

2027

>30 Millionen
bestandene
Prüfungen

50
Jahre
STARK

STARK
Prüfung

**MEHR
ERFAHREN**

Mittelschul

Bayern

Englisch

- ✓ Original-Prüfungsaufgaben
mit Lösungen
- ✓ Übungsaufgaben



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Musteraufgabe und Original-Prüfungsaufgaben

Offizielle Musteraufgabe	E-1
Original-Abschlussprüfung 2024	2024-1
Original-Abschlussprüfung 2025	2025-1

Original-Abschlussprüfung 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).



Hörtexte

Text 1: Booking a flight

Text 2: On the plane

Text 3: Booking a hotel room

Text 4: The meteorite

Text 5: St. Patrick's Day

Text 6: Weather forecast

Offizielle Musteraufgabe

Abschlussprüfung 2024

Abschlussprüfung 2025

Abschlussprüfung 2026

Hinweis: Auf die Audio-Dateien kannst du ebenfalls über die Plattform MySTARK zugreifen.

Übungsaufgaben gesprochen von: Blair Gaulton, Clare Gnasmüller, Daniel Holzberg, Barbara Krzoska, Text 6: vertont mit ElevenLabs
Soundeffekte der Hördateien der Übungsaufgaben: freesound, pacdv

Übungsaufgaben und Lösungen verfasst von:

Eva Siglbauer: Übungsaufgaben, Lösungen zu den Original-Prüfungsaufgaben 2024 und 2025 sowie zur offiziellen Musteraufgabe

Rachel Teear: Hörverstehen Text 6

Redaktion: Übungsaufgaben Hörverstehen und Leseverstehen

Texte und Angaben der Original-Prüfungsaufgaben/Musteraufgaben:

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Vorwort

Liebe Schülerin, lieber Schüler,

die Prüfung zum Erwerb des Mittleren Schulabschlusses an Mittelschulen besteht aus einem **mündlichen und einem schriftlichen Prüfungsteil**, die im Verhältnis 1:2 gewertet werden. Die schriftliche Prüfung wird zentral gestellt. Die Struktur der mündlichen Prüfung ist ebenfalls zentral vorgegeben, die konkreten Aufgaben werden jedoch von den einzelnen Schulen gestellt. Mit diesem Buch kannst du dich gezielt auf die Anforderungen der Prüfung vorbereiten und sicher in deine Prüfung gehen.

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

Bestandteile der Prüfung

Die schriftliche Prüfung besteht aus folgenden Teilen:

- Teil A Hör- und Hörsehverstehen
- Teil B Sprachgebrauch
- Teil C Leseverstehen
- Teil D Sprachmittlung
- Teil E Text- und Medienkompetenzen
- Teil F Schreiben

Die schriftliche Prüfung dauert 135 Minuten, die mündliche Prüfung ca. 15 Minuten. Du kannst dich in Englisch zu einer freiwilligen mündlichen Prüfung anmelden, wenn sich die Jahresnote und die Prüfungsnote um eine Notenstufe unterscheiden und nach der Auffassung des Prüfungsausschusses die schlechtere Note als Gesamtnote festzusetzen wäre.

Hilfsmittel

Ein zweisprachiges Wörterbuch in Printform ist erlaubt.

Bewertung

Die Gesamtbewertung errechnet sich wie folgt:

- Die Note aus der mündlichen Prüfung wird einfach gewichtet.
- Die Note im Schriftlichen zählt doppelt.
- Die Notensumme geteilt durch drei ergibt die Prüfungsnote.
- Für die Ermittlung der Gesamtnote werden Prüfungsnote und Jahresfortgangsnote im Verhältnis 1:1 gewichtet.

Note mdl.

Prüfung x 1

+
Note schriftl.
Prüfung x 2

→ Noten-
summe : 3

= Prüfungs-
note x 1

+ Jahres-
fortgangs-
note x 1

→ Noten-
summe

= Gesamtnote

Den Prüfungstermin für die schriftliche Abschlussprüfung gibt das Kultusministerium bekannt. Die Termine für die mündliche Prüfung legt die jeweilige Schule selbst fest. Die Prüfungsleistungen werden von je zwei Lehrkräften

bewertet. Im Normalfall überwiegt die Prüfungsnote (Ergebnis aus mündlicher und schriftlicher Prüfung). Die Prüfungskommission legt die Note fest. Im Einzelfall kann auch die Jahresfortgangsnote überwiegen.

Mündliche Prüfung

Die mündliche Prüfung umfasst zwei Teile. Da jede Schule die Inhalte der Prüfung selbst festlegen kann, ist es wichtig, dass du dich rechtzeitig über die genauen Inhalte und Abläufe an deiner Schule informierst.

Teil A

Die Prüfung wird mit einem nicht bewerteten Eröffnungsgespräch begonnen. Dieser *opening talk* stellt eine Hinführung zum Hauptteil der Prüfung dar.

Teil B

Der Hauptteil der Prüfung besteht aus drei Bereichen:

- ▶ **Picture-based conversation:** Hier werden dir zwei Bilder zu einem Thema vorgelegt, zu denen du dich in einem Dialog mit deinem Prüfer/deiner Prüferin äußern sollst.
- ▶ **Topic-based talk:** Hier wird dir eine Mindmap zu einem Lehrplanthema der 10. Klasse vorgelegt. Du wählst drei Stichpunkte aus der Mindmap aus und hältst einen kurzen Vortrag dazu. Es können dir anschließend auch Fragen gestellt werden.
- ▶ **Sprachmittlung:** Hier musst du in Alltagssituationen sprachmittellnd agieren. Das bedeutet, dass du Informationen sinngemäß von der einen Sprache in die andere übertragen musst.

Viel Erfolg in der Prüfung!

Dein STARK-Verlag

Hörverstehen Test 3

Booking a hotel room

Task 1

Table filling. While listening complete the table with the information you hear.

reason for booking	_____ anniversary
dates	_____ to _____ of _____
vacancy	_____ left
price	£ _____ per night
alternative	_____ offer in _____

Task 2

Error spotting. While listening cross out the wrong piece of information in the sentences below and write down the correct word.

a) What a great idea to send them to Edinburgh on a round trip.

→ _____

b) Can you give me the birthdays, please? → _____

c) August is sometimes really busy. → _____

d) We've just had a call. → _____

e) It's a beautiful small double room. → _____

Hörverstehen Test 4

The meteorite

Task 1

Multiple choice. While listening answer the question below.
Tick (✓) the correct answer a, b, c or d.

What is the radio show about?

a) Two strange visitors from Arizona ☐

b) An object falling down from space ☐

c) A very rare event at McDonald's ☐

d) An astronomer flying to space ☐



Task 2

True, false or not given.

Tick (✓) the right answer.

a) The meteorite crashed into the roof at 9 pm.

true	false	not given
☐	☐	☐

b) It weighed more than 1 kg.

☐	☐	☐
--------------------------	--------------------------	--------------------------



Text 1

Booking a flight

- 1 **Millie:** Good afternoon. This is Millie Croft speaking. How may I help you?
Grace: Hello, this is Grace Arnold. I booked flights with your airline about two hours ago. I just got the bill for three tickets via email. However, the price on the invoice is \$30 higher than the one given online.
- 5 **Millie:** I see. Where are you travelling to?
Grace: We're flying to Atlanta.
Millie: Do you have the booking number at hand?
Grace: Yes. It's WYEZ-3566.
Millie: WYEZ-3566. OK. Let me just have a look at your booking ... Mhm,
10 the price I see here is \$532 in total.
Grace: Exactly. But when I clicked OK, it was \$30 less. How is that possible?
Millie: That's strange indeed ... As I see it, you've already booked your seats.
Grace: Yes, I did. I've got a service card of the airline, so it should be free of
15 charge.
Millie: You're right there, but you booked seats with extra leg space and that's \$10 per person.
Grace: Oh, I did that by mistake. Can you change the seats?
Millie: No problem at all. Just wait a moment.

Text 2

On the plane

- 1 **Flight attendant:** Hello, what would you like to eat? The pasta bolognese or the curry chicken?
Jenny: Oh, do you only have meat? When I booked the flight I chose the vegetarian meal ...
- 5 **Flight attendant:** Oh, sorry, Ms ...
Jenny: Johnson – Jenny.
Flight attendant: OK, just a minute ... Yes, here it is, with your name on it: pasta with vegetables. I'm sorry for the inconvenience.
Jenny: Never mind. Thank you very much.
- 10 **Flight attendant:** Would you also like some dessert? We can offer you chocolate mousse or fresh fruit.
Jenny: Chocolate mousse sounds delicious. I'll take it.
Flight attendant: Here's your chocolate mousse. Enjoy.
Jenny: Thank you. Oh ... I've still got a question. My entertainment system
15 doesn't work. Could you get someone to have a look at it?

Kompetenzbereich: Sprachgebrauch

1 Allgemeine Hinweise

In diesem Bereich werden deine **Grammatik- und Wortschatzkenntnisse** geprüft. Abgefragt werden sowohl die grundlegende Grammatik als auch spezielle Themen der 10. Jahrgangsstufe. Denke bei deiner Vorbereitung unbedingt auch an Themen wie Zeitformen, Satzstellung oder unregelmäßige Verben. Im Folgenden werden dir Aufgabenformate vorgestellt, die in der Prüfung vorkommen können.

In einem **Video** kannst du dir zusätzlich einen guten Überblick über verschiedene Methoden der Wortschatzerweiterung verschaffen. Du findest es auf unserer Plattform MySTARK.

Mögliche Aufgaben- stellungen

Gap filling (*Lückentext*)

Diese Aufgabenart kann dir **in unterschiedlichen Formen** begegnen: Bei manchen Lückentexten musst du die richtige Zeitform eines Verbs, eine Präposition oder ein Adjektiv einsetzen. Oft werden dir Wörter vorgegeben, die du in die richtige Lücke einsetzen oder in der richtigen Form einfügen musst. Es kann auch sein, dass für eine Lücke mehrere Alternativen angegeben werden. Hier musst du die Lösung wählen, die grammatikalisch und/oder sinngemäß in den Satzzusammenhang passt. In einer anderen Variante wird nur der Anfangsbuchstabe des Wortes, das in die Lücke eingefügt werden muss, vorgegeben.

Beispiel 1
____ Monday I am going to visit my grandparents ____ their new house.
On Monday I am going to visit my grandparents in their new house.

Beispiel 2
I often _____ (VISITATION) my grandparents.
I often visit my grandparents.

Beispiel 3
On Monday I _____ (visit) my grandparents in their new house.
On Monday I am going to visit my grandparents in their new house.

Beispiel 4
On Monday I am _____ my grandparents in their new house.
(go visit – going to visit – going visit – visit)
On Monday I am going to visit my grandparents in their new house.

Beispiel 5
go • visit • tomorrow
On Monday I am going to _____ my grandparents in their new house.
On Monday I am going to visit my grandparents in their new house.

Leseverstehen Test 4

Text

U.S. National Parks

¹ **1** More than 300 million people from around the world visit America's national parks each year. They enjoy beautiful places like the Grand Canyon
⁵ and Yosemite. They walk among the ancient giant sequoia trees and watch wolves, bison and bears in their natural habitats.



2 The parks are managed by the U.S. National Park Service. Jonathan Jarvis
¹⁰ is the National Park Service Director: "For the last 100 years, the National Park Service has been charged by the U.S. government to manage the very best of America; the very best places that represent both our natural and cultural heritage. To be part of this organization and to be in the directorship is really a lifelong dream for me. I like to say the National Park Service is
¹⁵ the only federal agency with the responsibility to ensure the public actually has fun! So we have a lot of places that are there for the enjoyment of the American people, and visitors from around the world."

3 Called the country's national treasures, these parks are found in every state. They cover over 32 million hectares from Guam to the Virgin Islands
²⁰ to Alaska. There are 412 sites in all. But they are not just places of wild nature. The national parks include thousands of historic buildings, presidential homes, monuments and Civil War battlefields. They tell the story of the United States of America. The director says the parks are not just about seeing their beauty: "We want you to learn something, to take something
²⁵ away. Whether it's to learn about nature or plate tectonics or climate change, but also about history."

4 Jarvis says it is an honor to serve as the director. It is a big job. The agency has 22,000 employees and gets help from another 400,000 volunteers. He says being in charge of incredible places is the best job in the government.

³⁰ **5** The national parks hold some of the country's most beautiful natural spaces. One thing the park service must deal with, however, is climate change. The parks are federally protected, but that does not shelter them from the effects of warming temperatures. Jarvis gives some examples, like the glaciers – the large bodies of ice on slopes – in Glacier National Park. He says they will be
³⁵ gone within 20 to 25 years. He adds that the wildfires in the national parks and other public lands are burning at least a month longer than in years past. Because of climate change the forests are not even coming back the same way: "We're seeing species being forced to migrate and not necessarily having the corridors to connect between parks and protected areas across the
⁴⁰ landscape."

6 Heading into its second century, Jarvis says the new national parks will be more representative of women and minorities in the U.S. According to him, there are several key goals for the parks' future. One of those goals is battling to protect the key natural resources.

Abridged and adapted from: Julie Taboh (VOA News), Anne Ball (adaptation to VOA Learning English) and Hai Do (editor): US Park Service Director: A Dream Job, in: Voice of America Learning English

Task 1

Matching. Match the headings (A–H) with the paragraphs (1–6). Write the letters in the boxes below. Use each letter only once. There are two more headings than you need.

- A** More than places of natural beauty
- B** A problem that national parks have to face
- C** How national parks will change in the future
- D** The history of the National Park Service
- E** Popular tourist destinations
- F** The people working for the National Park Service
- G** An organisation serving nature and people
- H** America's first national park

1	2	3	4	5	6

Task 2

Short answer questions. Answer the following questions on the text.

- (1) How many people visit the U.S. national parks each year?

- (2) How large is the area covered by the national parks?

- (3) What do the national parks include apart from natural sites?

- (4) According to the National Park Service Director, what should people take away from their visit?

Task 3

Choose the correct statements. Tick (✓) the correct answers.

- (1) Jonathan Jarvis has always wanted to work for the National Park Service. ☐

- (2) There are thousands of national parks in the USA. ☐

Task 3

In einem Klassenprojekt sollst du über „Sicheres Verhalten am Strand und im Meer“ schreiben. Im Internet findest du dazu Tipps in englischer Sprache. Fasse die Informationen in einem Fließtext auf Deutsch für deine Klasse zusammen. Gehe dabei auf folgende Punkte ein:

- Vorsichtsmaßnahmen beim Baden im Meer
- Gefahren am Strand und im Meer
- Verhaltensregeln

The illustration features a web browser window at the top with a grey header bar containing navigation icons (back, forward, refresh) and address bar elements. The main content area has a light blue background with stylized white waves at the bottom. On the left, there's a large, dark grey lifebuoy icon. To its right, the heading "Beach Safety" is followed by a paragraph of introductory text and a bulleted list of safety tips. On the far right, a pair of flip-flops is shown.

Beach Safety

Finally, it's summer again! It's time to pack your bathing suit, your sunscreen, and a book to spend a day at the seaside. Here are some tips for a safe stay at the beach and in the water.

- It can be dangerous to swim in the sea. So before you get into deep water, learn how to swim in the surf.
- Swim only at a beach which is protected by lifeguards. Only swim within designated swimming area and obey all instructions and orders from lifeguards.
- Make sure you don't eat right before you have a swim. Also never swim alone! And even if you're a good swimmer, make sure you have energy to swim back to the beach.
- Young children or inexperienced swimmers should wear life jackets in and around the water.
- Watch out for water plants and animals. These may be dangerous.

[illegible]

Task 2

A trip through Norway

Here are some photos you took on your trip through Norway. You spent one week there. Every day you were in another place and had a new experience. Back home you read about a competition on the internet: young people are encouraged to write a report about a special holiday they had in Europe and can win a trip to another European country of their choice. You decide to take part. Write a report of about 100 words, using the pictures and the notes. Start and end with:

I took a flight from Munich to Bergen. In the evening we started our trip ...

...

I'm sure, it wasn't my last trip to Norway!

1. Bergen – harbour – ship
2. Mountain hike on the Geitfjellet near the town of Ålesund
3. Dog sleigh ride – husky and reindeer farm in Tromsø
4. Overnight stay at the ice hotel in Kirkenes
5. The Northern Lights – on the way back to Bergen



Lösungen

Kompetenzbereich: Hörverstehen

Hörverstehen Test 1

Task

- a) When did Grace book the flights?

2/two hours ago

/// Hinweis: "I booked flights with your airline about two hours ago."
 /// (Z. 2f.)

- b) What is her destination?

Atlanta

/// Hinweis: "We're flying to Atlanta." (Z. 6)

- c) What is her booking number?

WYEZ-3566

/// Hinweis: "It's WYEZ-3566." (Z. 8) – achte hier besonders genau auf die
 /// Aussprache der Buchstaben.

- d) What is the price in total?

\$ 532 / 532 dollars

/// Hinweis: "... the price I see here is \$ 532 in total." (Z. 10) – hier musst
 /// du den Gesamtbetrag notieren.

- e) What is the reason for the higher price?

seats with extra leg space

/// Hinweis: Der Grund für den höheren Rechnungspreis war, dass Grace
 /// aus Versehen Sitze mit mehr Beinfreiheit („seats with extra leg space“,
 /// Z. 16) gebucht hat.

Hörverstehen Test 2

Task

meals on offer	pasta bolognese / curry chicken
Jenny's choice	vegetarian meal / (pasta with vegetables)
desserts on offer	chocolate mousse / fresh fruit
Jenny's problem	entertainment system doesn't work
flight attendant's answer	her colleague will fix it

/// Hinweis: meals on offer: "The pasta bolognese or the curry chicken?"
 /// (Z. 1f.); Jenny's choice: "When I booked the flight I chose the vegetarian
 /// meal ..." (Z. 3f.), "Yes, here it is, with your name on it: pasta with veg-

M10-Prüfung an Mittelschulen in Bayern
Offizielle Musteraufgabe Englisch

A Hör- und Hörsehverstehen

20 Punkte

*There are three parts to the test. You'll hear each part twice.
At the end of each part you'll have some time to complete the tasks.*



Part 1 – Task 1

6 Punkte

*Listen to today's Radio Hawaii History Podcast about 'The Ironman'.
While listening, complete the table with information you hear.
There is an example (0) at the beginning.*

- (0) First Ironman based on: _____ *a bet* _____
- (1) Aim of first competition: _____
- (2) Job of first winner: _____
- (3) Gordon Haller's winning time: hours minutes
- (4) Lyn Lemaire's finishing position: _____
- (5) One reason why the event was relocated: _____
- (6) The reason why 1982 was a special year for the Ironman: _____

(3) _____ Duke won several Olympic gold medals for swimming between 1912 and 1920, and became known as the “father of modern surfing.” Now, a bronze statue of him welcomes tourists to Waikiki, where newbie surfers still learn to catch their first waves. Celebrated as the fastest swimmer alive, Duke also became quite a popular actor in Hollywood. On weekends he went surfing with his Hollywood friends and, wherever he could, Duke used his reputation to introduce the world to surfing.



A rather unlikely student of his was Edward, Prince of Wales, the future King Edward VIII. He took lessons from the Duke while on a tour of the Pacific, including Hawaii, on the royal yacht in the 1920s. Starting out in a canoe, he soon progressed to a surfboard at first riding tandem with Duke. (4) _____ Two months later he returned for another three-day surfing trip, spending five hours a day on the board.

During the second world war many of the American soldiers posted in Pearl Harbor were introduced to surfing. The number of people practising this sport steadily increased. In the late 1950s, film-makers became interested, and the sport continued to gain popularity as Hollywood movies about surfing proved to be a hit with the audience. (5) _____ After Hawaii became a state, more and more tourists came and wanted to learn to surf in Waikiki. Today the surfing season continues all year round. You can watch surfers on each island, but some of the world’s best surfing competitions are held on Oahu’s north coast in November and December, when the swell produces the biggest waves. If you want to take up the sport yourself, numerous surf camps and schools offer their services on all the major islands.

1 Hawaiian Outrigger = Ausleger in Form von Baumstämmen zur Stabilisierung des Kanus

Task 1

Read the text on pages 6 and 7. Five sentences are missing in the text. Read the sentences (A–H) and match them with the gaps (1–5) in the text. Write the letters on the lines below. Use each number only once. There are two extra sentences. One sentence (A) is already matched.

5 Punkte

☒ A The history of surfing in Hawaii goes back to the 4th century.

B A picture of him is considered to be the first photo of a British man surfing.

C Surfing culture also influenced music and fashion, e. g. bikini, baggy shorts.

D The pop-up on the board is hard to master for beginners.

E But Hawaiian life was also subject to many different taboos.

F This encounter revived the popularity of surfing in Hawaii.

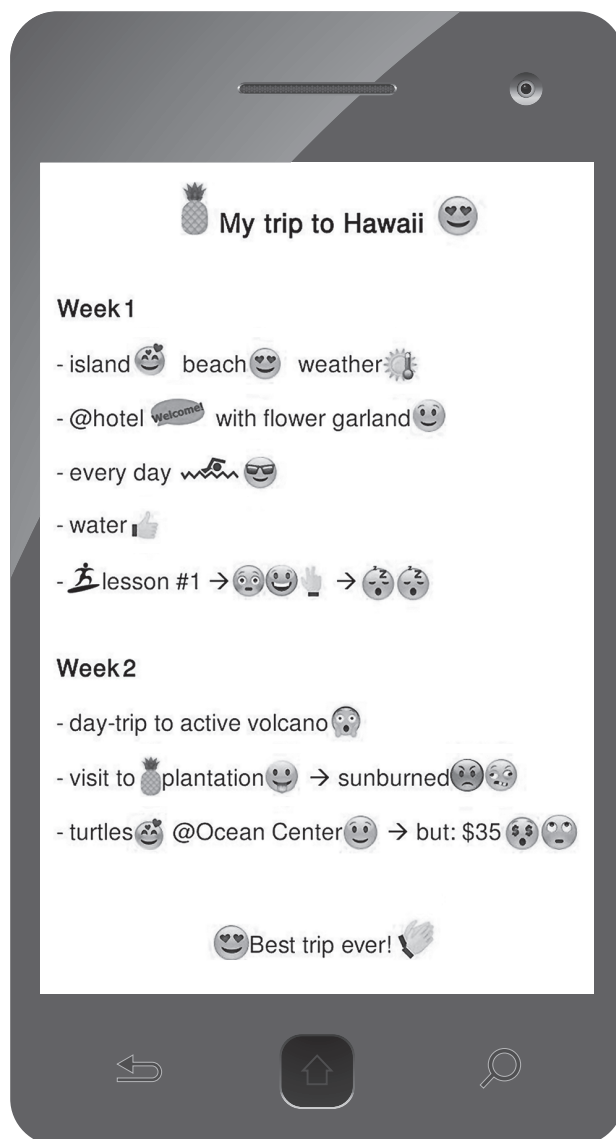
G Only the wood of three different types of trees was traditionally used.

H The unusual first name was actually his real name and not a title.

(0) A (1) _____ (2) _____ (3) _____ (4) _____ (5) _____

E Text- und Medienkompetenzen**10 Punkte****My Trip to Hawaii**

Here are the notes you took on your mobile phone during your stay in Hawaii.



My trip to Hawaii

You spent two exciting weeks in Hawaii. You only captured your impressions on your mobile because there was so much to experience.

Now, back home, you use your notes (see page 12) to write a short entry on the Hawaiian Travel Blog. Write about 100 words in English.

My trip to Hawaii

The island was so beautiful, the beaches were fantastic and the weather was sunny and hot.

My two-week stay started when I arrived at the hotel and ...

It was the best trip ever!

Lösungen

A Hör- und Hörsehverstehen

Part 1 – Task 1

- (1) Aim of first competition: to test endurance
- (2) Job of first winner: communication(s) specialist
- (3) Gordon Haller's winning time: 11 hours 46 minutes
- (4) Lyn Lemaire's finishing position: 6th / sixth
- (5) One reason why the event was relocated:
growing number of participants / (problems with) heavy traffic (in Honolulu)
- (6) The reason why 1982 was a special year for the Ironman: two races (were held)

Part 2 – Task 2

- (1) How does Owen describe himself? (Give ONE example.)
(very) dedicated (triathlete) / his body needs this kind of sport / addicted (to this sport)
- (2) With which other big sports events does Owen compare today's race?
(Give ONE example.)
football world-cup final / Wimbledon final (for a tennis player)
- (3) How does Owen describe his chances of winning?
no chance
- (4) What health problem prevented Owen from a normal preparation?
injury in (his) (left) knee / knee injury
- (5) When did Mike see Owen on TV?
last Friday (night)
- (6) How do the print media see Owen's chances of finishing in the first five?
not (so) bad
- (7) What is Owen's attitude towards his performance in today's triathlon?
(he'll) take it as it comes

**M10-Prüfung an Mittelschulen in Bayern 2025
Englisch**

A Hör- und Hörsehverstehen

20 Punkte

*There are three parts to the test. You'll hear each part twice.
At the end of each part you'll have some time to complete the tasks.*



Part 1 – Task 1

7 Punkte

*Listen to the headteacher's speech.
While listening, complete the poster for a special school event with the information you hear. There is an example (0) at the beginning.*

★ Special event at (0) **Winterhill High School** ★

Our school's (1) _____

has positive effects on our environment:

- (2) _____
- lower costs
- greener planet

and strengthens our sense of community:

- (3) _____
- get some bargains

Sellers will donate (4) _____ of the price they
earn to support the school's association!

This money will be used to install (5) _____
dispensers in the cafeteria and in the assembly hall.

Explore your classmates' offers, browse through the stalls and find a

(6) _____ like a cap or a jacket.

Special thanks to the (7) _____ (Mrs. Smith and the
school representatives)!

Task 2

*Answer the questions using information from the text on pages 6 and 7.
Short answers are enough. There is an example (0) at the beginning.*

5 Punkte

(0) How does an e-sports career usually start?

by playing favourite games with friends

(1) What does an e-sports player do to keep mentally fit?

(2) Where can fans go to watch gamers play? Give one example.

(3) How can e-gamers earn a living? Give one example.

(4) Who established e-sports teams?

(5) What should new professional gamers have in case they fail?

Task 3

Give the line(s) of the sentence in the text on pages 6 and 7 where you find the following information. There is an example (0) at the beginning.

5 Punkte

	line(s)
(0) The image of an e-gamer has changed from a freak to a serious sportsperson.	3/4
(1) The evolution of an e-sports professional is comparable to that of a top athlete.	
(2) It is necessary for professionals to get their body into good shape.	
(3) In competitions, e-players have the chance to display their abilities.	
(4) The career of an e-sports professional can end very early.	
(5) At school, e-sports offer the opportunity to make friends with others who have the same hobby.	

B Sprachgebrauch

Task 1

- Hinweis:
 zu (1): „to give confidence“ = „Selbstvertrauen geben“
 zu (2): „Since“ ist ein Signalwort für das Present Perfect; zusätzlich muss hier die Passivform verwendet werden („has been visited“): Seit seiner Eröffnung wurde das Museum von hunderten von Schulklassen besucht.
 zu (3): Passivkonstruktion mit „can“: „can be held“ = „können abgehalten werden“
 zu (4): Adjektiv „daily“: „auf täglicher Basis“
 zu (5): Ausdruck „to be able to do sth.“
 zu (6): Nomen „participants“ = „Teilnehmer/Teilnehmerinnen“
 zu (7): „a better understanding“ = „ein besseres Verständnis“
 zu (8): Nach „recently“ wird im britischen Englisch das Present Perfect verwendet, im amerikanischen Englisch eher das Simple Past.
 zu (9): Im Zusammenhang mit „currently“ („momentan“, „zurzeit“) wird meist die „progressive form“ des Verbs gebraucht.
 zu (10): „personal growth“ = hier etwa „persönliche Weiterentwicklung“

The Museum of Youth Culture in London (0) supports (SUPPORT) young people through creative workshops and training sessions. The museum wants to give visitors the skill and the (1) confidence (CONFIDENT) to think and dream big. Its special schools demonstrates why youth culture matters and it motivates young people with interesting workshops and career advice. Since the museum opened, it (2) has been visited (VISIT) by hundreds of school groups. Workshops can be (3) held (HOLD) either at an East London studio or in schools. These workshops are run on a (4) daily (DAY) basis. The museum staff is able (5) to adjust (ADJUST) the workshops to fit the needs and preferences of the pupils.

In a new project launched last month, (6) participants (PARTICIPATE) were introduced to the world of photography. In some modules, students got a better (7) understanding (UNDERSTAND) of photography as a form of artistic expression. In other modules people focused on different aspects of photography and creative expression.

Recently, pupils (8) have had / had (HAVE) the opportunity to improve their skills by being involved in the preparation for an exhibition due to open next week. Currently, the



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