

2027

>30 Millionen
bestandene
Prüfungen

50
Jahre
STARK

STARK
Prüfung

**MEHR
ERFAHREN**

Abitur

Thüringen

Englisch eA

- ✓ Original-Prüfungsaufgaben
mit Lösungen
- ✓ Lernvideos zur Textaufgabe



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Abiturprüfung 2026

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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

Abitur 2023

Abitur 2024

Abitur 2025

Abitur 2026

***Hinweis:** Die MP3-Dateien können Sie über den Zugangscode freischalten, den Sie zu Beginn des Buches finden.

Autorinnen und Autoren

Lösungen zu den Abitur-Prüfungsaufgaben ab 2022: **Nathalie Schmuck**

Kurzgrammatik (digital): Redaktion

Hinweise und Tipps: Redaktion (Ablauf der Prüfung, Themenkomplexe, Prüfungsteil Hörverstehen/Hör-Seh-Verstehen), **Birgit Holtwick** (hilfreiche Wendungen im Prüfungsteil Textaufgabe/Comprehension, *Analysis* Anforderungsbereich II, Prüfungsteil Sprachmittlung, Zitieren – aber richtig), **Robert Klimmt** (Die wichtigsten (Stil-)Mittel zur Textanalyse)

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Lernvideos zur Textaufgabe: Redaktion

Vorwort

Liebe Schülerinnen und Schüler,

bald werden Sie Ihr Abitur im Fach Englisch ablegen. Wir möchten Sie gerne auf Ihrem Weg zu einem guten Abschluss begleiten.

Dieser Band enthält verschiedene Abschnitte, die Sie zur Vorbereitung auf die Abiturprüfung nutzen können. Dabei müssen Sie nicht in einer speziellen Reihenfolge vorgehen, sondern können nach Interesse und Bedarf zwischen den verschiedenen Bereichen hin und her springen. Hier ein paar Informationen zu den verschiedenen Kapiteln:

- Das Kapitel „**Hinweise und Tipps**“ macht Sie mit den allgemeinen Anforderungen der Abiturprüfung vertraut. Sie erhalten Tipps, wie Sie in der Prüfung vorgehen können, nähere Informationen zu den häufigsten Aufgabenstellungen (Operatoren), hilfreiche sprachliche Wendungen und eine Auflistung der wichtigsten Stilmittel.
- Im nächsten Abschnitt finden Sie die Aufgabenstellung zu unseren **Lernvideos**. Diese enthalten Tipps zum Umgang mit Textaufgaben.
- Im dritten Teil finden Sie **Übungsaufgaben** im Stil der **schriftlichen Abiturprüfung zum Teilbereich „Leseverstehen und Schreiben“**. Die Aufgaben decken die aktuellen Themenbereiche ab, die im Abitur 2027 vorkommen können.
- Im letzten Abschnitt finden Sie die **Original-Prüfungsaufgaben** der Jahre 2022–2025. Anhand von **Musterlösungen** können Sie herausfinden, in welchen Teilbereichen Sie Ihre Kompetenzen weiter verbessern müssen.
- Zusätzlich finden Sie **im digitalen Bereich zu diesem Band** (Code vgl. vorne im Buch) den aktuellen Jahrgang 2026, die **MP3-Dateien** mit den Hörverstehenstexten sowie viele weitere Übungsmöglichkeiten für die Prüfung (mehr dazu auf den folgenden Seiten).

Sollten nach Erscheinen dieses Bandes noch wichtige **Änderungen im Abitur 2027** vom Thüringer Ministerium für Bildung, Wissenschaft und Kultur bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform **MySTARK**.

Wir wünschen Ihnen bei der Arbeit mit diesem Band und bei Ihrer Prüfung viel Erfolg!

Hinweise und Tipps

1 Ablauf der Prüfung

Im Englischabitur bearbeiten Sie eine kombinierte Aufgabe, die aus drei Prüfungsteilen besteht.

Zu Beginn der Prüfung erhalten Sie nur die Aufgaben für das **Hörverstehen**. Dieser Teil dauert 30 Minuten. Im Anschluss werden alle Blätter zu diesem Aufgabenteil eingesammelt.

Im nächsten Prüfungsteil werden die **Textaufgabe** und die **Sprachmittlung** zusammen ausgeteilt. Im **Prüfungsteil B** (Textaufgabe) stehen zwei Vorschläge zur Auswahl. Einer der Vorschläge basiert auf einem literarischen Text, der andere auf einem Sachtext. In beiden Vorschlägen kann der Text durch Bilder und diskontinuierliche Texte, zum Beispiel Grafiken oder Statistiken, ergänzt werden. Lesen Sie alle Aufgaben sorgfältig und entscheiden Sie dann in Ruhe, welche Kombination aus Text und Aufgaben für Sie am besten geeignet ist.

TIPP Lesen Sie nicht nur die Texte, sondern auch die **Aufgabenstellungen** sehr genau. Es ist möglich, dass Ihnen das Thema eines Textes zusagt, Sie jedoch mit der Aufgabenstellung nicht zurechtkommen, oder dass Ihnen die Analyseaufgabe leichtfällt, sich die Erörterung jedoch als besonders komplex erweist. Berücksichtigen Sie dies bei Ihrer Auswahl. Da die Zeit in der Prüfung knapp bemessen ist, sollten Sie **gleich zu Beginn eine Aufgabe fest auswählen** und sich nicht während der Prüfung noch einmal umentscheiden.

Im Bereich der **Sprachmittlung** (Prüfungsteil C) gibt es keine Auswahlmöglichkeit. Alle bearbeiten denselben deutschsprachigen Sachtext, der Grundlage für die Sprachmittlungsaufgabe ist. Für diesen Teil stehen Ihnen 60 Minuten zur Verfügung. Für die Bereiche B und C erhalten Sie zusammengekommen 285 Minuten Zeit. Falls Sie 60 Minuten für die Sprachmittlung nutzen, haben Sie also 225 Minuten für die Textaufgabe.

Hörverstehen	Textaufgabe	Mediation
30 Min.	225 Min.	60 Min.

Planen Sie schon von Anfang an **Zeit für die Korrektur Ihrer Lösungen** ein. Es ist stets hilfreich, die eigenen Texte noch einmal am Stück durchzulesen. Hierbei können Sie auf sprachliche Fehler, inhaltliche Wiederholungen und logische Unklarheiten achten. Dieser letzte Korrekturdurchgang dient zeitgleich als Puffer – falls es gegen Ende der Prüfungszeit knapp wird, können Sie ihn zur Fertigstellung der Lösung nutzen.

TIPP Vor der eigentlichen Abiturprüfung lohnt es sich, **Checklisten** anzulegen. Notieren Sie sich, auf was Sie besonders achten müssen (z. B. richtige Zeitform, gelungene Satzanfänge, Lösung enthält Strukturelemente wie Überschrift, Einleitung etc.). Bei allen Texten, die Ihre Lehrkraft für Sie korrigiert, können Sie in den Checklisten **häufige Fehler festhalten**. Wenn Sie nun im Rahmen der Abiturvorbereitung Texte verfassen, können Sie im Anschluss die Checklisten durchgehen. So entwickeln Sie eine **Routine in der Selbstkorrektur** und wissen im Abitur, worauf Sie beim letzten Korrekturdurchgang Ihrer Lösung besonders achten müssen.

2 Themenkomplexe

Die Inhalte der Prüfungsteile A (Hörverstehen), B (Textaufgabe) und C (Sprachmittlung) ergeben sich aus den Themenkomplexen, die vom IQB (Institut für Bildungskompetenz) und der Kultusministerkonferenz vorgegeben werden. Für die Abiturprüfung 2027 wurden vier zentrale Themenfelder festgelegt:

- **The individual and society:**
 - Questions of identity: ambitions and obstacles; conformity vs. individualism
 - Chances and challenges for society: ethnic, cultural and social diversity; gender issues
- **Politics, culture and society – between tradition and change (Bezugskultur USA):**
 - From past to present: American ideals and realities – freedom, equality and the pursuit of happiness
 - Current issues: questions of identity; political, cultural and social developments
- **Politics, culture and society – between tradition and change (Bezugskultur Vereinigtes Königreich):**
 - From past to present: the Elizabethan Age, the British Empire, postcolonial Britain
 - Current issues: questions of identity, political, cultural and social developments
- **Science and technology:**
 - Scientific and technological progress and its impact on society
 - Visions of the future: utopia vs. dystopia

Dieser Band enthält **Übungsaufgaben** zu allen vier Themenbereichen. Bei der inhaltlichen Vertiefung und Wiederholung der Themen des Oberstufenlehrplans unterstützt Sie unter anderem unser AbiturSkript Englisch (Bestellnr. 10546S2).

3 Prüfungsteil: Hörverstehen / Hör-Seh-Verstehen

In der Regel hören Sie drei kurze Texte mit einer Gesamtdauer von etwa 10 Minuten. Jeder Text wird zweimal abgespielt. Dazwischen haben Sie Zeit, Ihre Antworten zu notieren und zu überprüfen. Die Aufgabenformate variieren je nach Text. Zu den gängigsten Aufgabenformaten gehören:

Multiple-Choice Aufgaben

Sie erhalten in der Regel 3 Antwortmöglichkeiten, von denen Sie eine auswählen müssen. Lesen Sie die Aufgabenstellung genau. Diese gibt an, ob eine oder mehrere Antworten richtig sein können. Markieren Sie keinesfalls mehr Kästchen als gefordert, da die Teilaufgabe sonst mit 0 BE bewertet wird. Wenn Sie unsicher sind, versuchen Sie nach dem Ausschlussverfahren vorzugehen.

*You will hear a radio report about artificial intelligence. While listening tick the correct answer. There is only **one** correct answer.*

Ergänzungsaufgaben

Hier müssen Sie meistens eine Tabelle vervollständigen. Falls nicht anders angegeben, können Sie stichpunktartig formulieren. Alternativ ist es möglich, dass Sie Sätze vervollständigen müssen. Anders als bei Schreibaufgaben, müssen Sie hier keine eigenen Formulierungen finden.

You will hear a radio report about the UN Youth Conference. While listening complete the table.

Aufgaben mit Kurzantworten

Hier müssen Sie vorgegebene Fragen beantworten. Halten Sie ihre Antworten kurz. Lesen Sie in der Aufgabenstellung nach, ob Stichpunkte ausreichen oder vollständige Sätze ausformuliert werden sollen.

Auch hier können Sie die Worte aus dem Hörtext verwenden. Das reduziert Fehlerquellen. Falls Sie die Formulierungen aus dem Hörtext nicht im Kopf haben oder nicht exakt verstanden haben, beantworten sie die Frage so präzise wie möglich in eigenen Worten.

You will hear a radio report about gender equality. While listening answer the questions in 1–5 words.

Zuordnungsaufgaben

Bei diesem Aufgabentyp erhalten Sie beispielsweise verschiedene Angaben, die Sie einzelnen Textabschnitten oder kurzen Textausschnitten zuordnen müssen. Dabei gibt es meist ein bis zwei überflüssige Antwortmöglichkeiten, die nicht verwendet werden.

You will hear five short descriptions of novels. Choose from the list (A–H) which heading best applies to which novel (1–6). There are two more headings than you need.

Englisch – erhöhtes Anforderungsniveau (Thüringen)
Abiturprüfung 2025

Prüfungsteil A – Hörverstehen



Task 1: Question time

BE: 6

You will hear six statements by Members of Parliament about Boris Johnson, who was British Prime Minister from 2019 to 2022.

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

	Headings
A	Criticizing lack of foresight
B	Stressing serious warnings
C	Calling for dialogue and action
D	Ridiculing supposed ignorance
E	Contrasting different approaches
F	Denouncing violation of directives
G	Questioning change in assessment

Speaker	1	2	3	4	5	6
Heading						

Task 2: Blacks in the United States

BE: 11

You will hear a radio report from 2022 about Blacks and the African diaspora in the United States.

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

1. A new study shows that ...
- a) ☐ practically no Blacks consider leaving the US.
 - b) ☐ more and more Blacks in the US come from abroad.
 - c) ☐ parents of many US Blacks return to their home countries.

2. The purpose of the interview with Belinda Deneen Wallace was to find out ...
 - a) ☐ what Black America thinks about identity.
 - b) ☐ how the perception of Black America could evolve.
 - c) ☐ why the history of Black America should be reinterpreted.
3. Wallace explains that American Blackness has ...
 - a) ☐ diverged from other concepts of Blackness.
 - b) ☐ consistently had an international dimension.
 - c) ☐ been fundamentally transformed in recent years.
4. Vice President Kamala Harris is mentioned as an ...
 - a) ☐ illustration of a trend.
 - b) ☐ exception that proves the rule.
 - c) ☐ example of hard work paying off.
5. Wallace wants Black history to be ...
 - a) ☐ seen in a broader context.
 - b) ☐ viewed through a more political lens.
 - c) ☐ mirrored more prominently in public discourse.
6. Wallace mentions Marcus Garvey and his idea of African Americans ...
 - a) ☐ refusing to cooperate with white Americans.
 - b) ☐ going back to the continent of their ancestors.
 - c) ☐ sharing their heritage with other immigrant groups.
7. Wallace argues that soul food exemplifies the ...
 - a) ☐ rural roots of Black culture.
 - b) ☐ international dimension of Black culture.
 - c) ☐ appropriation of Black culture by white culture.
8. The host says that, compared to African Americans, Black immigrants are often ...
 - a) ☐ culturally more interested.
 - b) ☐ more adept at finding work.
 - c) ☐ more successful financially.

5. How do the mother's political views differ from her husband's?

6. How did the narrator's father get his parents to accept his emigration?

7. What does the narrator assume about her father's reaction to Pranab Kaku's visits?

8. What does the narrator realise years later?

Prüfungsteil B – Leseverstehen und Schreiben

*Wählen Sie von den zwei Textaufgaben (Prüfungsteil B) **eine** aus. Bearbeiten Sie die beiden textbezogenen Teilaufgaben sowie eines der dazugehörigen Aufsatzthemen. Lösen Sie die Aufgabe zur Sprachmittlung (Prüfungsteil C).*

Task 1

Text: Leslie Kern: It's not all coffee shops and hipsters: what we get wrong about gentrification

- 1 On a trip to Mexico City, a bus tour whisks me through neighbourhoods teeming with cool cafes, elegant wine bars and stylish twentysomethings. Starbucks are surprisingly thick on the ground. When I ask my Spanish teacher about these areas, he rolls his eyes and rubs his thumb and fingers together: a universal sign for too expensive and full of unpleasant people.
- 5 You don't need to be a gentrification researcher (although I am one) to read these signs and immediately understand what is happening here. Gentrification feels, sounds and looks familiar wherever you are: young hipsters transforming neighbourhoods according to a remarkably homogeneous global code of taste and style.
- As accurate as that narrative might feel, the story we tell ourselves about the changing face of our inner-city neighbourhoods is far too basic. Vilifying the markers of gentrification alone fails to get to the root of the problem – and trust me, it's not as simple as pour-over coffee – and lacks any useful ideas for countering the larger forces at play that have brought artisanal doughnuts to your community.
- 10 It's true that we can identify gentrification through certain styles and sites of consumption.
- 15 This has been the case since the slow creep of a neighbourhood "on the up" was first noticed and named in north London in the 1960s. Since then, the tastes of gentrifiers – from what they wear, to what they eat – has generated endless commentary. Their preferences have been viewed as the harbingers of doom for working-class, minority communities in cities around the world.
- 20 Sites that seem to embody these changes are easy targets. The now-closed Cereal Killer cafe in east London is one such example. Viewed as a sign of everything that had gone or

could go wrong in this low-income, predominantly minority ethnic community, the purvey-
or of overpriced breakfast grains was targeted by protesters, vandals, and graffiti writers
who warned of a gentrifier takeover. We love to hate these spaces and their seemingly obli-
vious owners. After all, they put a face to what seems like an insurmountable problem caus-
ed by distant forces.

But the question we should be asking is whether closing a coffee shop is going to prevent
gentrification. The answer is no, even if we acknowledge that places such as this do play a
role. Today, however, the cultural capital of the avocado toast class is worth little compared
with the might of the billion-dollar, multi-national, real estate investment and development
industries – and their government partners – who now control our cities and neighbour-
hoods, as well as their potential for social and economic transformation.

If we truly want to push back against gentrification, we are misplacing our energies by
focusing primarily on superficial markers of taste. They are little more than symptoms of
much more disruptive forms of urban change that are enriching the few at the expense of
the many. The destruction or market-led “regeneration” of council housing is one such
form; luxury high-rise development is another. Large-scale eviction processes, accelerated
by the end of pandemic-era protections, are overtly enabling gentrification, especially in
minority neighbourhoods. The rise of short-term letting through platforms such as Airbnb
is helping to raise housing prices beyond the reach of even the middle classes.

These processes are driven by the search for new ways to generate capital and wealth from
urban space. The developers, speculators and investment firms that push these changes are
able to do so because of government policy that not only allows, but often actively encour-
ages, such developments. Whether it is through tax incentives, rezoning¹, or government-
led “revitalisation” schemes, the state facilitates gentrification on multiple levels.

When your corporate landlord is trying to evict you so that your building’s units can be
renovated into luxury suites, a nearby coffee shop serving a £6 flat white certainly adds
insult to injury². Don’t get me wrong, the cafe is part of the problem: it’s capitalising on
and attracting the kind of changes that may be about to boot you from your community for
good. However, the seeds that created the conditions for that cafe to take root were planted
long before it even opened its doors, by actors with a tremendous amount of power. In other
words, that expensive coffee is certainly not helping you but it’s not the entity “renovicting”
you, either.

Feel free to protest about the cafe, but your energy might be better placed organising the
tenants in your building to fight against unfair evictions. This lesson applies more widely
to the battle against gentrification. For all of us worried about the changes in our commu-
nities that are displacing longtime residents, council housing tenants, senior people, people
who are immigrants, young people and many others, we must be strategic and focused in
our struggle. This means not letting governments and corporations get away with bulldozing
(literally and figuratively) our cities, while we’re distracted by annoyingly high-priced
breakfast foods.

Admittedly, redirecting our attention to Goliath³ – indeed, multiple Goliaths – is daunting.
However, one of the reasons these groups succeed with their agenda to remake the city for
profit, not people, is that we have come to accept the story that rampant capitalist interests
cannot be defeated, or even slowed down. But resistance is possible. It can come through
rent strikes, squatters’ movements and the growth of community-led models of develop-
ment, such as community land trusts⁴ and cooperative housing⁵. We can push governments
to use the regulatory tools at their disposal: eviction bans, rent stabilisation, community
benefit ordinances⁶, zoning and taxation.

70 You don't have to like the latest vegan bistro-pub in your neighbourhood, but let's remember to focus on the nefarious agents at play behind the trendy frontages. These powerful forces are dismantling people's ability to live and thrive in our cities today. A different kind of future is possible, but only if we demand it and demand it from the right people.

Kern, L. (2022) “It’s not all coffee shops and hipsters: what we get wrong about gentrification.” *The Guardian*. 4 September, 2022, Copyright Guardian News & Media Ltd 2025

Annotations

1	rezoning	designating a zone or zones of a city for a new purpose
2	to add insult to injury	to make matters worse
3	Goliath	giant in the Bible; <i>here</i> : referring to a company
4	community land trusts	funds acquired through donations to the community that have to be used for its inhabitants
5	cooperative housing	principle of joint ownership of a building in which the residents are the owners
6	community benefit ordinances	tools to prevent harmful development and planning decisions

Working on the text

Do the following tasks, writing coherent texts. Use your own words as far as appropriate.

- | | | |
|----|--|------|
| 1. | Describe the process of gentrification and the resulting changes in neighbourhoods according to the article. | 30 % |
| 2. | Analyse how the author conveys her attitude towards gentrification. Focus on communicative strategies and use of language. | 30 % |

Writing

40 %

Choose **one** of the following tasks:

- 3.1 Taking the article as a starting point, write a letter to the editor of *The Guardian*, commenting on the effects of a globalised culture on urban neighbourhoods.

or

- 3.2 *Global Citizenship Education* (GCED) is part of the UN agenda and based on the idea that all people have civic responsibilities on a social, political, environmental, and economic scale to the world as a whole rather than just to their local communities or countries.

Discuss the need to make GCED a higher priority in schools.

Lösungsvorschläge

Prüfungsteil A – Hörverstehen

Transcript Recording 1: Question Time

1 **Audio 1:**

Speaker: The Prime Minister didn't spot that he was at a social event. That, that's the excuse, isn't it? Come off it. I mean, how stupid does the Prime Minister think the British people are?

5 **Audio 2:**

Speaker: The Prime Minister has made political choices that have led us into this place. His government has failed to invest in long-term energy security. His government decided to let gas storages collapse. His government let the energy market run out of control.

Audio 3:

- 10 **Speaker:** This week, Scotland's world leading climate targets have received widespread praise from, amongst others, the UN Secretary General. Scotland is finding partners across the world to tackle the climate emergency. But in Westminster there isn't even a willing partner to deliver the carbon capture project that was long promised.

Audio 4:

- 15 **Speaker:** Mr Speaker, there you have it, the Prime Minister of this country and his transport secretary haven't attended a single meeting, held a conversation or lifted a finger to stop these strikes. So rather than blame everyone else, why doesn't he do his job, get round the table and get the trains running?

Audio 5:

- 20 **Speaker:** What the Gray report does show is that 10 Downing Street was not observing the regulations they had imposed on members of the public. So either my right honourable friend had not read the rules or didn't understand what they meant and others around him or they didn't think the rules applied to Number 10. Which was it?

Audio 6:

- 25 **Speaker:** Mr Speaker, Roman Abramovich is the owner of Chelsea Football Club. He's a person of interest to the Home Office because of his links to the Russian state and his public association with corrupt activity and practices. Last week the Prime Minister said that Abramovich is facing sanctions. He later corrected the record to say that he isn't. Well, why on Earth isn't he?

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

Transcript Recording 2: Blacks in the United States

- 1 **Host:** A new Pew Research study finds that immigrants now account for about one in 10 Black persons in the United States. That 10 % figure is up from 3 % in 1980, and it's projected to increase more over the next 40 years.
- 5 **Wallace:** My first reaction was pretty underwhelming because I have found that, well, this is a growing phenomenon, it's not a new phenomenon.
- Host:** Belinda Deneen Wallace is an English professor at the University of New Mexico. She specializes in Afro-Caribbean and Afro-Diaspora studies. We spoke to her about how the growing presence of foreign-born Black people might change our understanding of Black America.
- 10 **Wallace:** There has always already been a Black diaspora component to American Blackness. I think the visibility has shifted the way in which we see non-traditionally hyphenated African-American blacks in this country, but the presence has definitely always been here.
- 15 **Host:** Are you seeing these demographic changes beginning to be reflected in public spaces, like representation in film or in positions of power?
- Wallace:** Absolutely. I think our vice president is probably the most prominent representation of that.
- Host:** Vice President Kamala Harris, who is from Afro-Indo-Caribbean Heritage, right?
- 20 **Wallace:** Absolutely. *[And also in pop culture, we definitely see it in film. I think Nollywood out of Nigeria has definitely made its way across the pond. We also see it with something like Issa Rae, who is African American and Senegalese, and her show "Insecure" had a diasporic feel to it.]* * So yes, I would say it is becoming more visible to those of us here in the states.
- Host:** We're in Black History Month now, and as someone who knows a lot about the African diaspora, how would you like to see historical narratives change in the US to reflect the growing population?
- 30 **Wallace:** I think the first thing we need to do is embrace this as a part of our history, a part of not just Black history, but global Black history. So, you can start as early as Marcus Garvey and his pan-African movement. We like to focus on the Black Star Line and the whole return to Africa aspect, but we ignore his diasporic approach to Black identity, belonging and culture. It was very global. We conveniently forget that Malcolm X's mother was Grenadian, right? He's of Caribbean origins.
- 35 But also what I appreciate is that the specificity doesn't get lost, right? So if we look at, like, soul food, no one is arguing that soul food isn't an African American southern tradition. It absolutely is. But we also understand that much of that cuisine is influenced and shaped by African culture that was transmitted here because of the transatlantic slave trade.
- 40 And so I think we're in a unique position to blur the lines without erasing, and that's really hard to do. And it's exciting that we're in a place now where we can have these kind of nuanced conversations.
- Host:** The data show that Black immigrants are more likely to have a college degree and are likely to earn more than Black people born in the US. What do you make of that distinction in the findings?
- 45 **Wallace:** Well, I think we have to look at structural racism and the way in which it operates here in the United States. We also have to look at the history. We've been talking a bit about belonging. And for African Americans, there has been a sense of unbelonging here in the United States. Non-Black people are – in the United States are often more

Task 1

Working on the text

- Here, you should present the process of gentrification and the resulting changes to neighbourhoods as shown in the text. This two-tiered structure of the task already hints at a similar structure you can use for your answer: As Leslie Kern writes in her article, the “markers of gentrification” (l. 10) are not to be confused with the underlying causes of the phenomenon. So, make sure that you differentiate between the two in your answer. It is not advisable to follow the structure of the text paragraph by paragraph, because that way you might end up mixing causes and effects or including irrelevant aspects and examples. Instead, go through the text systematically and find relevant aspects both for the process of gentrification and for the changes resulting from it.
You could structure your answer in the following way:

The process of gentrification:

- short definition: term first used in the 1960s for London neighbourhoods “on the up”
- gentrification driven by transnational real estate companies only interested in their own profit
- typical procedure: replacement of council housing with luxury apartments, businesses or places for short-term rentals
- eviction of former inhabitants
- companies aided and abetted by certain political agendas

Consequences of gentrification:

- neighbourhoods become unaffordable for low-income, minority communities
- instead, influx of new and more affluent inhabitants
- increasing homogenisation
- protests against the process and even vandalism

The article “It’s Not All Coffee Shops and Hipsters: What We Get Wrong about Gentrification” was published in *The Guardian* on 2 September 2022. In it, Leslie Kern describes the process of gentrification and its consequences for affected neighbourhoods.

The term “gentrification” was first used in the 1960s for an upward social trend in some poor London boroughs. According to Kern, the development is usually initiated by financially powerful real estate companies that operate internationally and are aided and abetted by certain political frameworks. The power players’ aim is to replace council housing with luxury premises. These renovated places are then sold to more affluent tenants or made available for short-term rentals, which enables the companies to increase their profits.

Consequently, both the outward appearance and the population of the neighbourhoods affected by gentrification change tremendously. While low-income workers, seniors, young people, and ethnic minorities can no longer afford to live there, more affluent residents begin to move in. This new clientele is often accompanied by businesses that cater to their tastes, and these businesses tend to look similar wherever gentrification occurs. Thus, expensive cafés and bars tend to be seen as visible signs of an exclusive culture. As such, they can provoke protests and even vandalism.

(207 words)

Introduction

The process of gentrification

Consequences of gentrification

2. Your task is to analyse the author's attitude towards gentrification, focusing on her communicative strategies and use of language. It makes sense to begin by highlighting the author's critical stance on gentrification. Next, collect some rhetorical devices she uses to convince her readers of her point of view. You should not list the devices in the chronology of the text. Instead, you can create a more coherent text if you focus on some more general points you want to make and then prove them with a selection of quotes from or references to the text. An introduction and a conclusion are not necessary although you might find it easier to get into your text if you start with a short summary of what you are trying to show in the following.

The sample answer includes the following points:

Introduction: Leslie Kern is against gentrification and wants to mobilise those affected by it

Main part: how the author conveys her attitude

- giving her text authenticity/credibility:
 - starting with a personal anecdote (cf. ll. 1–4)
 - showing herself as an authority on the topic (“You don’t need to be a gentrification researcher (although I am one) to read these signs”, l. 5)
 - also showing gentrification as something everyone can notice (“neighbourhoods teeming with cool cafes, elegant wine bars and stylish twentysomethings”, ll. 1/2; figure of three “Gentrification feels, sounds and looks familiar wherever you are”, ll. 6/7; “global code of taste and style”, l. 8; “from what they wear, to what they eat”, ll. 16/17)
- blaming the “markers of gentrification” only an easy way out:
 - almost exaggerated negativity: “harbingers of doom” (l. 18)
 - metaphorical expression: “easy targets” (l. 20)
 - paradox: “We love to hate these spaces” (l. 24)
- focus on the real culprits:
 - metaphorical expression: “the root of the problem” (l. 11)
 - simple statement: “The answer is no” (l. 28)
 - ironic comparison: “the cultural capital of the avocado toast class is worth little compared with the might of the billion-dollar, multi-national, real estate investment and development industries” (ll. 29–31)
 - very negative language: antithesis (“enriching the few at the expense of the many”, ll. 35/36), alliteration/contrast (“remake the city for profit, not people”, ll. 63/64; “bulldozing (literally and figuratively) our cities”, ll. 59/60; “the nefarious agents”, l. 71)
 - revealing the companies’ use of euphemisms by putting words in inverted commas (“‘regeneration’”, l. 36; “‘revitalisation’”, l. 45)
- appeal to readers to take action:
 - inclusive language (“trust me”, l. 11; “Don’t get me wrong”, l. 48; “let’s remember”, ll. 70/71; “Feel free to protest”, l. 54) and personal address (e.g. cf. ll. 46–53) to inspire collective responsibility
 - word field fighting (“fight”, l. 55; “battle”, l. 56; “struggle”, l. 59; “not letting [them] get away”, l. 59; “defeated”, l. 65; “resistance”, l. 65)
 - biblical allusion to successful fight of David against Goliath (cf. l. 62)
 - enumerations to show that “[a] different kind of future is possible” (ll. 72/73): “rent strikes, squatters’ movements and the growth of community-led models of development, such as community land trusts and cooperative housing” (ll. 66/67), “eviction bans, rent stabilisation, community benefit ordinances, zoning and taxation” (ll. 68/69)
 - ending with memorable repetition: “only if we demand it and demand it from the right people” (l. 73)



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