

2027

>30 Millionen
bestandene
Prüfungen

50
Jahre
STARK

STARK
Prüfung

**MEHR
ERFAHREN**

Abitur

Baden-Württemberg

Englisch LF

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Umfangreiches Übungsmaterial
- ✓ Schwerpunktthema 2027



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Textaufgabe A (Celeste Ng: <i>Everything I Never Told You</i>)	2024-5
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Textaufgabe A (Chimamanda Ngozi Adichie: “The Arrangers of Marriage”)	2025-5
Textaufgabe B (“It’s Not All Coffee Shops and Hipsters: What We Get Wrong about Gentrification”)	2025-8

Abiturprüfung 2026 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2026 freigegeben und die zugehörigen Musterlösungen ausgearbeitet und redaktionell geprüft sind, können Sie über die Plattform MySTARK darauf zugreifen (Zugangscode vorne im Buch).

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abiturprüfung 2027 vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MySTARK.

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 **Übungsaufgaben** sowie den offiziellen, vom Ministerium gestellten **Musteraufgaben** können Sie für den **Schreibteil** Ihrer Prüfung trainieren. Die Aufgaben 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 „Politics, culture, society – between tradition and change (UK)“ abgestimmt. Auf das Schwerpunktthema sowie auf weitere abiturrelevante Inhalte können Sie sich optimal mit unserem „**AbiturSkript – Englisch – BaWü**“ (Bestell-Nr.: 8546S4) vorbereiten.
- Die **Übungsaufgabe zur Kommunikationsprüfung** führt Ihnen mögliche Fragestellungen und Arbeitsstrategien im mündlichen Teil Ihres Abiturs vor.
- Da der **Original-Prüfung 2023** im Bereich der Textaufgabe noch andere Aufgabenformate und Themenschwerpunkte zugrunde lagen, finden Sie hier nur den **Hörverstehensteil** der Prüfung im Buch. Die **Original-Prüfungen von 2024 und 2025** (im Buch) sowie von **2026** (online) führen Ihnen beide Teile der schriftlichen Prüfung – Hörverstehen und Textaufgabe – vor.
- Zu jeder Aufgabe haben unsere Autorinnen und Autoren vollständig auf Englisch ausformulierte **Lösungen** und **Bearbeitungshinweise** erstellt.

Viel Erfolg bei Ihrer Abiturprüfung!

Wichtige Fakten

Prüfungsteil:	Teilaufgabe 1 (Schreiben)
erwartete Leistung:	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 MYSTARK).
- 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



SCHREIBEN

Text

Kushanava Choudhury: The New World

This is an excerpt from the introductory chapter of The Epic City, Choudhury's literary portrait of Calcutta, the city of his birth, from where his family moved to the United States of America.

1 Of all the people who came to Ellis Island in the first decades of the twentieth century, more than half went back. They never told us that on our seventh-grade class trip.

The American immigrant myth says that migration is a reset button. The New World offers deliverance from the past, liberation from the Old World's limited horizons. The myth states: "The past is gone. The future awaits. Start over."

It never really works like that. That was the story no one ever told about America. The past is never left behind. It haunts every world you live in. Sometimes it drags you back.

By the time I visited Ellis Island on that class trip, I had already migrated halfway around the world four times, flipping back and forth between continents like a dual-voltage appliance. My parents were Indian scientists, torn between nation and vocation. Twice they moved to America, twice they moved back. They were unwilling to leave their country and they were unable to stay. When he was around forty, my father quit his cushy job at a government research institute in Calcutta. He wanted one more chance, he said [...].

So, when I was almost twelve, my parents and I moved to Highland Park, New Jersey.

Our move carried no Emma Lazarus cadences. We certainly had not arrived tempest-tossed, beating at the golden door. Our coming was equivocal, always tied to return. Living in New Jersey, we hardly saw ourselves as immigrants. My parents expected to go back to India, like many of their Bengali friends, someday, eventually. On Saturday nights, they gathered at each other's homes, ate fourteen-course meals brimming with various types of fish and meat, and derailed each other's sentences in locomotive Bengali, their conversations full of memories of Calcutta. Return, the duty of return and the dream of return, were spoken of endlessly while eating platefuls of goat curry and hilsa fish. Few, of course, actually went back. There were too many good reasons not to. Nationalism and nostalgia did not pay the bills, raise children or advance careers. And yet that dream of a return to the great metropolis cocooned them like a protective blanket from the alien world all around.

As for me – my friends, my neighbourhood, my Calcutta life was gone. In New Jersey, I was in seventh grade in a public school that had almost no Indian students.

Cocooning was not an option. I had to fit in fast. I wasn't assimilating as much as passing. So much of what went on inside my head was from another place. I had happy childhood memories of mid-morning cricket matches during summer vacations, of games played in gullies, rooftops, courtyards and streets. When I moved, it was the streets of the city as much as my childhood that I left behind.

We had not had an easy few years in America. The man who had offered the job to my father had made promises he did not keep, and so my father was forced to find other work, work he grew to despise. From time to time, there would be talk of another move, to Georgia, to Colorado, and I would pull down the posters in my room and prepare. We stayed put, the three of us adrift in the treacherous shoals of the lower middle classes, a world of chronic car trouble and clothes from K-Mart. In the fall of my senior year, a piece of good news finally came to our two-bedroom apartment. I had been accepted early to Princeton University.

Every immigrant who has lugged worthless foreign degrees through customs knows that where you go to college [...] determines your lot in life. When the acceptance letter from Princeton arrived, my parents acted as if someone had come to our door with balloons and a giant cardboard cheque. It was their happiest day in America. But it wasn't mine.

It is probably universally true that education drives a wedge between us and our hometowns, our families, our earlier selves. But for the immigrant the gap is greater, that divergence in mentality more extreme. My trajectory was taking me farther afield, to Princeton, while a part of me was elsewhere, in another country, in another city. Through all my sojourns I had carried memories on my back like Huien Tsang's chair, until at seventeen, I felt hunched over nostalgia like a middle-aged man. When the Princeton letter arrived, I had what my friend Ben called a "premature midlife crisis".

At night, I couldn't sleep. By day I sleepwalked through classes. Each evening, while my friends assembled at Dunkin' Donuts, complained about how there was nothing to do in our little town and roared together into the night on long aimless drives, while they enjoyed the languor of spring and that sweet American affliction called senioritis, I stayed home and stewed. In my mind, I hatched a plan. I would go back.

India lives in its villages, Mahatma Gandhi had said. So, even though I was a city boy who had never spent a night in an Indian village, I wrote letters back home to arrange to teach in a village school. Instead of Princeton, I would take a year off and head to rural Bengal, I told my parents. But in our two-bedroom apartment full of shared immigrant striving, such a detour was out of the question.

Instead I just drove. The black night, the shimmering yellow lines on inviting ribbons of asphalt, the radio jammed loud. Enveloped by night and noise, the mind gave way to a deeper calling. Just drive. It was the mantra of our Jersey youth, an exhortation, a command, an ideology, something hardwired in us as teenage boys. Night after night I took my parents' Toyota and just drove, without destination, without purpose, to escape. [...]

After graduating from college, while friends set up their apartments in New York, Boston, and Los Angeles, I headed to Calcutta, to join the *Statesman*. 994 words

Choudhury, Kushanava (2017). The Epic City. The World on the Streets of Calcutta. London: Bloomsbury. pp. xi-xvi

Annotations

- line 18: Emma Lazarus: 1849–1887, author of “The New Colossus”, a poem engraved on the base of the Statue of Liberty, which ends with the following verses: *Send these, the homeless, tempest-tossed to me: / I lift my lamp beside the golden door.*
- line 42: K-Mart: inexpensive department store chain in the USA
- line 44: Princeton University: prestigious university in New Jersey, USA
- line 52: trajectory: (here) career path
- line 54: Huien Tsang: Chinese Buddhist monk and scholar, travelled throughout India in ancient times
- line 61: senioritis: (colloquial) decreased motivation to study displayed by senior students
- line 74: *The Statesman*: an influential Indian English-language daily newspaper founded in 1875

Aufgabenstellung

- 1 Outline the biographical information given on the author and his parents. (30 %)
- 2 Analyze how Choudhury’s attitude towards the traditional view of American immigration is conveyed. (30 %)
- 3 Choose *one* of the following tasks: (40 %)
- 3a Assess to what extent the cartoon reflects what Choudhury and his family have experienced in the US.



"THE TROUBLE WITH A MELTING POT IS THAT SOMEBODY ALWAYS GETS BURNED."

© Dan Rosandich / cartoonstock

or

- 3b You are participating in an international school project on identity. Write an article for the project website in which you discuss the importance of place in shaping one’s identity.



SCHREIBEN

1

TIPP

This first task is aimed at testing your skills in text comprehension and summary. You are not asked to interpret or analyse the text. Therefore, read the text closely and sum up the biographical information given on the author and his parents. “Biographical information” refers to everything that you get to know about their circumstances and background. In a short introduction, you can give some basic information about the text, the author and his family. Your main part can be divided into one part that provides details on the author’s parents and a second part which describes the author himself.

You could structure your answer like this:

Introduction: basic information on the text and summary of its gist

- Choudhury family’s back-and-forth migration between India and the USA (cf. ll. 9–11)
- family torn between nostalgia and hope for better opportunities in the USA (cf. ll. 24–28)

Main part 1: biographical information on the author’s parents

- scientists from India (cf. l. 11)
- move to New Jersey, looking for a better job (cf. ll. 13–17)
- nostalgia for life in India cultivated in a circle of Bengali friends (cf. ll. 19–29)
- job promises not kept; father has to take on jobs he despises, financial insecurity (cf. ll. 37–42)

Main part 2: biographical information on the author

- attends an American public school with no Bengali/Indian friends (cf. ll. 30/31)
- remembers his happy childhood in India (cf. ll. 33–36)
- only child (cf. l. 41)
- admitted to Princeton and unhappy about it (cf. ll. 42–44; 48–56)
- plans to move back to Bengal, which his parents prevent (cf. ll. 61–66)
- return to Calcutta after graduation to work for a newspaper (cf. ll. 73/74)

In the excerpt from his novel *The Epic City*, which was published in London in 2017, Kushanava Choudhury provides information on how he and his family experience their lives as immigrants in the USA. When the author was twelve years old, his family had already moved several times from Kushanava’s birthplace Calcutta to the United States of America and back. Choudhury describes his parents as torn between the hope for a career abroad and nostalgia for their original home in India.

Introduction

Both Kushanava's father and mother are scientists. At around age 40, his father leaves a comfortable job at a governmental research institute in Calcutta to find new opportunities in Highland Park, New Jersey. However, the job promises that attracted the family to move turn out to be false, so Choudhury's father takes on work in several other fields, all of which he hates. Choudhury describes his family as being part of the lower middle class and as one that suffers from financial insecurity. As a result, they always have to be ready to leave their home again and move somewhere with better job prospects. In the end, they never go, although Kushanava's parents regularly assemble their Bengali friends, with whom they cultivate their nostalgia for their life in Calcutta, and dream of returning there.

Main part 1: biographical information on the author's parents

For the author himself, who is apparently an only child, his early memories of life in Calcutta are precious, too. However, as he has to get used to being a student at an American public school with almost no other Indian kids, he cannot give in to nostalgia in the same way his parents do. After high school when he is admitted to Princeton, he is unhappy because he fears that university will further alienate him from his roots. He secretly plans to go to rural Bengal and teach children in a village there. However, his parents, for whom his admittance to a prestigious university is very joyful news, do not allow him to waste this opportunity. So, it is only after his college graduation that Kushanava returns to Calcutta and takes on a job as a newspaper reporter there.

(355 words)

Main part 2: biographical information on the author

2

TIPP

In this task, you are asked to analyse the text and work out in which way the author's attitude is brought about. So, in a first step you should try to define what the traditional view of American immigration is and work out a hypothesis concerning the author's view of it. Then verify this attitude with proof from the text. You need to pay attention to explicit as well as implicit comments he makes and to the rhetorical devices he uses to illustrate his opinion. Give examples from the excerpt and make sure you write a coherent and well-structured text.

You could structure your solution like this:

Introduction: traditional view of immigration: you can start a completely new life leaving everything behind

- metaphor: "migration is a reset button" (l. 3)
- positive words: "deliverance", "liberation" (l. 4)
- parallel sentences with simple structure and use of imperative: "The past is gone. The future awaits. Start over." (l. 5)

Main part: author's scepticism of this view

- official immigration story is only a "myth" (ll. 3, 5)

Baden-Württemberg ■ Leistungsfach Englisch
Schriftliche Abiturprüfung 2024



TEIL I: HÖRVERSTEHEN

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

Task 1: Influential people

(6)

Preparation time: 45 seconds

You will hear six items from a BBC radio programme about influential people.

Choose from the list (A–G) which description best applies to which person (1–6).

For each person there is only one correct answer. There is one more description than you need.

	Description
A	Detesting fame
B	Finding a niche
C	Indulging in vice
D	Losing orientation
E	Interpreting the wild
F	Revolutionizing a movement
G	Provoking opposing reactions

Person	1	2	3	4	5	6
Description						



TEIL I: HÖRVERSTEHEN

Transcript 1 Influential People

- 1 **1** More than half a century after he arrived from Jamaica to study at Oxford at the very beginning of the 50s, Stuart Hall looked back and said that for the first time in his adult life, he was beginning to feel like a dinosaur. Asked if he felt defeated, he said that the points of reference for his political world had disappeared. He clung to hope, he said.
- 5 **2** But events seemed to conspire against it.
- 2** In the late 60s, anyone trying to sell banana shampoo or coconut hair gloss or grape seed serum, let alone hemp hand butter or peppermint foot rescue could have expected to be treated like a snake oil salesman selling dodgy potions from the back of a cart and chased out of town. Yet, within a few years, Anita Roddick was opening her first
- 10 **3** Body Shop, convinced that the time had come.
- 3** Rupert Murdoch has been described by one of his British editors as the most inventive, the bravest dealmaker the world has ever known, and by another of them as evil incarnate.
- 4** Graham Greene's game was danger. As a novelist, he played with characters who
- 15 **5** were always throwing the dice and gambling with their moral fate. He was a spy, he said he'd played Russian roulette with a loaded gun, though hardly anyone knew whether to believe him. He was fascinated by treachery and claimed kinship with the betrayers. He toyed with women.
- 5** "It's one animal that I don't need to sneak up on. Ooh. It's a sloth." No one has done
- 20 **6** more to explain the natural world to modern Britain than David Attenborough. Attenborough is everyone's favourite teacher, the one who inspires with his humanity. Without him, imagine how much we wouldn't know.
- 6** Germaine Greer didn't invent 60s feminism in Britain, she just sounded as if she had. When she wrote *The Female Eunuch* in 1970, she caused an explosion in thinking
- 25 **7** and writing about the place of women in a modern society that was heard in places that hadn't been touched by feminist argument before. That made her celebrated, something she greatly enjoyed.

based on: Naughtie, J. (2012). *The New Elizabethans*. BBC Radio 4. Zugriff am 13. 11. 2020 von Stuart Hall: <https://www.bbc.co.uk/programmes/b01lj15b>; Anita Roddick: <https://www.bbc.co.uk/sounds/play/b01m0m80>; Rupert Murdoch: <https://www.bbc.co.uk/programmes/b01mdgch>; Graham Greene: <https://www.bbc.co.uk/programmes/b01jrj87>; David Attenborough: <https://www.bbc.co.uk/programmes/b01ljwmd>; Germaine Greer: <https://www.bbc.co.uk/sounds/play/b01l02jf>

TIPP

You do not have a lot of time to read through the task, so concentrate on highlighting the key words which sum up the main idea of each description. Also mark words you think essential for comprehension.

While listening, it is important to get the gist of each part. You should be able to restate some basic information about each person and match it to the descriptions afterwards. Noticing key words in the audio files can help, too, however context is usually more important in a task like this.

- **1–D:** The whole text about Stuart Hall could be summarised as dealing with changing times. The most important sentence is that “the points of reference for his political world had disappeared” (ll. 3/4), which expresses the idea that he was “[l]osing orientation” (**D**).
- **2–B:** The text lists examples which explain how exotic some body care products were in the late 60s (cf. ll. 6–9). Yet, Anita Roddick pushed into that niche (cf. **B**) with the foundation of her Body Shop (cf. ll. 9/10).
- **3–G:** The text describes two “opposing reactions” (**G**) to Rupert Murdoch: He was seen “as the most inventive, the bravest dealmaker” (ll. 11/12) on the one hand and “as evil incarnate” (ll. 12/13) on the other.
- **4–C:** It can be important to look up words: “Indulg[e]” as well as “vice” (**C**) are rather uncommon words, but they fit the description of Graham Greene given in this recording, as he is shown to enjoy doing morally questionable activities (cf. ll. 15–18).
- **5–E:** Here, the key phrase is “explain the natural world” (l. 20), which is more or less synonymous with “[i]nterpreting the wild” (**E**).
- **6–F:** Germaine Greer “didn’t invent [...] feminism” (l. 23), but “caused an explosion in thinking and writing about the place of women” (ll. 24/25), thus “[r]evolutionizing [the feminist] movement” (**F**).

Person	1	2	3	4	5	6
Description	D	B	G	C	E	F

Transcript 2 Britain’s National Trust

- 1 **Lucy Burns:** The National Trust was originally set up in 1895 by social reformers Octavia Hill, Sir Robert Hunter and Canon Hardwicke Rawnsley. Initially, it was focused on preserving Britain’s rural heritage and providing workers in the fast-growing cities with access to open spaces. But what the Trust is maybe more famous for
- 5 today is its work protecting buildings, particularly stately homes, often filled with beautiful art or important architectural features formerly owned by rich families who had fallen on hard times. In 1934, the Marquess of Lothian made a speech to the members of the Trust, warning that the country houses of Britain, which in many



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

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