

Weisen Sie die Schüler/innen darauf hin, dass sie die Lösungen für alle Aufgaben dieses Abschnitts auf der Website www.oebv.at mit dem Code **vv66cd** abrufen und die Aufgaben somit auch allein zu Hause machen können. Die **Help-Boxen** werden sie zusätzlich dabei unterstützen.

READING

1 *India invents a city* – Lösungen:

- 1 city planning
- 2 over 300,000 people
- 3 bridges and dams
- 4 New Urbanism / walkable cities / mixed-income housing / green space / business and residential development
- 5 water tanks on roofs
- 6 privately run / governed by private corporation
- 7 mainly for rich people / too expensive
- 8 evolve/develop on their own

2 *Computer criminals* – Lösungen:

1 F, 2 I, 3 C, 4 A, 5 G, 6 E
(Not used: D, H)

3 *The discovery of Homo naledi* – Lösungen:

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

4 *Words shaping realities* – Lösungen:

- 1 F, Migrants often try to
- 2 F, Cameron was far from
- 3 T, Top African professionals who / They are called immigrants
- 4 F, It carries a negative / We don't call middle-class / It creates a huge / Additionally, it fails to
- 5 T, Whether people should be
- 6 T, James Hathaway, director of
- 7 T, The way Cecil's death / If we can humanise

LISTENING

1 *Media and politics* – Lösungen:

1 C, 2 I, 3 A, 4 E, 5 H, 6 D, 7 F; (Not used: B, J)

2 *The importance of reading literature* – Lösungen:

1 D, 2/3 A/H, 4/5 B/J, 6/7 C/G; (Not used: E, I)

3 *The Dark Snow Project* – Lösungen:

26

- 1 smoke affects snow brightness / smoke darkens snow
- 2 a lot of melting / snow to melt faster
- 3 is darker / reflects less light
- 4 extreme weather conditions / global warming / climate change
- 5 twice as much
- 6 ship traffic / trade
- 7 lived harmoniously with nature / stopped disrupting natural systems

4 *Youth employability* – Lösungen:

27

- 1 a leading youth charity
- 2 thrilled / very happy / over the moon
- 3 mentoring / to show him around
- 4 to get a job / to obtain permanent employment
- 5 self-confidence / belief in themselves
- 6 the buddies / the mentors / company morale
- 7 employability skills / vocational training
- 8 it has increased

5 *The Noah's Ark Project* – Lösungen:

28

1 C, 2 D, 3 A, 4 A, 5 B, 6 D

LANGUAGE IN USE

1 *Facing facts* – Lösungen:

1 B, 2 C, 3 D, 4 A, 5 C, 6 B, 7 D, 8 B, 9 D, 10 A

2 *Chile's protest street art* – Lösungen:

1 O, 2 K, 3 E, 4 G, 5 M, 6 N, 7 L, 8 I, 9 P, 10 H, 11 A, 12 B, 13 F; (Not used: D, J)

3 *Learning styles* – Lösungen:

1 when, 2 different/various, 3 meet, 4 evidence, 5 against, 6 their, 7 improve/support, 8 part, 9 were, 10 desire/wish/need, 11 may/might/can/could

4 *The European Parliament* – Lösungen:

1 strengthen, 2 economically, 3 democratic, 4 represent, 5 elections, 6 affect, 7 freedom, 8 approval, 9 Europeans, 10 guardian

5 *The British National Health Service* – Lösungen:

1 since, 2 the, 3 less, 4 ✓, 5 need, 6 just, 7 not, 8 ✓, 9 to, 10 long, 11 over, 12 had, 13 for, 14 ✓, 15 up

WRITING

Bei allen sechs zur Verfügung stehenden Schreibaufträgen ist in der *Help*-Box bereits ein Inhaltspunkt der zu erwartenden Antwort vorgegeben. Dies soll den Schüler/innen zeigen, wie der Inhaltspunkt konkret bearbeitet werden könnte und ihnen einen Eindruck vom erwarteten Stil vermitteln.

1 *Email* – Lösung:

The extract addresses content point 2 (*specify what kind of literature you are interested in*).

2 *Essay* – Lösung:

The introduction including the thesis statement is given. A argues in favour of studying two or more languages, B against it.

3 *Report* – Lösung:

The extract addresses content point 1 (*outline the results of your survey*).

4 *Blog post* – Lösung:

The extract addresses content point 3 (*encourage tourists to book a different kind of holiday*).

5
Blog comment – Lösung:

The extract addresses content point 1 (*emphasise the importance of music for young people's well-being*).

6
Article – Lösung:

The extract addresses content point 1 (*explain how shop owners might benefit from using robots in their shops*).

SPEAKING
1–6

Individual long turn: Die Sprechaufträge 1 bis 6 bieten neben dem bewährten Bildvergleich und der Statistik weitere mögliche Impulse. Die Operatoren sind fett gedruckt, um deren Bedeutung für die Erfüllung des Sprechauftrages hervorzuheben.

7–9

Paired activity: Die im situativen Kontext fett gedruckten Teile sollen den Schüler/innen in übersichtlicher Weise folgende Aspekte nahebringen: *setting, topic, aim of the discussion*.

close your eyes or your heart or throw up your hands in despair. Wade back into the fight, don't focus only on your world but also on the world around you. And don't forget that you're a human being, full of the frailty and wonders that we've all been endowed with.

Coursebook, Exam practice, listening task 01
(© 24)

Announcer: You are going to listen to an FM4 interview with political historian Timothy Snyder. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1 to 7) with the sentence endings (A to J). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one (zero) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

<45 Sekunden Pause>
<akustisches Signal>

Radio presenter: Professor Timothy Snyder is a renowned historian and author. In his book *On Tyranny: Twenty lessons from the 20th Century*, he wonders whether America is going down the same route as Europe did in the 1930s. In conversation with FM4's Joanna King, Professor Snyder said that one of the most important lessons he describes in his book is lesson number 10, which is "Belief in truth". And he explained why.

Snyder: The lubrication of regime change in the modern world is doubt, and the way that you sow doubt if you're an aspiring tyrant, is that you first lie yourself all the time, like Mr Putin does or Mr Trump does, and then you claim that it's the journalists who lie, thereby getting rid of rival voices and undermining the authority of people for whom the search for truth and facts is actually their profession, and then you win when the population says, "We don't know who to believe, we don't believe anything, what is truth anyway?" You win as an authoritarian then, because, if there's no truth, people don't, will not be able to resist, because nobody will trust anyone. The moment you say, "Oh, well, I don't really know what's true, I'm just gonna distrust everything," at that moment, you become an authoritarian subject, you're done.

King: In terms of dealing with this whole phenomenon of fake news, obviously social media play an enormous role. To predict any kind of legitimate democratic debate, do democracies need new institutions? Is there something missing here that we are desperately

in need of to clarify exactly the type of thing you're talking about?

Snyder: Yes, I think there has to be some kind of bold initiative. In the meantime, there are a few things that people can practically do.

The first is just naively, because it's hard, it's hard to say, "Oh, all this is better than that," to say, "Well, a long radio interview is better than a 30-second sound-bite," or "The newspaper is better than something which people just pass along on the internet." And we can make a difference in our own habits. If we pay for newspaper subscriptions, for example, we're paying for investigations, which in the United States are the only way that anybody knows anything about this presidential administration right now.

If we start with newspapers and then post good articles from newspapers on the internet, rather than starting with the internet and then just going where, you know, our emotions take us, then we change – in our own little way – what the internet looks like. If we only post good things by good reporters, then we're doing our part to change what the internet looks like. Of course, it's also the case that places like Facebook and Google have to take more responsibility, because they, as Facebook has already admitted, have been manipulated in significant ways by people whose concern it is to spread lies in order to bring certain political outcomes, which is what happened in the US in 2016. It's also the case that I think that governments have to recognise journalism as a profession that requires support. I mean, in the United States right now, that's a dream. We have a president who calls journalists the enemy of the people. But in principle, that journalism, especially local journalism, should get a certain amount of public support. I think what's happened in the US should be a warning for other places. We lost the local news first, and when people use local news, then they lose their trust in the news anyway. If everything is happening in Washington and New York or Tokyo, then it's a very short step from places you can't see and things you don't see yourself to things that never happened at all. So, that you need a tissue of local news around the citizen to connect the citizen to the larger debate about the country. That's a lesson of the last 15 years in the US which I think other people can learn.

<15 Sekunden Pause>
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<Wiederholung Hörtext>

Coursebook, Exam practice, listening task 02
(© 25)

Announcer: You are going to listen to four people talking about why literature matters. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the speakers with their statements (A to J). There are two extra statements that you should not use. Write your answers in the boxes provided. The first one (zero) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

<45 Sekunden Pause>
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Radio presenter: Today is World Book Day – an event which has been organised by UNESCO since 1995 to celebrate authors, books, illustrators, the publishing industry and – of course – reading. So, we asked some people why they think literature is important – and here are their answers.

Natalie: Why literature matters to me? Well, I'd say because of its close relationship with society. Any sphere of any civilisation at any time, long past or contemporary, is reflected in it. I think literature reflects all concerns of society. There are so many novels or plays that comment on what's happening, making us see things we are doing wrong or even right today. In that way, literature can spark public debate and can inspire curiosity about those who're normally not given any attention. Yeah, it can sometimes have an impact on society, for sure. *Oliver Twist*, for example, the way we read it today, it's this story about a small boy terribly hard up but finding happiness because he remains this pure and innocent creature. But in its day, it was a thinly veiled criticism of a very unjust system, and it actually helped to make the Poor Laws more humane. So I think that's one of the reasons why literature is of great value – for its power to reflect and also shape society.

Marcus: Hm, I think that literature makes you realise that throughout the ages, people have struggled with the same problems. I remember a line from a poem by Wordsworth, who lived – what – more than 200 years ago? And it runs "Getting and spending, we lay waste our powers," and this is soooo similar to what we're doing now. I find this really fascinating. Yeah, literature makes you encounter the same problems throughout the ages, whether you're living in – I don't know – Shakespeare's times or now. I mean, we all struggle to build meaningful lives, to find fulfilling relationships, and sure, it's other problems we're facing, not warring families, like in *Romeo and Juliet*, but it's still

the same questions: Does this person love me? Truly, or just my Instagram pictures? And do I love her? Will we be able to make it together? You know, these kinds of things.

Ronnie: You know, I just looove reading. A good book really captures your mind and your heart. You think about it when you're not reading it. You read it and you know it's all made up, it's not real, but you believe it is, even though you know it's fictional. That's a cool paradox, I think, and one I find quite intriguing. And when you finish a good book – yes, you come out as a different person. The book has made you understand the point of view of others – from a different age or social class or culture – especially culture if the story is set in a different country. It will introduce you to different traditions and thus open your mind to new experiences. And you also learn a lot of things that aren't covered in school, you know.

Melissa: The importance of literature? Well, it makes us wake up to the wonders around us. You read a detailed description of, I don't know, pebbles, for example, and you look at the world around you in a different way, noticing all the little things that we usually tend to overlook. Literature also helps us to get to know ourselves better, and that's why it's so important. When we read a great book or poem or watch a play, we see people who are powerful, or madly in love, or who are about to confront a vicious enemy, or explore an unknown universe – and I believe we kind of see ourselves. Literature teaches us what it means to be human. So, it can guide our behaviour, tell us what to do or think, in an entertaining way. It gives us a wider understanding of ourselves, insight into human nature that we normally wouldn't have. Yes, literature captures the truth of the human condition. That might be a rather grand statement, but essentially, it's true.

<15 Sekunden Pause>
<akustisches Signal>
<Wiederholung Hörtext>

Coursebook, Exam practice, listening task 03
(© 26)

Announcer: You are going to listen to an FM4 interview with a climate scientist about his research. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1 to 7) using a maximum of four words. Write your answers in the spaces provided. The first one (zero) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

<45 Sekunden Pause>
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Reporter: Jason Box is a renowned climate scientist who studies polar ice in Greenland. He's a member of a research project called 'Dark Snow', which investigates the impact of soot in the polar region and on the melting of polar ice. He told Chris Cummins how it all began.

Jason Box: I'm from Colorado, and in the record-warm summer of 2012, my home state was burning and producing a lot of smoke that was drifting toward the Arctic, and that gave me the idea that, well, how much of that dark material was darkening the very bright snow. So, the Dark Snow Project was born to try to answer that question, put some hard numbers on the darkening effect of smoke, like carbon soot particles that come from industrial sources like shipping or extractive industries, power generation and wildfire.

Reporter: So, you went to explore this phenomenon. What did you find?

Jason Box: We confirmed our hypothesis that wildfire soot is darkening Greenland, and with other elements of warming, there are multiplying effects that make even a small darkening grow and amplify into extreme melt events.

Reporter: So, it's basically because these wonderful icecaps aren't able to reflect the sun's energy back out of our atmosphere as quickly as they used to.

Jason Box: Right, even just a 1% darkening of a bright surface means it's heating more, and that will bring the melt-onset, the melts seasonal start earlier, and if melt can start earlier, then other darkening effects like from liquid water, because wet snow is darker than dry snow, you have this amplifying effect that, like carbon is helping the ice melt faster.

Reporter: So, there seems to be also a vicious circle going on. We keep hearing that these forest fires we're seeing across the globe are a consequence of extreme weather caused by climate change, and this is then adding to the problem of climate change by darkening our polar caps.

Jason Box: That's right. We call that arctic amplification. A number of factors are combining to amplify the first increase in temperature: warmer climate, more wildfires, more darkening, warmer climate. The effect of that is that the Arctic is warming at twice the rate of the globe.

Reporter: And the response of the society seems to have been that means the Northwest Passage is open. We can send ships through, do more trade, and you were saying that it is also emissions from ships that are making the problem worse.

Jason Box: It seems like whatever humans do, they are disrupting natural systems. So, the science leaves us to realise that and to contemplate ways to live more harmoniously with nature. We've

not done a good job of that as a species in the past and that's the way we need to start thinking now.

<15 Sekunden Pause>

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<Wiederholung Hörtext>

Coursebook, Exam practice, listening task 04 (© 27)

Announcer: You are going to listen to a podcast about a youth employment scheme in the UK. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1 to 8) using a maximum of four words. Write your answers in the spaces provided. The first one (zero) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

<45 Sekunden Pause>

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Presenter: Finding a job can be hard enough, but if you're a so-called 'NEET' – not in education, employment or training – you can find yourself in an impossible Catch-22 situation. To get a job, you have to have work experience. But to get that, you need a job. This is the dispiriting situation that many young people have found themselves in. In July 2013, the country's leading youth charity – in partnership with retailing giant Marks and Spencer – launched an employability programme called 'Make your Mark' for unemployed 16- to 25-year-olds not in education or training. Chelsea and Jayden were among the first participants. I had a video conference with both of them a few days ago.

Chelsea: Before I joined the programme, I was searching for work everywhere – handing out my CV, but I got no luck basically. I found out about *Make your Mark* through the job centre. They actually phoned me up and asked me if I would like to do work experience with Marks and Spencer. I was like, are you joking? Yes! I was so happy that I got into the programme!

Jayden: I had a buddy who was showing me around the store – mentoring me, basically. In the last four weeks I've learnt about team building and customer service. I've also learnt about fitting suits – like you need an inch and a half between the jacket and the shirt sleeve.

Chelsea: And I've learnt about shoes and clothes and fashions and how to dress a mannequin, and undress one. It's made me have a better understanding about working life – how to be punctual, how to deal with customers and help them. The programme has made me feel more confident. Now I feel I can apply for just about anything!

Jayden: But, you know, on the taster day for this course I barely said a thing. Now I'm standing in front of the next group of young people going through the course, telling them all about it, and not thinking anything of it. It's crazy, really.

Presenter: *Make your Mark* is not just about the training and experience these young people receive, it really is about getting them a permanent job, either with Marks and Spencer, like Chelsea and Jayden, or another employer. So far 1,450 young people have started the programme, with 80% of completers going on to get work. Marks and Spencer CEO Mark Bolland was impressed by the way so many participants in the *Make your Mark* scheme turned out to be motivated and talented – they had just lost any belief in themselves, he said. It was also rewarding for the 'buddies' assigned to the participants. They enjoyed bringing on the youngsters, and this also boosted company morale. The success of the Marks and Spencer scheme inspired other business leaders to join Mr Bolland in tackling youth unemployment. A collaboration of 13 UK employers set up the *Movement to Work Programme*, committed to giving NEETs a structured, high-quality vocational training to enable them to find work. Employers in the scheme offer four- to six-week placements that include employability skills and vocational training. They are encouraged to follow this up with apprenticeships or full-time work afterwards. Mr Bolland reassures employers who are worried that they will be getting workshy NEETs. "You get such loyalty," he says, "They'll not let you down." *Movement to Work* is expanding rapidly, with blue-chip employers encouraging their suppliers to also join the scheme. More than 200 companies have since joined *Movement to Work*, and the government has promised that the civil service will offer 6,000 placements next year. The number of NEETs aged 16 to 24 has fallen from more than one million two years ago to seven hundred and eighty-eight thousand as the economy grows stronger. But getting onto that first rung of the ladder remains very hard for many young people.

<15 Sekunden Pause>

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<Wiederholung Hörtext>

Coursebook, Exam practice, listening task 05 (© 28)

Announcer: You are going to listen to an FM4 interview with a Russian scientist about his work. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1 to 6). Put a

cross in the correct box. The first one (zero) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

<45 Sekunden Pause>

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Johnny Bliss: Here at the laboratory of genetic therapy at Moscow's State University, I found an unlikely biblical analogy, Noah's Ark, which of course references the ship all animals are on when God flooded the earth in pre-biblical times. In this case it's the name of a scientific project, focused on preserving the biodiversity of various life forms on this planet. But let's carry on with the analogy. If you're going to reference Noah's Ark, there also has to be a flood in question. So I'm here with the head of the lab, Pavel Makarevic, and I wanted to ask you, in your opinion, what is this 'flood' that your ark here is meant to protect life from?

Pavel Makarevic: I think the flood is actually the chaos. We can never predict the full consequence of anything we do. The schoolbook example is the rabbits in Australia and sheep in Australia, who almost destroyed the endemic nature of the whole continent. We never know the consequence of what we do. And furthermore, there was an idea of possibly preserving endangered species of animals by materials from them because in the future, that may lead to a species' re-introduction back to nature ...

Johnny: ... of species that have gone extinct?

Pavel: Yeah, that's why if we know that some animal is threatened by the fading ecology or fading habitat, there is an idea about saving bio-material from it while we can that may lead to attempt to recover this species in the future.

Johnny: At what point will this become a project that people are actively working on?

Pavel: This idea is around for many ears. Since the first cloning experiments, I mean in animals, of course, it has become obvious that this nucleus transfer can be used for re-capitulating extinct species. Of course, some people say that, you know, if some species is extinct, it means that it failed to adapt to the new conditions, but, you know, that sometimes it's not due to natural reasons or disease. It's due to illegal hunting, it's due to selling ivory, and so on and so forth. So it's black business that's killing those species. And that's why having them at hand to re-introduce them to the nature, that's a good idea. There are many, many molecular and cell-based mechanisms that may block this work, but theoretically it's possible and can be done.

Johnny: We've talked a lot about amazing, even arguably magical-sounding stuff, but as it is almost a given that a scientist will be atheist akin to non-religious, I wanted to ask you if any part



of your work has a sort of spiritual component to you. A sort of touch of the miraculous.

Pavel: The fact that in a dish the cells are trying to re-build a tissue while they are in a dish, they don't have blood vessels or nerves, but still they are trying to form something which looks more like a tissue rather than a cell culture, and that's actually nice, because, you know, when you work with any living material, you use it like an object, but then finally you realise it has some properties of re-building life wherever you put it, and that makes you, I would say, a bit mystic about what life is. Makes you re-consider your approach. A cell is a very primitive thing for us, but if you see the cells in culture and how they behave, you see that actually it's where the adaptation of the organism comes from. So that made me draw a conclusion that cell is

the atom of living material. There is something which cannot be predicted or explained by mathematical algorithm or common sense. Life is something above the nucleic acids, proteins, it's very special. And that's the basic principle for having life on this planet, I think. You have to acknowledge that, you know, it's actually a miracle around us every day.

Johnny: ... and makes both the possibility of God and aliens much more likely.

Pavel: Well, something above. It's a nice opportunity for all of us, for all the humankind to observe this around us.

<15 Sekunden Pause>

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<Wiederholung Hörtext>