

## Weiterentwicklung der BLF Englisch (ab SJ 2018/19)

Vor dem Hintergrund der jährlichen Auswertung der BLF-Ergebnisse wurde in verschiedenen Fachkreisen wie der Gruppe der Fachberater und der BLF-Aufgabenentwicklergruppe gemeinsam mit dem Landesamt für Schule und Bildung, Standort Radebeul und dem Sächsischen Staatsministerium für Kultus eine Diskussion zur Weiterentwicklung der BLF Englisch geführt. Hierbei wurden die auf der Grundlage der VwV zur BLF möglichen Kompetenzbereiche diskutiert.

Da die Sprachmittlung ein fester Bestandteil der Abiturprüfung im Leistungskursfach Englisch ist, wurde beschlossen, diesen Bereich in der BLF durch ein isoliertes Leseverstehen mit geschlossenen und halboffenen Aufgabenformaten zu ersetzen. Damit ist auch eine Änderung im Kompetenzbereich Schreiben notwendig. Ab dem Schuljahr 2018/19 wird das Schreiben durch zwei unabhängige Schreibaufgaben, von denen der Schüler eine wählt, überprüft.

### Neue Struktur der BLF

Teil A: Hörverstehen (10 BE), ca. 15 min.

Teil B: Leseverstehen (10 BE), ca. 15 min

Teil C: Schriftliche Textproduktion/Schreiben (20 BE), ca. 60 min.

Der Anteil der Textproduktion umfasst mindestens die Hälfte der Arbeitszeit.

(Siehe auch VwV des Sächsischen Staatsministeriums für Kultus zur BLF in Klassenstufe 10 am Gymnasium im Schuljahr 2018/19 vom 14. Februar 2018.)

Unverändert bleiben die Rahmenbedingungen der BLF wie die Arbeitszeit, die erreichbaren Bewertungseinheiten und die zugelassenen Hilfsmittel. Ebenfalls keine Änderung erfährt das Bewertungsraster zur Bewertung des Schreibens in Teil C.

Im Folgenden sind verschiedene Aufgabenformate zusammengestellt, die in der BLF ab 2018/19 zum Einsatz kommen können, um die rezeptiven Fähigkeiten der Schülerinnen und Schüler zu überprüfen. Die Kombination einzelner Aufgabenformate ist variabel, neben den aufgeführten Formaten können auch weitere Aufgabenformate genutzt werden (z. B. *gapped summary*).

Als Textgrundlage für diese Aufgabensammlung dienen in der Regel Texte aus den Erst- und Nachterminen der BLF der letzten Jahre.

## **I) Übersicht über mögliche Aufgabenformate**

### **a) Geschlossene Aufgabenformate**

#### **Aufgaben mit Mehrfachauswahl/Multiple Choice**

Es werden 3 oder 4 Antwortmöglichkeiten angeboten, von denen jeweils eine als korrekt anzukreuzen ist. Der Einleitungssatz kann als Frage oder als Aussagesatz formuliert sein, der durch eine der Antwortoptionen ergänzt wird.

Beispiele:

Ecotourism (Hören), Aufgabe b, Seite 5

American Music (Lesen), Aufgabe b, Seite 16

#### **Zuordnungsaufgaben/(Multiple) Matching**

Es werden verschiedene Informationen einander zugeordnet. Dies können Satzanfänge und Satzenden sein, Aussagen zu bestimmten Themen und die Personen, die diese Aussagen gemacht haben oder Überschriften zu den passenden Absätzen. In der Regel gibt es mehr Optionen als Zuordnungsmöglichkeiten.

Beispiele:

Book Recommendations (Lesen), Seite 13f.

#### **Anordnungsaufgaben/Sequencing-Aufgaben**

In einem Lesetext müssen die durcheinander gebrachten Absätze wieder in die richtige Reihenfolge gebracht werden.

kein Beispiel in der Sammlung enthalten

### **b) Halboffene Aufgabenformate**

#### **Richtig-Falsch-Rechtfertigung/True-False-Justification**

Es werden richtige und falsche Aussagen zu einem Text gegeben. Der Schüler entscheidet, ob diese richtig oder falsch laut Textaussage sind und notiert zu seiner Entscheidung die Zeilennummer des Textes, in der die Information zu finden ist, die als Beweis für seine Entscheidung dient. Dieses Format wird nur für das Leseverstehen eingesetzt.

Beispiel:

Young Voices Media Project (Lesen), Aufgabe b, Seite 19

#### **Lückentext /Gap Filling, auch: Open Cloze**

Ein vorgegebener Lückentext wird um die fehlenden Wörter ergänzt, die den Text gemäß der gehörten oder gelesenen Informationen sinnvoll ergänzen.

#### **Vervollständigen von Sätzen/Sentence Completion**

Hier sind Einzelsätze mit Lücken vorgegeben, die „gefüllt“ werden müssen.

### **Vervollständigen einer Tabelle/Table Completion**

Hier werden die Informationen in eine vorgegebene Tabelle eingefüllt.

Beispiele:

Environmental Protection (Lesen), Aufgabe a, Seite 7

Missions to Space (Hören), Aufgabe a, Seite 10

American Music (Lesen), Aufgabe a, Seite 15

Ecotourism (Lesen), Aufgabe c, Seite 21

### **Kurzantworten/Short-Answer-Questions**

Auf der Grundlage des gehörten oder gelesenen Textes werden Fragen beantwortet. In der Regel überschreitet die Antwort nicht eine vergebene Anzahl von Wörtern oder Zahlen. Es werden keine vollständigen Sätze als Antwort verlangt.

Beispiel:

World Cup (Hören), Aufgabe b, Seite 12

### **Notizen anfertigen/Note-Taking**

Schüler werden aufgefordert, in Stichpunkten die relevanten Informationen zu einem bestimmten Aspekt des Textes aufzuschreiben.

Beispiel:

Ecotourism (Lesen), Aufgabe b, Seite 21

### **Übersicht ergänzen**

In einer vorgegebenen Übersicht werden die fehlenden Informationen ergänzt.

Beispiel eines Flow Charts:

American Music (Lesen), Variante B, Seite 17

## II) Aufgaben zum Hörverstehen

Zum Vertraut machen mit den Aufgaben wird je nach Umfang der Aufgaben eine Einlesezeit gegeben. Alle Hörtexte werden zweimal hintereinander gehört.

	<b>Titel der Aufgabe</b>	<b>Aufgabenformate</b>	<b>Seite</b>
1	Ecotourism	Sentence Completion, Multiple Choice, Table Completion	4
2	Environmental Protection	Table Completion, Multiple Choice, Note-Taking	6
3	Missions to Space	Gap Filling/Open Cloze	8
4	World Cup	Multiple Choice, Short Answer, Sentence Completion	10

### 1 Ecotourism (BLF ET 2007)

Skript des Hörtextes:

Inter-viewer This is the BBC. Welcome to another round in our series "Travelling around the world". Today I will be talking to Justin Francis, a travel agent from Brighton, about environmentally-friendly tourism. In 2001 Mr Francis started an online travel agency that offers ecotourism holidays from 147 tour operators in 140 countries around the world. So, Mr Francis, what exactly is ecotourism?

J.F. Ecotourism is nature-based tourism that respects local communities and helps conservation. In the UK, the word "ecotourism" is not used a lot any more. It lost its meaning because anybody who was operating any type of holiday that involved nature was describing himself as an ecotourism operator. The term that is preferred now in the tourism industry is "responsible tourism". It then becomes clear that it's not only about tourist destinations looking after the environment and local people, but about tourists and the way tourists behave. The word "responsible" can apply equally to tourists who act in a responsible way and to the type of tourism that is developed.

Interv. Why is ecotourism a better kind of holiday?

J.F. It's more authentic. It brings you a lot closer to nature and local culture. If I may I'd like to use Fairtrade tea or coffee as an example. Fairtrade tea or coffee tastes the same as any other kind of tea or coffee, but it gives you a warm feeling inside because you know you're doing the right thing. Responsible tourism is different.

Interv. Who are your main ecotourists?

J.F. We've really got something for everybody. We've got gap-year holidays and budget holidays for young, independent travellers, right through to luxury holidays. I'd really put our clients into three categories. First, we've got independent travellers – professional people – who have enough money to spend on holidays before they have kids. The second group of travellers is a little bit older: they've travelled that way in the past, but have children. They are the largest group of eco-tourists are families booking adventure holidays. The last group is the baby-boomer travellers who will be retiring soon – the "ageing hippies", if you like.

Interv. Which holidays are most popular?

J.F. The single most popular holiday without a doubt is a family adventure holiday to Egypt. In the English-speaking world, South Africa is doing very well. South Africa's government is the first in the world to have published a national strategy for responsible ecotourism.

Interv. People need to fly there, though. How can that be good for the environment?

J.F. Fair question. Air travel is the fastest-growing cause of global warming, and soon it will be the single biggest cause. In the UK, the government at the very least discusses the problem. One possibility under discussion is carbon trading. Big polluters, like airlines, would have to buy carbon credits. This would mean paying money towards research and renewable energy schemes. Airlines would be encouraged to reduce their emissions. But this is something that needs to be agreed upon on a Europe-wide basis.

Interv. How can one travel with a conscience, then?

J.F. Tourists can already compensate for their carbon emissions to become carbon-neutral. At the

bottom of our website, for example, you can follow a link to a carbon calculator. You enter where you are flying from and where you are flying to and how many are in your party. The calculator determines how much carbon will be emitted during your flight. It then offers you the opportunity to pay a small amount of money that will go towards renewable energy schemes or planting trees that absorb carbon. We can't stop people from travelling, so it's about what we can do to compensate for the holiday. If we all stopped travelling completely, we'd reduce global warming. However, many of the national parks around the world would not exist any longer or conservation would fail. Many of the national parks in developing countries are paid for through tourism. Tourism is also a good tool for reducing poverty in developing countries.

Interv. What should people watch out for if they want to book an ecotourism holiday?

J.F. If you are thinking of travelling with a tour company or to a hotel, ask them if they have a written commitment on responsible tourism. If they haven't got it written down, they probably aren't taking it seriously. I'd also ask whether local guides are on hand and whether locally produced food is offered at meals.

Adapted from: Spotlight, November 05, pp. 68/69.

Aufgaben:

### Ecotourism

You will hear a radio interview about ecotourism.

You now have 3 minutes to read the following tasks.

Then listen to the interview and do the tasks according to the information from the text.

You will hear the text twice.

a) *Complete the sentences.*

1. Mr Francis is a travel agent from \_\_\_\_\_.
2. In \_\_\_\_\_ he opened an online travel agency.
3. He works together with tour operators in \_\_\_\_\_ countries.
4. The term "ecotourism" is not \_\_\_\_\_ anymore in the UK.

b) *Tick what is said in the interview. Only one answer is correct.*

1. 'Responsible tourism' means that ...

- a) people are responsible for their own security.
- b) tourists look after the environment.
- c) travel agents offer conservative travelling.
- d) local people behave in a responsible way.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2. Holidays for ecotourists allow them to ...

- a) feel the warmth of the sun and the responsibility for nature.
- b) enjoy more Fairtrade coffee and tea.
- c) give something to the local people.
- d) have a more authentic experience.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Most people who travel as ecotourists are ...

- a) hippies who spend their money before having children.
- b) families going on adventure trips.
- c) ageing professionals with a lot of money.
- d) retired elderly couples with children.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. South Africa is one of the most popular destinations for ecotourists because ...

- a) of its beautiful nature.
- b) you can go there by ship.
- c) it supports responsible tourism.
- d) it offers adventure holidays for families.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

c) Name a positive and a negative consequence of a ban on tourism.

Positive consequence	Negative consequence

Lösungen:

- a) 1. Brighton/Britain/England/the UK  
 2. 2001  
 3. 140  
 4. popular

b) 1. b; 2. d; 3. d; 4. c

c)

Positive consequence	Negative consequence
reduced emissions/reduced global warming	extinction of National Parks/failure of conservation/growing poverty in developing countries

## 2 Environmental Protection (BLF NT 2007)

Skript des Hörtextes:

Inter-viewer: Good morning, you are listening to the CCN Radio Station. On today's programme I will be talking to Latoya Khan. She is a physicist and quite a successful one, too. Yet she stopped working for her country's nuclear energy programme to devote herself to nature and to prevent its destruction.

Mrs Khan. What exactly provoked your change of mind?

L. I guess it all started in my childhood. Since I was a child, love and knowledge of nature have played a big role in my life. And I was very lucky to have been born the daughter of a forester in India and to have grown up in the Himalayan forest.

Khan: Then, after graduation, I went to university and studied physics. You know, the real basics of nature are understood through physics, the foundation of all the sciences. It was great! I went to Canada and the USA to pursue my studies. However, I did experience my first massive disappointment when I went into nuclear physics.

Interv.: Why were you disappointed?

L. It was then when I realized how unthinking nuclear scientists were about the question of radiation

Khan: hazards, you know, radioactivity. I found it really strange that we were taught how to create chain reactions in nuclear material and so on, but on the other hand we were not taught a thing about the interaction of radiation with living systems. I only learned about the dangers of nuclear radiation from my sister. She is a doctor back in Mumbai. I remember, when I was working in a nuclear reactor in a power plant in India, she kept saying: "Promise me you're never going to go back there!" "But why?" I'd say, and she would reply, "you could have babies with mutations. You don't know what's going to happen to you."

That got me thinking and I became painfully aware of the dangers of radioactivity. Well, and before I knew where I was, ecology had become my primary concern.

Interv.: Is that when you joined the Chipko movement?

L. It was, yes. Before I got to know the Chipko women, I thought that it is was up to well-trained

Khan: scientists, you know, highly qualified academics like me, to save the environment. But the Himalayan women, most of them with no sort of formal education whatsoever, made me think again. They did not theorise, they acted. And they had a special relationship with their environment. Perhaps it is these women who have a much better feeling for the environment.

Well, how should I put it, they know what is really important and they see how important a sound environment is for us.

Interv.: How successful was the Chipko movement? Did they change anything?

L. They did, believe me. Take their tactic of hugging trees to prevent them from being cut down.

Khan: They just stood there, putting their arms round a tree and would not let go. That's how they got their name, by the way, Chipko is Hindi and means "tree-huggers", embracers of trees. That got them a lot of attention from the media, in fact they made the news ever so often. It all started back in the 1970s. In the first place, the Chipko activists set out to stop commercial logging in the area. They knew that the trees of the area were just too valuable to the environment and that cutting them down would mean the erosion of their farmland and increased floodings.

Interv.: How about today?

L. Well, the Chipko movement is still alive and kicking. And in some ways things have changed for the better.

Khan: At least the Indian government has been taking environmental issues a lot more seriously than they did before. That's success. But on the other hand, there is still a lot that needs to be done. Especially with India having become a huge economic power over the last ten years – which makes life for those trying to make a living in the forest areas a lot more difficult. Wood is a big business, so the deforestation of whole areas in India is becoming a bigger and bigger problem. Especially the women have to walk great distances in order to gather some firewood. Not to mention the floodings which increase after the trees have been felled. So you see, the fight is not over. On the contrary. It has just begun.

Adapted from:

[http://www.findarticles.com/p/articles/mi\\_m1310/is\\_2001\\_Dec/ai\\_82066725](http://www.findarticles.com/p/articles/mi_m1310/is_2001_Dec/ai_82066725)

[downloaded / 02 February 2007]

Aufgaben:

### Environmental Protection

You will hear a radio interview about environmental protection.

You now have 3 minutes to read the following tasks.

Then listen to the interview and do the tasks according to the information from the text.

You will hear the text twice.

a) Complete the table with information about Latoya Khan.

Born in	
Father's job	
Childhood interest/special interest	
Studied in	
Subject of studies	
Specialization in	

b) Tick what is said in the interview. Only one answer is correct.

1. During her studies she was disappointed when she realized that ...

- a) the scientists around her were not very competent.
- b) life in Canada and the USA was rather boring.
- c) she could not pursue her career as a nuclear scientist.
- d) she did not learn enough about the dangers of radioactivity.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2. Latoya's sister ...

- a) was a top scientist researching on nuclear radiation.
- b) was the manager of an Indian nuclear power plant.
- c) did not want Latoya to work in a nuclear power plant.
- d) had a baby with a mutation caused by radioactivity.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. The Chipko movement is an organization ...
- a) that tries to save the environment by taking political action.
  - b) that wants to build safer nuclear power plants.
  - c) that fights to give women in India a better education.
  - d) of top scientists who want to protect the environment.
4. The women in the Chipko movement have earned Latoya's respect because they ...
- a) work so hard to obtain a better education.
  - b) are closely connected with their environment.
  - c) have established very close relationships among each other.
  - d) develop new scientific theories about the environment.
5. The name of the Chipko movement derives from the fact that its members ....
- a) love nature and want to be part of it.
  - b) show their feeling of togetherness by hugging each other.
  - c) are tree lovers who want to live up in the trees.
  - d) embrace trees to stop them from being cut down.

c) *India's nature is facing problems. Name two.*

- \_\_\_\_\_
- \_\_\_\_\_

Lösungen:

a)

Born in	India
Father's job	forester
Childhood interest/special interest	nature
Studied in	one of the two: Canada, USA
Subject of studies	physics
Specialization in	nuclear physics

b) 1. d; 2. c; 3. a; 4. b; 5. d

c) Name two problems ...

two of the following: deforestation  
flooding  
erosion

### 3 Missions to Space (BLF ET 2010)

Skript des Hörtextes:

Interv.: Good morning and welcome to this week's edition of "Future Worlds". Today I will be talking to German-born NASA assistant, Dr John Kruger about the fascination of the planets and their potential as an alternative base for human life.

Mr Kruger, the first person set foot on the moon exactly 40 years ago. Why does NASA want to return to that barren, lifeless place now?

Kruger: Well, as you may know, the Apollo astronauts were only able to spend a couple of days up there - that was just a quick visit. When we fly there again, probably in 2019, we'll stay much longer. The four-person team will gain experience for the real long-term goal -- the journey to Mars. We want to build a lunar station where people could live for some weeks or even months, as



preparation for the larger Mars project.

Interv.: So, if I get you right, NASA is not preparing to populate the moon?

Kruger: No, no, far from it. The lunar station won't be capable of continuous operation 365 days a year, since we'll need to supply it constantly with air, water and food from Earth, and that would be incredibly expensive. However, the living conditions on Mars are actually very different. There are many natural resources there, and we have just recently discovered traces that could originate from liquid water. It's also been known for a long time that water in solid form -- in other words, ice -- exists there in large quantities.

Interv.: That's fascinating, indeed, Mr Kruger. But will America fly to the moon alone again?

Kruger: Certainly not -- and especially not when we want to reach more distant destinations. The age of doing it alone is over. You must take into consideration that the Apollo project took place during the Cold War, when we were involved in a dramatic race with the Soviets. But a lot has changed since then. We've moved away from that competitive way of thinking, and nowadays everyone is invited to take part in future missions. It functions that way already on the International Space Station -- ISS -- where 16 countries work together in an exemplary way. As you can see, we have already created a kind of 'United Nations in space'. And what is more, the European Space Agency is also notably interested in helping with the construction of infrastructure on the moon later. Our Russian partners would definitely participate as well. And I personally would be very happy to also see Germany involved.

Interv.: That certainly deserves respect, but aren't you worried that enthusiasm for conquering the moon will drop off again just as quickly as it did after the Apollo flights?

Kruger: That's a danger we certainly can't deny. Back then, we were definitely also a victim of our own success. The public got bored quite quickly because the Apollo flights were going on with such breathtaking perfection -- almost like clockwork. As a consequence, unfortunately, the sense of adventure faded away quickly among the general public. So that means we now face the challenge of getting people excited about lunar flights again. And we have to explain to the sceptics that the moon is the most important stopover on the way to Mars. If everything goes well, we could head for the red planet in just 25 years. The future Mars astronauts have already been born, you see -- they're already little babies crawling about.

Interv.: Why, Mr Kruger, is it so important to send people to Mars at all?

Kruger: At first, Mars is the planet of our destiny. There's the well-founded hope that we might find traces of extraterrestrial life out there for the first time, even if it's only fossils. Secondly, a human scientist who can collect and analyze samples on the ground is much better suited to such a project than a robot, no matter how sophisticated it is. But the most important thing is the fact that people will one day set foot on Mars and populate it. The red desert planet Mars could become a green Mars through so-called terraforming -- in other words, the active transformation of its environment. If that's successful, humankind will have created itself a second home, just in case an asteroid impact or other major catastrophe wipes out life on Earth. Only through having Mars as a reserve planet will the human race really become immortal.

Interv.: That's all well and good, but aren't you afraid that this trip to a desert of a planet, millions of kilometers away, could end up as a journey of no return? Do you really believe the space-going nations will take this risk?

Kruger: Well, as the proverb has it, "Nothing ventured, nothing gained". I do know that politicians, managers and engineers fear the risk, just as they did with the Apollo flights at first. Yet if we want to get ahead in the universe, we need to overcome our exaggerated concerns about safety. Just between you and me, if I could take a warm sweater with me, I'd board a Mars spaceship immediately.

Interv.: If you're so confident I'll come with you. Thank you for this interview, Mr Kruger.

Adapted from:

*"Mars Is the Planet of Our Destiny", SPIEGEL INTERVIEW WITH NASA MANAGER Jesco von Puttkamer by Olaf Stampf for Spiegel Online, July 9, 2009.*

<http://www.spiegel.de/international/spiegel/0,1518,635223,00.html>

[downloaded / 27 July 2009]

Aufgabe:

### Missions to Space

You will hear a radio interview about missions to space.

You now have 3 minutes to read the following tasks.

Then listen to the interview and do the tasks according to the information from the text.

You will hear the text twice.

a) *Fill the blanks with suitable words or word groups.*

1. The interviewer describes the moon as a barren, \_\_\_\_\_ place.
2. Dr Kruger says that the next expedition to the moon will take place in 2019 and will consist of \_\_\_\_\_ people.
3. The continuous operation of a lunar station is impossible because it is too \_\_\_\_\_.
4. Scientists have discovered natural resources on Mars such as \_\_\_\_\_.
5. During the Cold War, space flights were based on \_\_\_\_\_ thinking among nations.

Lösungen:

1. The interviewer describes the moon as a barren, **lifeless** place.
2. Dr Kruger says that the next expedition to the moon will take place in 2019 and will consist of **four** people.
3. The continuous operation of a lunar station is impossible because it is too **expensive**.
4. Scientists have discovered natural resources on Mars such as **water / ice**.
5. During the Cold War, space flights were based on **competitive** thinking among nations.

(kombiniert mit einem anderen Aufgabenformat für den bisher nicht bearbeiteten Textteil)

## 4 World Cup (BLF ET 2011)

Skript des Hörtextes:

Interv.: Welcome to today's programme about English speaking countries across the world. We all remember the last FIFA World Cup in South Africa, an event full of emotions and surprises. With us in the studio today is Peter Makumba, a South African government official, who we have invited to talk about the legacy of the world cup for his country.

Having lived for such a long time under the Apartheid regime, have you ever imagined that South Africa would host an event of this magnitude?

Mr Makumba: Not at all, I don't think any of us imagined that. We only dreamt that one day, a free South Africa would participate in international competitions. We never thought that South Africa, so early on, would host a World Cup. As you know, a FIFA World Cup had never been hosted in Africa before.

Interv.: How important was it for South Africa to host this FIFA World Cup?

Mr Makumba: I think it was very important for us. When South Africa first declared its intentions to host the World Cup, some people said 'what is this country from Africa thinking'. Yes, when we applied for the organization of the world cup the first time, we lost to Germany, but we knew that we would do it the next time. You must remember that, as South Africans, we pride ourselves on the fact that we always rise up to any challenge. That is what defines us as a country - our attitude and the belief that nothing is impossible. We knew we deserved it, but some continued to say, 'impossible, they won't be able to organise it' and they talked about a 'Plan B'. When we completed the stadiums, people started to talk about security and other issues, but we managed to organize a great tournament. And today, there are a lot of people who are honest enough to have come out and said 'we confess, we were wrong about your country'.

Interv.: Mr Makumba, let's talk about the significance of the World Cup. We know that this

- tournament was also seen as an opportunity for this young democracy. Do you think that it was the opportunity it promised to be?
- Mr Makumba Absolutely, beyond expectations. This has been an important component for a nation building. It was for the first time in South Africa that we saw this Rainbow Nation really coming together in a manner we had not witnessed before. For the first time I noticed that every South African was flying our national flag. Everybody was just crazy about this tournament, both blacks and whites. This tournament proved that sport is a tool for nation building.
- Interv.: It has always been said that successfully hosting the World Cup in South Africa would enable the country to organize future international events. Do you think that this is the case?
- Mr Makumba Despite all the doubts and scepticism we have proved to the world that we are capable of hosting any international event. We have the resources and infrastructure. People are already talking about a possibility of bidding for major events and we are supporting this. The Olympics are an example, I don't see why we can't bid to host the Olympics in the future. It's important for Africa.
- Interv.: What lesson, as a government, have you learned from hosting this FIFA World Cup?
- Mr Makumba Above all we have learned a lot about how to cope with strict timelines. We had to work within a tight schedule in order to deliver on time.
- Interv.: Everybody in South Africa was so enthusiastic about football. What impressed you most of the matches you watched?
- Mr Makumba I watched many matches and I found this FIFA World Cup was different. Football has become so unpredictable, we no longer have smaller countries now in football. Some of the countries who were favourites were out of the tournament before the finals and we saw the gap between the so-called big teams and other teams narrowing. Of course, there were countries that played well. Even though Bafana Bafana did not qualify, I think we played good football and I was happy. We were so close to qualifying. I was impressed with teams like the Netherlands, Spain, Portugal, Germany. And the teams from Latin America were great as well. Countries like Brazil and Argentina were a pleasure to watch. In Africa, we are all proud of Ghana, they represented us very well.
- Interv.: People often talk about the legacy of this FIFA World Cup for South Africa.
- Mr Makumba Yes, that's true. Now the world is aware that Africa has the capacity to host an important sporting event. Firstly everybody has seen that we are equal to the task. Secondly, it has taken economic development in the country to a different level. Of course, some jobs have come to an end after the World Cup. But just the time during which people had jobs and were able to earn money is a great legacy in itself. People were paid as they had been promised, which does not always go without saying, and they were able to put money aside. And finally and what is most important – it has improved things in education. For instance programmes like "1Goal", a project to finance education for children in need, are playing a vital role - that is a legacy. This tournament has inspired Africans.
- Interv.: Mr. Makumba, thank you very much for the interview.
- Ideas taken from:  
FIFA (2010). "Zuma: Tournament has inspired Africans". *FIFA.com*, 2 July 2010. Online: <http://www.fifa.com/worldcup/archive/southafrica2010/news/newsid=1264696/index.html>, [downloaded / 16 December 2010]

Aufgabe:

### World Cup

You will hear a radio interview about the FIFA World Cup in South Africa.

You now have 3 minutes to read the following tasks.

Then listen to the interview and do the tasks according to the information from the text.

You will hear the text twice.

a) Tick the correct answers a, b, c or d. Only one answer is correct.

- 1 Mr Makumba thought a World Cup in South Africa was ...
  - a) needless.
  - b) necessary.
  - c) unimaginable.
  - d) dangerous.

2 Which country beat South Africa in the first World Cup application?

- a) Germany
- b) Italy
- c) Ghana
- d) England

3 How does Mr Makumba characterise South Africa's attitude?

- a) everybody is equal
- b) everything is possible
- c) everybody is crazy
- d) nobody is left behind

4 Many people believed that South Africa could not ...

- a) host a World Cup.
- b) win a World Cup.
- c) qualify for the next round.
- d) beat any other nation.

*b) Answer the questions in about one to five words.*

5 What image does Mr Makumba use to describe his country?

6 What influence did the World Cup have on South Africa as a nation?

7 What qualifies South Africa to host international events?

8 What experience did the South African government gain from the FIFA World Cup?

*a) Complete the sentences with about one to five words.*

9 Mr Makumba thinks the differences between the teams were \_\_\_\_\_

10 The tournament had a huge impact on South Africa's \_\_\_\_\_

Lösungen:

1 ✓ unimaginable.

2 ✓ Germany.

3 ✓ everything is possible

4 ✓ host a World Cup

5 Rainbow Nation

6 nation building

7 resources/infrastructure

8 work with (strict) timelines/schedules

9 not as big anymore/narrowing/becoming smaller.

10 education.

### III) Aufgaben zum Leseverstehen

	Titel der Aufgabe	Aufgabenformate	Seite
1	Book Recommendations	Multiple Matching (2 Varianten)	13
2	American Music	Variante A: Open Cloze/Multiple Matching, MC Variante B: Flow Chart	15
3	Young Voices Media Project	Multiple Matching (Headings), True/False/Justification	19
4	Ecotourism	True/False/Justification, Note-Taking, Table Completion	21

#### 1 Book Recommendations

Aufgabe (Variante A)

*You are going to read book recommendations and about people who are interested in different kinds of literature.*

*Match the people's interests with a book recommendation. There is no match for one of the five people.*

#### PEOPLE AND THEIR INTERESTS

1	Susan is interested in a mixture of true-to-life history and breath-taking adventure.
2	Jennifer needs a book she can give to her ten-year old son so he understands better what it is like to be a parent.
3	Carl wants to read a book that deals with teenagers and addiction.
4	Marcus is looking for a book for his young sister's birthday that tells an inspiring tale of a smart girl.
5	Ann loves exciting and funny tales in which the characters switch between the real and unreal world.

Aufgabe (Variante B)

*Match the book recommendations with individual readers' preferences. You must use each book recommendation twice.*

*Which book suits readers who like stories ...*

1	... that are set in the past?
2	... about exceptional little girls?
3	... that are widely read in schools and families?
4	... that have won an award?
5	... about a child fighting against grown-ups?
6	... that are both humorous and thoughtful?

7	... that are suitable for different age groups?
8	... about an orphan and his adventures?

Text:

### BOOK RECOMMENDATIONS

A	<p><b>The Ruby in the Smoke</b> by Philip Pullman</p> <p>After the sudden death of her father, Sally Lockhart is forced to go to live in London with an obnoxious cousin. There, she receives an anonymous letter containing a warning so dire that it makes a man die of fear at her feet. Determined to discover the truth about what happened to her father, Sally is soon plunged into a dangerous and terrifying adventure that takes her to the dark heart of 19<sup>th</sup> century London.</p> <p>Philip Pullman's first Sally Lockhart story provides an intriguing insight into the inequality of Victorian society, making it rich and fascinating reading for older children, teenagers and adults.</p> <p><a href="http://www.booktrust.org.uk/books/view/33350">http://www.booktrust.org.uk/books/view/33350</a></p>
B	<p><b>The Graveyard Book</b> by Neil Gaiman</p> <p>After his family are killed, Bod is brought up in a graveyard by ghosts – an array of century-spanning characters who care for him. But Bod sometimes goes beyond the graveyard into the world of the living – and here his life is under threat.</p> <p>Bestselling author Neil Gaiman offers up a wonderful story of life, death and coming-of-age in this book, which won the Booktrust Teenage Prize. The fabulously original story is full of humour and surprise.</p> <p><a href="http://www.booktrust.org.uk/books/view/29125">http://www.booktrust.org.uk/books/view/29125</a></p>
C	<p><b>Matilda</b> by Roald Dahl</p> <p>Matilda is not yet five years old, and already she is a very unusual child. Teaching herself to read, she works her way through all the books in the children's library and then gets started on the adult section. Her narrow minded parents don't notice that they have a genius in their midst.</p> <p>When she starts school, Matilda meets the bullying headmistress, Agatha Trunchbull and the other unpleasant grown-ups around her, but there is also her warm-hearted class teacher Miss Honey.</p> <p>This modern fairy-tale is one of Roald Dahl's best loved stories. Full of magic and mischief, children will love witnessing Matilda defeat the nasty adults in her life with her courage and cool intelligence.</p> <p><a href="http://www.booktrust.org.uk/books/view/25342">http://www.booktrust.org.uk/books/view/25342</a></p>
D	<p><b>Flour Babies</b> by Anne Fine</p> <p>As part of a Child Development project, each boy in Class 4C is given a 'flour baby', a sack of flour which must be looked after for three weeks, ensuring it does not get lost or dirty. Simon becomes unusually attached to his flour baby - and soon begins to appreciate some of the sacrifices his mother has made for him as a single parent.</p> <p>This funny story from former Children's Laureate Anne Fine is a favourite of classrooms and homes everywhere. It cleverly balances episodes of laugh-out-loud humour with some very touching moments.</p>

All texts adapted from: <http://www.booktrust.org.uk/books/> [download: 18 May 2017]

Lösungen (Variante A):

1	A
2	D

4	C
5	B

3	no match
---	----------

Lösungen (Variante B):

1	A
2	C
3	D
4	B
5	C
6	D
7	A
8	B

## 2 American Music

Aufgaben (Variante A) und Text:

- a) *You are going to read an article about American music. Five sentences have been removed from the article. Choose from the sentences A to F the one that fits each gap (1 – 5). There is one extra sentence which you do not need to use.*

### American Music

- 1 New Orleans had, and has, an unusual mixture of peoples. The city was settled by the French in 1718. The French language stuck. 1) \_\_\_\_\_ . Many of the French and Spanish men who came to New Orleans in the 18th century married African-American women. Their biracial children, called Creoles, often spoke
- 5 French or Spanish as well as English. 2) \_\_\_\_\_ . It was American music. It combined the rhythm and drum beat of Africa with the instruments and heritage of Europe. It added a dash from the spirituals of the black Protestant churches, and much from the talents of some black musical geniuses who could be heard in street bands and nightclubs. It was called
- 10 jazz. It was new - totally unlike anything before it. Have you ever mixed red paint with yellow? The color you get is not red, or yellow. It is orange. It is unique. Jazz is like that. 3) \_\_\_\_\_ . It is uniquely American. In 1900 nobody much outside of New Orleans had ever heard of it. But in the 1920s jazz
- 15 began to spread: first to Chicago, then across the country, and then around the whole world. The best way to learn about jazz is to listen to it. And as soon as you start listening you will learn something: No two jazz performances are exactly alike. Composers who compose European-style music write down notes and expect musicians to play those
- 20 notes just as they are written. 4) \_\_\_\_\_ . An important part of jazz is improvisation. Improvising means doing your own thing. Jazz musicians talk to each other with their instruments. It is something like African drum talk. One musician leads with a theme. Then someone answers that theme. He plays the theme in his own way. Then maybe the first musician improvises with another variation on the theme. 5)
- 25 \_\_\_\_\_ . Does that sound wild? It isn't easy to do well. People in the 1920's were wild about jazz. The 1920s was called the Jazz Age. When the Jazz Age '20s ended – with a big thud called the Depression – jazz continued to grow in popularity. Today, many people call jazz America's most original art form.

Abridged from: Hakim, Joy. *War, Peace, and All That Jazz*. New York: Oxford University Press, 1995, pp. 57 - 59.

A	Out of the sounds of New Orleans, and the mixed heritage of its people, a new music arose.
B	Soon the whole band is playing with it.
C	That isn't so in true jazz.
D	It is not African music, or European music.
E	Many of the early jazz musicians were trumpeters.
F	Some of the sounds and words of that language can be heard in New Orleans even today.

b) Choose the correct answer: a, b or c. Only one answer is correct.

1. Creoles are people who ...

- a) have Spanish and French ancestors.
- b) have French or Spanish fathers and African-American mothers.
- c) have learned English as a second language.

2. Jazz originated as ...

- a) a kind of religious music.
- b) a blend of different music styles.
- c) African-American street music.

3. At around the turn of the century, jazz ...

- a) was not very widely known.
- b) quickly became very popular.
- c) was heard outside of New Orleans.

4. In a jazz band, musicians ...

- a) communicate with each other.
- b) all play their own musical style.
- c) play to different tunes.

5. Jazz ...

- a) is a phenomenon of the 1920s.
- b) was stopped by the Depression.
- c) didn't die with the end of the Jazz Age.

Lösungen (Variante A):

a)

1	F
2	A
3	D
4	C
5	B

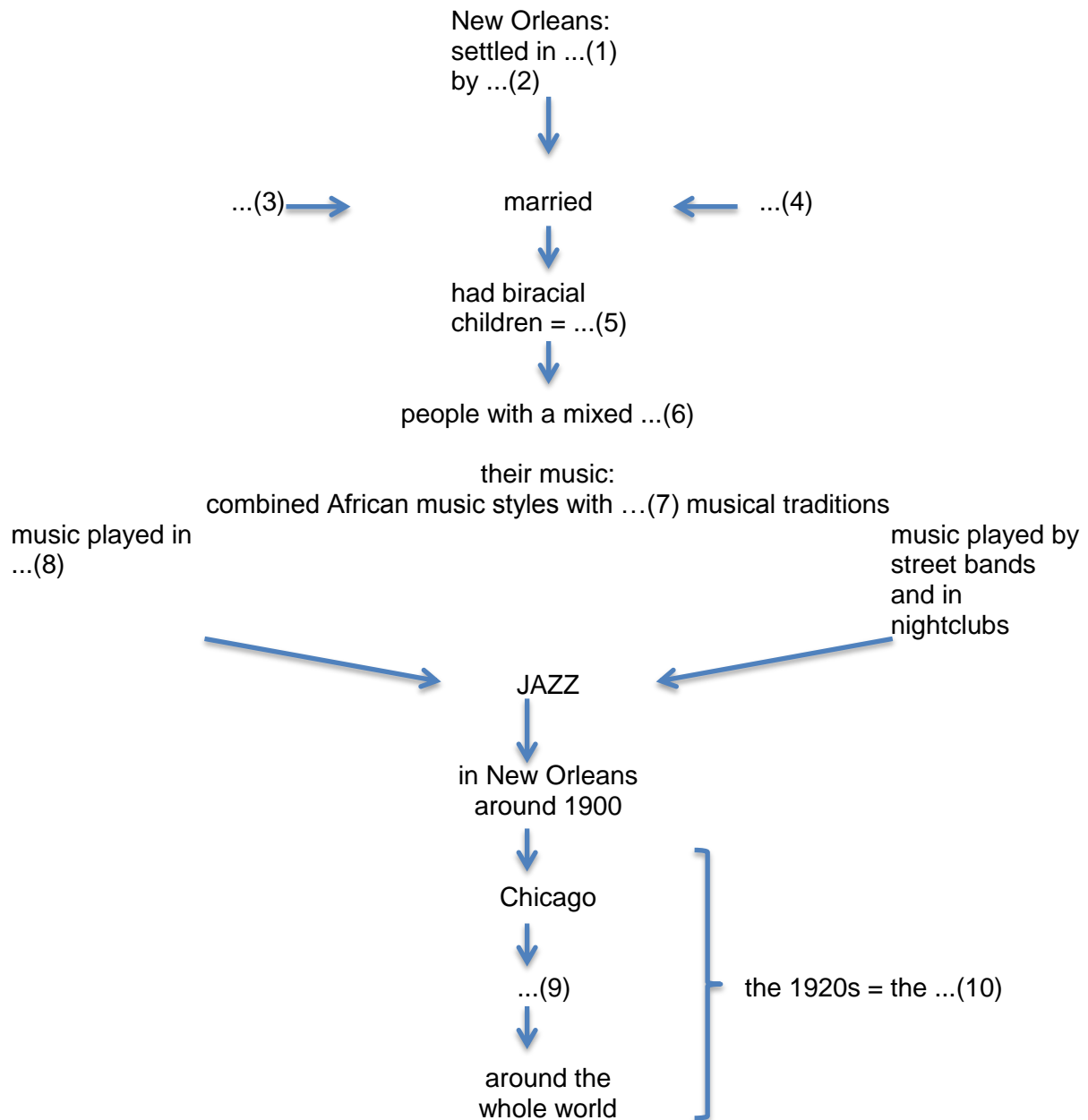
b) 1.b, 2. b, 3.a, 4. a, 5. c



Aufgabe (Variante B):

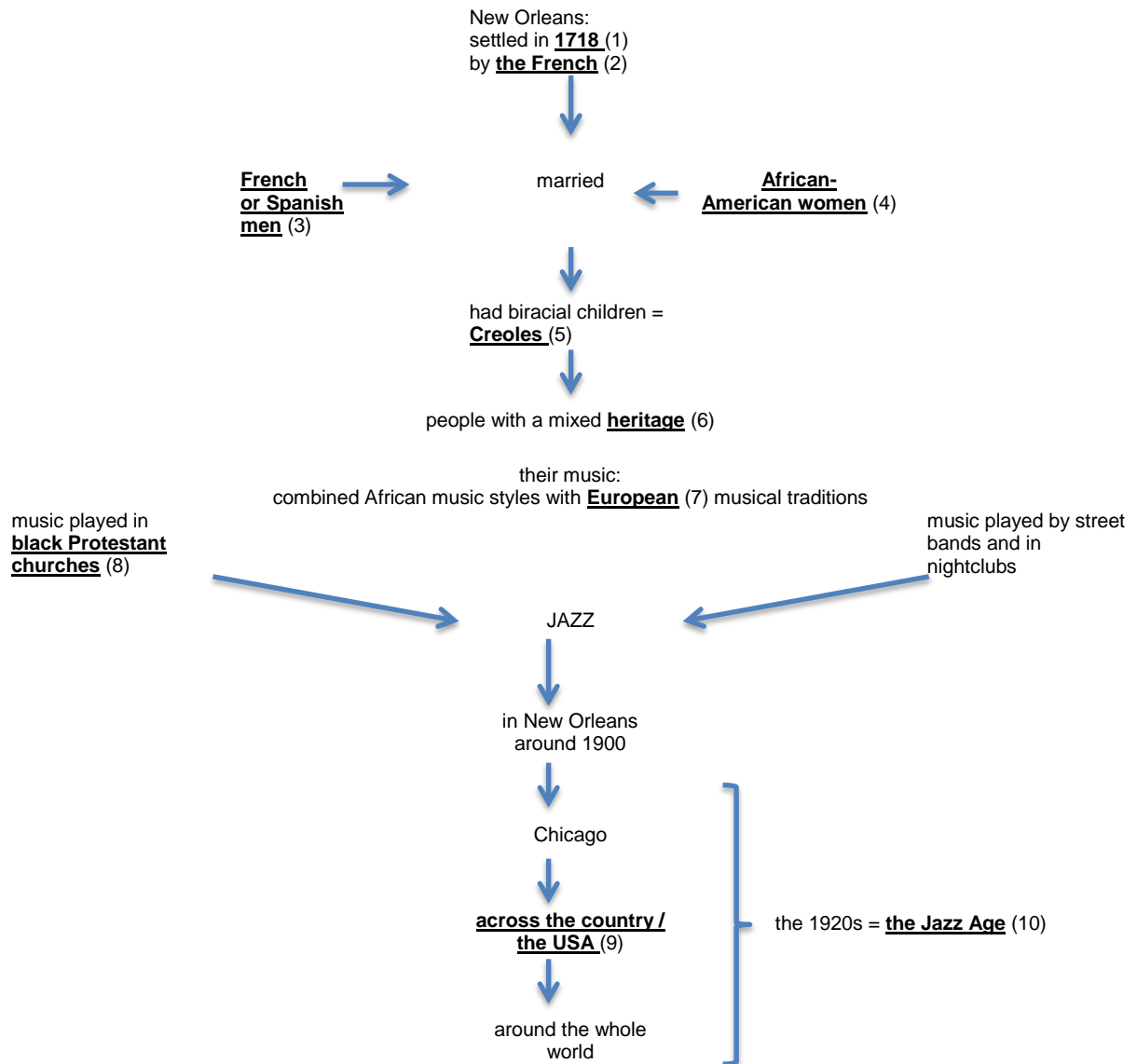
Based on the information given in the text, complete this survey with suitable word groups.

### The development of jazz music



Lösung:

### The development of jazz music



### 3 Young Voices Media Project (BLF ET 2013)

Aufgaben und Text:

a) Read the text about the Young Voices Media Project. Then match each of the paragraphs 1 – 5 with one of the headings a - f. You may use each letter only once. There is one more heading than you need.

- a) Young Voices Online
- b) Young Voices Worldwide
- c) Young Voices Magazine
- d) Video Projects
- e) Project Objectives
- f) Get Involved

	Heading
1	
2	
3	
4	
5	

b) Decide if the statements (1 to 5) are true or false and tick the correct box. Then find one sentence in the text which supports your decision. Write the line of this sentence in the table.

		True	False	Justification
1	The project teaches young people media literacy			
2	The youth magazine "Young Voices" is published every month.			
3	It is written by teenagers for teenagers.			
4	So far, it is only available as a printed version.			
5	The video project focuses on the development of young people's social skills.			

#### Young Voices Media Project

**[1]** FARE's Young Voices Media Project aims to provide young people with new skills in the media and support them to confidently interact with all aspects of media. We teach young people new skills in communication, digital photography, film making, animation, graphic design, desktop publishing and journalism.

- 5 **[2]** The young people involved actively run a quarterly youth magazine called Young Voices for the local area. The magazine is written and edited by young people from schools and youth clubs across Easterhouse. The aim of the magazine is to enable young people to write about issues affecting them and things that they are interested in, and to inform teenagers in an informal manner on subjects which affect them at this
- 10 stage in their life.

**[3]** FARE's Young Person's Media Project and John Wheatley College's Youth Access project have recently joined forces to bring a new multimedia dimension to the Young Voices magazine. The online version of the magazine incorporates all the articles and reviews currently available in the printed version as well as multimedia output created by

15 the young people in Glasgow East. This includes animation, video, photography, graphics and music. We are still in the process of setting up and changing the look of the site, so please check back regularly for updates.

20 **[4]** The Media Project is currently involved in a number of video projects. The video projects enable young people to express their views, opinions and individuality through digital photography, filming and editing, they challenge stereotypical views of local young people and help develop IT and multimedia skills in an interactive and fun environment, increasing young people's self-confidence.

25 **[5]** - St Andrew's RC Secondary School, 3.30pm - 4.30pm every Thursday.  
 - Smithycroft Secondary School, 3pm - 4pm every Tuesday.  
 - John Wheatley College, Easterhouse Campus, 4.30pm - 6pm every Wednesday.  
 The project is run by the Media Development Officer Karen Timoney. If you would like to become involved please contact us at [youngvoices@fare-scotland.org](mailto:youngvoices@fare-scotland.org).

**Annotation:**

I. 1: FARE **F**amily **A**ction in **R**ogerfield and **E**asterhouse is a voluntary organisation based in Easterhouse in the east end of Glasgow

**Adapted from:**

<http://www.fare-scotland.org/clubs-and-groups/young-voices>  
 [downloaded 18 January 2013]

Lösungen:

a)

1	e
2	c
3	a
4	d
5	f

b is not needed

b)

		True	False	Justification
1	The project teaches young people media literacy.	√		I. 1
2	The youth magazine "Young Voices" is published every month.		√	I. 5
3	It is written by teenagers for teenagers.	√		I. 6
4	So far, it is only available as a printed version.		√	I. 13
5	The video project focuses on the development of young people's social skills.		√	I. 21

#### 4 Ecotourism (BLF ET 2007)

Aufgaben und Text:

a) Read the text. First decide if the statements (1 to 3) are true or false and tick the correct box. Then find one sentence in the text which supports your decision. Write the line of this sentence in the table.

		True	False	Justification
1	The survey of the IFAW regards a period of five years.			
2	A huge part of travellers bring back animal souvenirs.			
3	People can be sent to prison if they import illegal animal souvenirs.			

b) Name two reasons why tourists are not aware that buying animal souvenirs is illegal.

- \_\_\_\_\_
- \_\_\_\_\_

c) Complete the following table with information about the “Think Twice” campaign.

Two initiators	
Aim	
Main target group	
Method	

#### Wildlife threatened by tourist souvenirs

Up to 600,000 Britons have bought souvenirs made from animals while holidaying abroad in the last five years, a survey revealed today. International Fund for Animal Welfare (IFAW) said this represented 1.5% of all those who travelled abroad within that period.

5 Elephant ivory, rhino horn, animal teeth and claws, big cat skins and reptile skins as well as coral are among the items that have been purchased by holidaymakers and brought back to the UK. Tourists who come home with some of these products risk heavy fines and jail terms if they are caught with them at the airport.

10 The group’s UK director, Robbie Marsland, said: “Tourists need to remember if they don’t buy, animals won’t die.”

15 Wildlife campaigner Nikki Kelly said: “Most of these souvenirs are being bought unwittingly simply because travellers are confused by the complex laws governing trade in wild animals or because they just aren’t aware of them. Worse still, wildlife souvenirs are often sold so openly abroad many tourists mistakenly believe they must be legal.”

To tackle the problem, the group has launched a “Think Twice” campaign with the Association of British Travel Agents (ABTA) to encourage people not to buy wildlife products. In particular it will be targeting the 500,000 British tourists who make their way to South Africa each year, where it said the souvenir trade is endangering not just

20 native wildlife, but animals in Western and Central Africa too.

Keith Richards, from ABTA, said the organisation would brief the 6,500 travel agents and 850 tour operators it represents in the UK and ask them to give advice to customers about what they can bring back. Mr Richards added: "Unless the travel industry acts now, some of the very animals so many people go abroad to see may soon only be found on our mantelpieces or in our jewellery boxes."

Abridged from:

<http://environment.guardian.co.uk/conservation/story/0,,1865375,00.html>  
[downloaded / 02 February 2007]

Lösungen:

a)

		True	False	Justification
1	The survey of the IFAW regards a period of five years.	√		I. 2
2	A huge part of travellers bring back animal souvenirs.		√	I. 3
3	People can be sent to prison if they import illegal animal souvenirs.	√		I. 6

b) Name two reasons ...

- tourists do not understand complex laws governing trade in wild animals
- these souvenirs are sold openly

c) Complete the following table ...

Two initiators	IFAW ABAT
Aim	encourage people not to buy wildlife products
Main target group	British tourists in South Africa
Method	information of travel agents/tour operators