ll. 53–55)*
 - *the need for support should not be perceived as a weakness; instead, there should be standard practices to assist people in times of crisis (cf. ll. 55/56)*
- *conclusion: Phillips warns that these changes will only come about if women take on the extra responsibility to promote them (cf. ll. 57/58)*

In her article “Women Suffer Guilt, Abuse and Disapproval. No Wonder Jacinda Ardern Is Knackered”, which was published in the *Guardian* in January 2023, Jess Phillips describes problems women in politics are faced with. She also offers ideas on how to tackle these issues.

introduction

Her central argument is that the price men and women pay for being politically active is essentially different: While men’s involvement is generally accepted, women suffer societal scrutiny or even harassment for dedicating their lives to politics. As a consequence, female politicians have to expend much more mental energy than men because, in addition to their workload, they also fear that their co-workers or family could be made responsible for their political decisions and thus suffer by proxy. Above that, women with children are often made to feel constantly guilty that they are not fulfilling their maternal role in an acceptable way, which is aggravated by media outlets and colleagues pointing fingers when a woman seems to prioritise her political career over her role as a caretaker.

problems women
in politics face

Since many of these problems are rooted in traditional notions of women's role in society, Phillips suggests tackling the issues from a related angle. She proposes changing the perception of politics by accepting that political dealings rely on emotional factors to a great extent. Ultimately, all parties involved should cooperate to reach a more respectful atmosphere in politics. On a societal level, not only should harassing female public figures be condemned, but also its propagation in the media. As a side effect, a person's need for support should not be perceived as a weakness; instead, there should be standard practices to assist people in times of crisis. In conclusion, Phillips claims that increasing the number of women in politics is a vital prerequisite for accomplishing her aims. So, change will only come if women take on the extra responsibility to promote it even though this will increase their workload even more.

proposed
solutions

conclusion

(322 words)

2. *This assignment requires you to do two things: first, you have to identify the author's attitude towards Jacinda Ardern and her resignation, and second you have to find the stylistic devices and means of language that she employs to express this attitude. You should not forget to support your arguments by quoting from the text.*

When you write your analysis, make sure you use your own words and structure your text in a logical order, e.g. by the strategies employed or by some general ideas expressed by them. Avoid strictly following the structure of the text, or you will run the risk of ending up with a re-narration.

In your analysis, you could start by examining the way the author characterises Jacinda Ardern before going on to analyse the strategies she uses in dealing with her central topic: the exhaustion felt by women in politics.

The sample solution mentions the following points:

- *introduction: headline already shows empathy with Jacinda Ardern*
- *characterisation of Ardern by the use of positive words:*
 - *“rare and dignified” (l. 2)*
 - *“uniquely leant on her emotional intelligence” (l. 4)*
 - *“grace” (l. 5)*
 - *“legacy she can be proud of” (l. 5)*
- *personal style to create common ground between herself and Jacinda Ardern:*
 - *calling her by her first name and using colloquial language (“knackered”) (cf. ll. 48, 59/60)*
 - *use of pronoun “I” (e.g. ll. 4, 6, 7, 10, 35, 38, 44, 45, 46, 48, 52, 57)*
 - *sharing of personal anecdotes from her own (political) life:*
 - ◆ *conversation between Jess Phillips and her husband, who is “baffled” by her feelings of guilt (cf. ll. 10–15)*
 - ◆ *worries about co-workers and children (cf. ll. 35–41)*

- generalisation of the (almost desperate) situation and creating a feeling of togetherness among women:
 - “we”/“our” (cf. ll. 2, 20, 48)
 - “pretty much every woman in the world” (cf. ll. 7/8)
 - sarcastic exaggeration: “Even the Mary Poppins-style perfect, Instagram-polished mothers” (ll. 8/9)
 - repetitions: “working women” (ll. 18, 21), “every single day in every single workforce in the country” (l. 19)
 - “Alas, [...], I know that it is women who will have to do the labour to achieve it, just like we always do.” (ll. 57/58)
- figurative language and other stylistic devices to convey exhaustion and the double burden on women:
 - “has no gas left in the tank” (l. 1)
 - “fuel” (ll. 6, 19/20, 23, 41, 47, 58/59)
 - “the torture prickling her skin” (ll. 16/17)
 - “fuel that others don’t need to spend” (l. 20), “fuel others don’t have to use up” (l. 59)
 - “a flashing emergency light and a blaring alarm” (ll. 23/24)
 - “fuel burners” (l. 31)
 - enumerations: “When my children at school have to answer questions from their classmates about stances I have taken, or are told hateful and untrue things that have been published about me, or when they act hyper-vigilantly in public crowds, aware of the threat to us” (ll. 37–40); “policy and details, and fallout, and loyalties” (l. 47)
- conclusion: article’s tone almost resigned and completely understanding of Ardern’s decision

In her article, Jess Phillips expresses sympathy for Ardern’s decision to step down from her post as prime minister of New Zealand. Her understanding already becomes evident in the heading of the article, which both enumerates the issues women in politics have to struggle with and concludes with the empathetic statement, “No Wonder Jacinda Ardern Is Knackered”.

introduction:
headline

Phillips strives to engage the same empathy in her readers by describing Jacinda Ardern in very positive words. She praises the ex-prime minister’s style of governing as inimitably superior by pointing out her “dignified” (l. 2) manner, her “emotional intelligence” (l. 4) and her “grace” (l. 5) as well as by predicting that Ardern will be able to look back on her time in office with satisfaction (cf. l. 5). By furthermore using the adjective “rare” (l. 2) and the adverb “uniquely” (l. 4), she sets Jacinda Ardern apart from other politicians.

positive words to
characterise Ja-
cinda Ardern

A politically active woman herself, Phillips clearly empathises with the extra workload Ardern had to deal with during her

personal style to
create common
ground

time in office. She emphasises this common ground by referring to Ardern by her first name, for example in line 48 and especially at the end of her article where she repeats the conclusion from the headline, only in an even more colloquial register (cf. ll. 59/60). Other strategies underline Phillips' personal style and support the fact that she can perfectly imagine the burdens Jacinda Ardern had to shoulder. Not only does she use the pronoun "I" repeatedly (cf. ll. 4, 6, 7, 10, 35, 38, 44, 45, 46, 48, 52, 57), but she also shares some anecdotes from her own life with her readers, for example in lines 35 to 41 when she describes a very real threat to herself, her employees and her children.

Her main thesis is that regardless of who the primary carer in the family is, women tend to chastise themselves more than men for not prioritising their children. This thesis is also introduced from a personal viewpoint, making the gender imbalance obvious: She describes a conversation she had with her husband, for whom guilt about not constantly being with his children seems to be a completely foreign feeling (cf. ll. 10–14) in contrast to her own "torture and self-loathing" (l. 14).

From this personal take, she goes on to generalise women's situation: Her feelings of guilt and inadequacy are common for "pretty much every woman in the world" (ll. 7/8), she claims. Even those women, whom Phillips sarcastically calls "Mary Poppins-style perfect, Instagram-polished mothers" (l. 9) will know what she means.

A statement like this stresses Phillips' point that there seems to be simply no way out of the dilemma "societal grooming" (l. 15) has pushed upon "working women" (ll. 18, 21). The use of repetition underlines the monotony and desperation of their fight against impossible expectations: "every single day in every single workforce in the country" (l. 19).

Throughout her text, Phillips also regularly employs the first person plural to create a feeling of togetherness and solidarity among her female readers. Ardern's situation is turned into a shared experience through the use of words like "we" and "our" (cf. ll. 2, 20, 48). A particularly striking example of this strategy can be found in the concluding realisation that it is women like Ardern and Phillips – and probably her readers too – who will have to bear the responsibility of change, "just like we always do" (l. 58).

The exasperation behind this realisation, which is further stressed by the introductory expression "Alas" (l. 57), puts into new focus the main cause for Ardern's resignation, namely her exhaustion from the double burden of her political re-

example of conversation between Jess Phillips and her husband

generalisation of women's situation

almost desperate situation

creating a feeling of togetherness

figurative language to convey exhaustion



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

Task 1: Travelling

6 BE

Preparation time: 45 seconds

You will hear six statements about how to make the most of travelling.

Choose from the list (A–G) which heading applies best to which statement (1–6). For each statement, there is only one correct answer. There is one more heading than you need.

Headings:

- A Developing bonds
- B Appreciating contrasts
- C Overcoming one's limits
- D Contacting others directly
- E Changing one's point of view
- F Breaking free from preconceptions
- G Going beyond the purely organizational

Statement	1	2	3	4	5	6
Heading						

Task 2: Eisenhower

9 BE

Preparation time: 1:30 minutes

You will hear a 2020 radio report about a new memorial for President Dwight David “Ike” Eisenhower, US President from 1953 to 1961.

While listening, tick (✓) the correct answer (a, b or c). There is only one correct answer.

1. Eisenhower is introduced as a man who ...
 - a) reinvented warfare.
 - b) steadied his country.
 - c) transformed the presidency.
2. His memorial differs from those of other presidents in that it is more ...
 - a) colorful.
 - b) modest.
 - c) controversial.
3. The two tableaux of the memorial honor Eisenhower’s ...
 - a) military and political achievements.
 - b) economic and legislative achievements.
 - c) personal and professional achievements.
4. The screen behind the tableaux makes the memorial more ...
 - a) intimate.
 - b) simplistic.
 - c) appealing.
5. Frank Gehry admired Eisenhower especially for his ...
 - a) virtues.
 - b) expertise.
 - c) ambitions.
6. With regard to his memorial, Eisenhower had some clear ideas about ...
 - a) who should design it.
 - b) where it should be located.
 - c) how he should be portrayed.
7. Getting the memorial built was complicated because ...
 - a) money was short.
 - b) time pressure was great.
 - c) many people were involved.

8. The first plan for the statue of young Ike was rejected because of the statue's ...
- a) scale.
 - b) location.
 - c) material.
9. According to the speaker, the statue of the boy suggests that ...
- a) every child can grow up to become president.
 - b) children are welcome at the presidential memorial.
 - c) even as a child Eisenhower dreamed of being president.

Lösungsvorschläge

Text 1: Travelling

1 **1** You can find so much on the internet about travelling better. Whether it's trying to
get more upgrades on your flights or minimizing your wait time for trains or packing
hacks – guilty –, travel guides often focus on the practical stuff. But travelling well
isn't just about getting from point A to point B. So this episode is about the art of
5 travel, why we do it and how we can make it most meaningful.

2 It brings me closer to other cultures. It brings me closer to other countries and to
the planet itself. Every time I go away, I feel strongly connected to the world and to
other people in the world. And that in itself is empowering.

10 **3** For me, like, talking to strangers is a really big part of it. Asking people – you
know, asking strangers for recommendations is so different than having things rec-
ommended to you algorithmically because people have personal reasons for enjoying
things. They have context around that.

4 Tip number 2 to find fulfilment in adventure – make yourself uncomfortable. Con-
front what scares you. Travelling to new places is a way for us to stretch beyond our
15 comfort zones. So engineer your travel so you're doing things that scare you a little
bit.

5 So yeah, giving up this idea that travel has to look like something that – you know,
that maybe you're seeing on Instagram, that it has to be beautiful, that it has to be
joyful, that it has to be social. It doesn't have to be anything apart from what you
20 make it.

6 You know, if you live with a pretty solid schedule or routine, there's certain things
that you can start to take for granted. And just simply removing yourself from those
circumstances, wherever you might end up removing yourself to, is really helpful for
getting some kind of new perspective on yourself and your life.

*Zusammenstellung aus: Hu, E. (2022, 27. Mai). "Presenting 'Life Kit': Making the most of travel
and your time off". NPR. Zugriff am 21. 02. 2023 von [https://www.npr.org/2022/05/25/1101303645/
presenting-life-kit-making-the-most-of-travel-and-your-time-off](https://www.npr.org/2022/05/25/1101303645/presenting-life-kit-making-the-most-of-travel-and-your-time-off)*

/// *Before you listen to the recording for the first time, you should read the headings and
underline key words in them. While doing this, you should also pay attention to de-
tails which make seemingly similar headings different from each other. **A** and **D**, for
instance, both seem to be about forming new relationships. However, in **D** there is a
special focus on direct contact.*

/// *While listening, it might make sense to make short notes on the general ideas of each
statement. You can then try and find correspondences between your notes and the key
words you have underlined or the given headings in general. Normally, however, the
recording will not repeat the headings word for word. So, you should pay more at-
tention to correspondences in content.*

/// *– **I – G**: At the start, the first statement gives many examples of how to travel better
(cf. ll. 1–3), but all the tips "focus on the practical stuff" (l. 3). As the speaker*

points out, “travelling well isn’t just about” (ll. 3/4) these practical things. So, her statement is about “[g]oing beyond the purely organizational” (**G**).

- **2 – A:** In statement 2, the words “It brings me closer” (l. 6) are repeated twice. The speaker also says that through travelling, she “feel[s] strongly connected to the world and to other people in the world” (ll. 7/8). So, here heading **A** fits best because the statement is all about “[d]eveloping [closer] bonds”.
- **3 – D:** This statement mentions a clear contrast: “asking strangers for recommendations is so different than having things recommended to you algorithmically” (ll. 10/11). Combined with expressions, such as “talking to strangers is a really big part of it” (l. 9) or “people have personal reasons for enjoying things” (ll. 11/12), it is a clear encouragement to “[c]ontact[...] others directly” (**D**).
- **4 – C:** Statement 4 is all about “mak[ing] yourself uncomfortable” (l. 13), “[c]onfront[ing] what scares you” (ll. 13 /14) and “stretch[ing] beyond our comfort zones” (ll. 14/15). By doing all these things, travellers can grow, or in other words, they can “[o]vercom[e their] limits” (**C**).
- **5 – F:** The speaker mentions several expectations that many people have before travelling (cf. ll. 17–19) and recommends “giving up” (l. 17) on these. A “pre-conception” (cf. **F**) is an idea or opinion someone has before really experiencing a situation. So, “[b]reaking free from preconceptions” is exactly what the speaker wants everyone to do.
- **6 – E:** In the beginning of statement 6, “a pretty solid schedule or routine” (l. 21) is mentioned and its impact explained (cf. ll. 21/22). The speaker talks about “removing yourself” (l. 22) from your habits and thereby “getting some kind of new perspective” (l. 24). This latter expression is synonymous with “[c]hanging one’s point of view” (**E**).

Statement	1	2	3	4	5	6
Heading	G	A	D	C	F	E

Text 2: Eisenhower

Hinweis: Aus lizenzrechtlichen Gründen ist die ungekürzte Original-Passage der NPR-Sendung abgedruckt. Die in der Abituraufgabe nicht berücksichtigten Passagen sind durch eine kleinere Schriftgröße kenntlich gemacht und für die Bearbeitung der Aufgaben nicht relevant.

- 1 **David Greene** (*host*): Dwight David Eisenhower was one of the towering figures of the 20th century. A five-star general, he led the D-Day invasion and helped defeat the Nazis. A two-term president, he brought stability to postwar America. Since his death in 1969, memories of the man called Ike have faded. But this week, NPR
- 5 special correspondent Susan Stamberg says the dedication of a memorial to Eisenhower in Washington will bring him vividly back to mind.

Susan Stamberg (*byline*): It's not like any other presidential monument in D.C. No sky-piercing white obelisk – Washington. No massive looming bronze statue – Lincoln. The Eisenhower is just a bit above street level with somewhat larger-than-life sculptures. It sits on four acres of a nondescript street near the National Mall and the Air and Space Museum. Modern and clean with geometrical shapes, it's designed by star architect Frank Gehry.

Frank Gehry: To be creating something that has so much gravitas for the world, in the end, it's a great honor to be part of it.

Stamberg: An open-air plaza with two tableaux sit several feet apart, highlighting major points of Ike's career – on one, bronze sculptures of General Eisenhower talking with his men before D-Day; on the other, President Eisenhower standing with three assistants in front of a map of the world carved into the limestone wall. Behind the tableaux a screen – Gehry calls it a tapestry – woven stainless steel cables patterned with an outline of the cliffs of Normandy. This scrim runs the length of the memorial, softens the dull Department of Education building behind it and, lit at night, makes magic, says Washington Post architecture critic Philip Kennicott.

Philip Kennicott: I went down there one evening right around sunset, and they were just turning the lights on, and it was really spectacular.

(SOUNDBITE OF ARCHIVED RECORDING)

Dwight D. Eisenhower: Soldiers, sailors and airmen of the Allied Expeditionary Force, you are about to embark upon the great crusade toward which we have striven these many months.

Stamberg: Eisenhower's orders on D-Day. Frank Gehry didn't know much about Eisenhower until he read Stephen Ambrose's biography. He liked Ike's modesty, his diplomacy, how he always gave credit to others and didn't grandstand. Gehry liked what Ike said about the kind of memorial he would prefer.

Frank Gehry: He had said to his family that he didn't want to be on a horse. And I understood that. And I just fell in love with the guy.

Stamberg: Eisenhower's family was one of several hoops Gehry jumped through to get the memorial approved. Various commissions, arts groups, demanded changes. It took more than a decade. Much of the fuss was about another sculpture in the plan, a life-sized statue of a young boy, maybe 15, sitting the way boys do – arms around his knees – looking into the distance. It's Ike as a Kansas kid. He never forgot where he came from.

Gehry: He referred to it many times. "I'm the barefoot boy from Abilene who never fully leaves."

Stamberg: Gehry's original design put the boy behind and between the two tableaux, general and president. "No" said a chorus of critics, so Gehry moved it to a far side looking toward the sculpted men. So moving there, the boy looking toward his future – what he can't know, what he will become. It's a statement about hope. After this week, kids coming to the Eisenhower Memorial can think, "I could do that. That could be me someday." In Ike's day, that was true. It can be true today, too. In Washington, I'm Susan Stamberg, NPR News.

50 [POST BROADCAST CORRECTION: In the audio, as in an earlier Web version of this story, we incorrectly state that the statue of Abraham Lincoln at the Lincoln Memorial in Washington, D.C., is made of bronze. It is made of marble.]

(SOUNDBITE OF YOKO KANNO'S "HUMAN STEP – ARAMAKI'S THEME")

© 2020 National Public Radio, Inc. NPR news report "For 'Ike,' A Monument unlike any Other: Eisenhower Memorial is Dedicated in D.C." was originally broadcast on NPR's Morning Edition on September 15, 2020, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

Reading through the tasks before the first listening round will give you an idea of what the text is generally about: a memorial for a former US president, what the memorial looks like, what is special about it and about the man it was built for. Underlining key words in the tasks and answer options will also prepare you to pay particularly close attention to relevant passages in the audio file.

- 1 At the very beginning of the report, a short characterisation of Eisenhower is given. While he is introduced as "[a] five-star general" (l. 2) and "[a] two-term president" (l. 3), neither **a** nor **c** is correct because the verbs "to reinvent" and "to transform" imply radical changes, which Eisenhower is not associated with. Instead, it is explicitly stated that "he brought stability to postwar America" (l. 3), which makes option **b** correct.*
- 2 Here, you have to listen closely when the memorials of other US presidents are described. For both Washington's and Lincoln's memorials, adjectives such as "sky-piercing" (ll. 7/8) and "massive looming" (l. 8) imply grandeur and monumentality. When it comes to Eisenhower's memorial, the descriptions rather imply some kind of understatement ("just a bit above street level", l. 9; "four acres of a nondescript street", l. 10), which makes answer option **b** correct.*
- 3 The word "tableaux" is also used in the recording (l. 15). What these tableaux, in other words, the large pictures that form part of the memorial, show is mentioned directly afterwards: "on one, bronze sculptures of General Eisenhower talking with his men before D-Day; on the other, President Eisenhower standing with three assistants in front of a map of the world" (ll. 16–18). The titles "General" and "President" hint at Eisenhower's "military" and "political" roles (cf. **a**).*
- 4 For this task, you will not find a one-to-one correspondence between the task and the text, but you will rather have to read between the lines to choose the correct adjective. The effect of the screen at night is described as "magic" (cf. l. 22) and Philip Kennicott's statement (cf. ll. 24/25) underlines this positive image.*
- 5 As the questions usually follow the text chronologically, you can expect the answer to task 5 when Frank Gehry is mentioned directly after the description of the screen again. There, it is said that "[h]e liked Ike's modesty, his diplomacy, how he always gave credit to others and didn't grandstand." (ll. 30/31) All these character traits could be called "virtues" (**a**).*
- 6 It is furthermore stated that "Gehry liked what Ike said about the kind of memorial he would prefer" (ll. 31/32). That Eisenhower "didn't want to be on a horse" (l. 33) refers to "how he should be portrayed" (**c**).*
- 7 In the text, the complexities surrounding the building of the memorial are intro-*

duced metaphorically as “hoops Gehry jumped through to get the memorial approved” (ll. 35/36). “Eisenhower’s family” (l. 35) was only one group of people who wanted to have a say, as the sentence, “Various commissions, arts groups, demanded changes.” (ll. 36/37), proves.

- 8 “[T]he statue of young Ike” is first mentioned in lines 38/39: “a life-sized statue of a young boy [...] It’s Ike as a Kansas kid.” You can deduce the correct answer from the description that follows that “Gehry’s original design put the boy behind and between the two tableaux” (l. 43) and later “moved it to a far side looking toward the sculpted men” (ll. 44/45). In other words, the architect had to change the statue’s “location” (b).
- 9 The answer to this task is stated almost word for word in the text: “kids coming to the Eisenhower Memorial can think, ‘I could do that. That could be me someday.’” (ll. 47/48), with “do that” corresponding to “become president” (a).

1. Eisenhower is introduced as a man who ...
 - b) steadied his country.
2. His memorial differs from those of other presidents in that it is more ...
 - b) modest.
3. The two tableaux of the memorial honor Eisenhower’s ...
 - a) military and political achievements.
4. The screen behind the tableaux makes the memorial more ...
 - c) appealing.
5. Frank Gehry admired Eisenhower especially for his ...
 - a) virtues.
6. With regard to his memorial, Eisenhower had some clear ideas about ...
 - c) how he should be portrayed.
7. Getting the memorial built was complicated because ...
 - c) many people were involved.
8. The first plan for the statue of young Ike was rejected because of the statue’s ...
 - b) location.
9. According to the speaker, the statue of the boy suggests that ...
 - a) every child can grow up to become president.

Text 3: The Politics of Climate Change

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1 **David Greene** (*host*): City planners can play a role in the effort to slow down climate change. How? Well, for one thing, they can create neighborhoods and transit systems that let people live without cars. For one city manager here in California, though, this mission led to a conflict with his voters and also a personal cross-roads. NPR's Dan Charles has his story.

Dan Charles (*byline*): Steven Falk laid eyes on the city of Lafayette for the first time 28 years ago, driving there to interview for a job as an assistant to the city manager.

Steven Falk: I loved it from the very first minute I got here.

10 **Charles:** He saw emerald-green hills with neighborhoods filling the valleys in between. You're close to nature in Lafayette, but there's also a commuter train that puts you in San Francisco in half an hour.

Falk: It seemed like I had reached some kind of paradise.

15 **Charles:** The people in Lafayette are mostly wealthy, educated, environmentalists. They voted 3-1 for Hillary Clinton. And Steven Falk became their city manager, the town's CEO. He looks the part – dark suit, red tie, managed everything from police to potholes. Then in 2005, he read a series of articles by Elizabeth Kolbert in *The New Yorker* about global warming.

Falk: And they scared the daylights out of me.

20 **Charles:** He started noticing evidence of climate change himself. He remembers sliding down glaciers in the Sierra Nevada Mountains as a nine-year-old kid backpacking with his dad.

Falk: When I became a parent, I began taking my own kids to the mountains, and we did the same trip. And the glaciers are gone.

25 **Charles:** The more he learned, the more it kept him up at night, this growing threat.

Falk: The analogy I've used is, I say, the house is on fire and our children and our grandchildren are trapped in the attic. And so what are we going to do about it?

30 **Charles:** Now, there are things a city manager can do about it, but they can be controversial. Steven Falk ended up in the middle of a battle over what gets built on some land right near the heart of his city.

Falk: Well, I brought you to this place in particular because what we're looking at here is a surface parking lot that sits immediately adjacent to the Lafayette BART station.

35 **Charles:** BART is Bay Area Rapid Transit, that train to San Francisco. This is also close to shopping. So here is one way to fight global warming – build lots of housing right here where people can live without driving cars and burning gasoline.



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

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