Prime	e Time Key			
Tes	et 1			
Nan	me:	Klasse:	Datum:	
1. L	istening: Boys at school			
	You will hear part of a radio interview			
que	estions 1–5, choose the answer which fits	best according t	o what you hear.	
1. W	Vhat have recent studies shown?			
	Girls are as good as boys at school.			
	Boys do better at school than girls.			
$\overline{\checkmark}$	Girls produce better results than boys.			
2. When will the School Improvement Officer be on air?				
	the next day			
	later that day			

some time next week



3. In secondary school, how did Bill deal with his workload?		
	He did not work hard enough.	
	He gave up quickly.	
	He tried to manage the pressure.	
4. H	ow did his bad marks affect his opinion about school?	
	They did not affect his opinion at all.	
$\overline{\checkmark}$	He started to dislike school.	
	He was annoyed by his teachers' reaction.	
5. W	as Bill the only boy in his class with problems?	
	There were a few boys facing the same problems.	
	Bill was the one having the biggest problems.	
$\overline{\checkmark}$	Most of the boys in his class had the same problems.	

Tapescript: Boys at school

Radio:	With education becoming more and more important in today's world, educators, test developers and politicians take a very close look at the students' performance at any stage of a student's educational career. Recent research has once again shown that, looking at the gender gap, girls clearly outperform boys at school. Boys have got considerable learning difficulties and struggle to succeed in reading and writing. The situation is actually alarming and asks for more attention. Before we will have the chance to talk to a UK school improvement officer in tomorrow's show, we have been able to invite Bill, a 15-year-old boy from Kent, who will share his story with us today. Welcome, Bill!		
Bill:	Thank you, John. I am happy to be here today.		
Radio:	Tell us a little bit about your school career.		
Bill:	Well, I didn't start out too great actually. In primary school, things seemed to be fine and I was doing okay. But as soon as I attended secondary school, problems began to arise.		
Radio:	What kind of problems?		
Bill:	I quickly ran into problems in all the language subjects and also in some of the natural science subjects. Although I tried to stay on top of my workload, it seemed impossible to keep up after a short while and I soon got very bad marks on tests as well as exams.		
Radio:	How did you feel about this?		
Bill:	I felt helpless. My parents didn't know what to do either. Private tutoring also didn't work and all this frustration finally led to a very negative attitude towards school.		
Radio:	Did your teachers talk to you or give you any advice?		
Bill:	Some tried to, but when they eventually realized what was going on, it was almost too late, to be honest.		
Radio:	Were you the only one in your class experiencing such difficulties?		
Bill:	In fact, there were only a few exceptions who didn't have any problems. This was the reason why our teachers started to ask questions.		
Radio:	Did they only ask questions or was anything changed after you had shared your problems and worries with them?		
Bill:	Well, I have to say that our teachers took our problems really seriously. After a few weeks of discussion and project work we all came up with new methods that helped us to overcome our frustrations.		
Radio:	What did your teachers change, for example?		
Bill:	First of all, they paid close attention to our seating arrangements. You could finally see boys sitting everywhere in the classroom, not only in the back row. They also tried to find topics that were interesting to all the students in the class.		
Radio:	Bill, thank you very much for now. Stay tuned for more information after the break (fade out)		





E8 Listening Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_3.pdf)

- 1. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
- 2. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
- 3. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
- 4. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.
- 5. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.

BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können einfachen Interviews, Berichten, Hörspielen und Sketches zu vertrauten Themen folgen (B1).

GERS Beschreibung – Hörverstehen allgemein

B1 Kann unkomplizierte Sachinformationen über gewöhnliche alltags- oder berufsbezogene Themen verstehen und dabei die Hauptaussagen und Einzelinformationen erkennen, sofern klar artikuliert und mit vertrautem Akzent gesprochen wird.

Themenbereich(e):

Schule und Arbeitswelt





2. Listening: Hip hop
You will hear part of a radio interview about hip hop. For statements 1–7, choose the answer (True or False) which fits best according to what you hear.
1. The radio guest's name is Karen Easton.
□ True
☑ False
2. Hip hop started in one particular area of New York City.
☑ True
□ False
3. In hip hop five stylistic elements are mixed together.
□ True
✓ False



4. H	ip hop is not the same as rap.
	True
V	False
5. A	lot of music genres come from African music.
$\overline{\checkmark}$	True
	False
6. T	he radio guest Karen is not coming back after the break.
	True
V	False
7. T	he people at block parties liked funk and soul music.
V	True
	False

Prime Time Key

Tapescript: Hip hop

George:	Welcome to our weekly "Music rocks" show. This is George Mally on FM 5. It's time to learn about another style of music. Jazz was what we talked about last week. This week we would like to dedicate to hip hop. Hip hop! What is it? Where does it come from? Why do people like it? (pause) With me today is Karen East, an expert on the origins of hip hop and its importance in today's music business. Welcome, Karen!
Karen:	Thank you, George. It's a pleasure to be here.
George:	So, tell me Karen, what is hip hop, and more importantly, where does it come from?
Karen:	Well, hip hop music is a musical genre that is actually part of the hip hop culture. It began in New York City, more specifically in the South Bronx of New York City.
George:	When was that?
Karen:	In the 1970s.
George:	So hip hop has been around for a while.
Karen:	Quite a while, yes
George:	If you had to describe hip hop as a musical genre, what would you say?
Karen:	Well In hip hop several stylistic elements are mixed together. One of them is rapping, of course. Then there is DJing, which is also referred to as scratching, sampling and, finally, beatboxing.
George:	I always thought hip hop and rap were two different things.
Karen:	Well, you can actually use the term "rap" as a synonym for hip hop. I have to add, however, that hip hop does not only stand for a certain type of music but for a whole subculture and its way of thinking and living.
George:	OK then what can you tell us about rapping?
Karen:	Rapping is speaking lyrically, in rhyme and verse. Usually there's some sort of beat supporting or accompanying the rap.
George:	And what about the origins of hip hop?
Karen:	Its roots can be found in African-American music and African music, which is the case with quite a number of music genres actually.
George:	Now, in the beginning you said that hip hop has been around since the 1970s. Could you give us a little bit of insight into the early days of hip hop before we say goodbye to our listeners for a quick commercial break.
Karen:	Of course It all started when block parties became more and more popular in New York. At these parties, DJs usually played funk and soul music, which was received very well by the audience. As a consequence of the positive reaction, DJs started experimenting a little. Isolating the percussion breaks of well-known songs was actually the first step.
George:	Hip hop – a music genre widely spread today! We've only just started talking about its development. After the break we'll go on a quick but informative trip through time, starting in the 1970s up until the 21 st century and hear a lot about its importance in the business today. If you have any particular questions, feel free to call or email us. You can also visit us on Facebook and post a question or comment.





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Themenbereich(e):

Kultur, Medien und Literatur





3. Reading: Package holidays

You are going to read a text on package holidays. For questions 1–5, choose the answer which fits best according to what you read.

Package holidays

Package holidays, also known as package tours, are a holiday combination of transport and accommodation generally geared toward travelers favoring mass tourism. These package holidays usually include services like a rental car or different sorts of activities or trips during the holidays. They are generally organized by tour operators, and marketed and sold to consumers by travel agents. While some travel agents work for tour operators, others are independent.

In the majority of cases, tourists make use of charter airlines to travel to foreign countries. Flights provided on a charter basis are generally more expensive but at the same time more convenient for travelers because they operate outside normal schedules.

Thomas Cook was the first person to offer a package tour of Europe in 1855 after organizing what could be considered an early form of package holiday in 1841, namely a return trip between Leicester and Loughborough. By the beginning of the 1870s, Cook was in the position to offer tours all over the world, but only for small groups of tourists.

Vladimir Raitz, co-founder of the Horizon Holiday Group and father of the modern British package holiday, pioneered mass package holidays abroad via charter airlines. In 1950, he offered an all-inclusive holiday in Corsica, departing from Gatwick airport. Eleven paying customers took part in his inaugural flight and enjoyed a holiday consisting of a return ticket, tented accommodation on the beach and tasty food.

At the time, a return flight to Nice, for instance, was £70, the equivalent of approximately £1.700 these days. In the 1960s, only ten years after the first mass package holiday had been offered, more and more people in the UK could afford to travel abroad, always enjoying a well-prepared combination of flight, transfers and accommodation.

At the beginning of the twenty-first century, travelers started avoiding package holidays and concentrating on traveling with budget airlines and taking care of their accommodation themselves. In the UK, the decline in package holidays resulted in the consolidation of the tour operator market, which is now ruled by a few big tour operators, including Thomson Holidays, Thomas Cook AG and First Choice.

As a considerable number of flight and holiday companies filed for bankruptcy and the hidden costs of no-frills flights – such as extra charge for heavy baggage or check-in at the airport instead of online check-in – kept increasing, travelers wanted financial security, which helped package holidays see a new boost in 2009. An increase in last-minute bookings has also made package holidays more popular again.





1. V	vnat role do travel agents play with regard to package holidays?
	They exclusively work for tour operators.
	They organize package holidays.
✓	They offer package holidays.
2. V	Vhat is the main benefit of charter flights?
V	They are more flexible.
	They follow normal schedules.
	They are cheaper.
	Vladimir Raitz […] pioneered mass package holidays abroad via charter airlines." Vhat does " <i>pioneer</i> " mean in this context?
	He was the first to transport package holiday travelers.
	He was the first to offer all-inclusive holidays.
$\overline{\checkmark}$	He was the first to organize package holidays for large groups.
	What led to a decrease in package holidays at the beginning of the new millennium?
	The market was controlled by a small number of big tour operators.
$\overline{\mathbf{V}}$	Tourists took more action in organizing their own holidays.
	The number of budget airlines offering cheap flights increased.





5.	Why	did travelers	return to	booking	package	holidays a	few years	later?
	,						- <i>,</i>	

	Because many	v holidav	companies and	d airlines	closed	down
_	Doodago man	, iionaay	oompamoo am	a a	Olocoa -	a 0 1111

- ☐ Because package holidays had become cheaper.
- **☑** Because package holidays did not produce additional costs.



E8 Reading Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf)

- 1. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
- 2. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
- 3. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
- 4. **3.5.** Making propositional inferences (deducing information that is not explicitly stated from information that is explicitly stated).
- 5. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.

BIST Deskriptoren – LESEN

Die Schülerinnen und Schüler können

unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten aus den Themenbereichen des Lehrplans in Zusammenhang stehen, mit befriedigendem Verständnis lesen (B1).

GERS Beschreibung – Leseverstehen allgemein

B1 Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.

Themenbereich(e):

Umwelt und Gesellschaft





4. Reading: Eating disorders in teenagers

You are going to read a text on eating disorders in teenagers. For statements 1–6, choose the answer (True or False) which fits best according to what you read.

Eating disorders in teenagers

With the onset of puberty, children turn into teenagers and a period called adolescence begins. Adolescence is the time between puberty and young adulthood, in which the young human body undergoes important physical and mental changes.

To form the basis for normal development and growth, teenagers do not only need constant support, understanding and time to reflect on themselves and their actions, but also a lot of healthy high-quality food. Their bones grow quickly and, depending on the teenagers' growing needs, they should consume high calorie foods.

In Western society in particular, more and more teenagers harm their bodies instead of taking good care of them. One problem a great number of teenagers but also young adults are facing today are eating disorders, which affect the human body negatively. Eating disorders are now considered the third most common chronic disease, especially in young women. The number of people affected has been rising dramatically in the past three decades. If not treated as early as possible, complex illnesses may be a consequence.

An eating disorder, in general, is a condition characterised by abnormal eating behaviour that may involve either too little or too much food intake. While there are quite a number of different eating disorders, anorexia nervosa and bulimia nervosa are the most common ones in young people.

People who starve themselves suffer from anorexia nervosa. The weight loss such people experience is extreme and normally 15% below their normal body weight. The main problem with anorexic people is that, regardless of how thin they are, they always believe that they are too fat. Their fear of gaining weight makes them do excessive exercise, take in laxatives or refuse to eat at all.

Bulimia nervosa is an eating disorder characterised by a combination of refusing to eat and taking in loads of food in a very short period of time. Feelings of guilt, weakness and low self-esteem are often the result of excessive food intake. In order to compensate for these bad feelings, bulimic people try to get rid of the food they have eaten, either by throwing up or by using laxatives.

Teenagers suffering from eating disorders frequently have to deal with serious medical consequences, such as growth retardation, abnormal weight and pubertal delay. Girls in particular have to face irregular or even absent menstruation. Eating disorders can also lead to a loss of body fat, muscle mass as well as bone mineral when the human body is growing. Moreover, there might be abnormalities with regard to one's levels of vitamins, minerals and other trace elements. These problems do not go away when entering adulthood. In fact, they get worse.

Apart from the medical consequences, eating disorders go hand in hand with psychological and emotional problems. People, especially teenagers, suffering from eating disorders often isolate themselves. They also fall easy victim to feelings of anxiety, low self-worth and depression. Regardless of whether one addresses the physical or the psychological consequences of eating disorders, both of them are destructive and affect people's quality of life extremely negatively.



1. To	eenagers should avoid meals with a high calorie count.
	True
V	False
2. TI	he amount of people suffering from eating disorders is slowly increasing.
	True
V	False
3. A	n eating disorder is connected to an excessive intake of food.
	True
V	False
4. A	norexic people have a wrong image of their own body.
V	True
	False
5. P	eople suffering from eating disorders have more problems the older they get.
V	True
	False



6. Bulimic and anorexic people often turn away from social contacts.

☑ True

☐ False



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Themenbereich(e):

Koerper und Gesundheit





5. Language in use: Job interviews

Read the text on job interviews. Some words are missing. Use the words in brackets to form words that fit in the gaps. Write your answers in the gaps.

When *preparing* (**prepare**) for a job interview, you need to know what the company is looking for. Interviewers want to employ people who are intelligent, flexible and able to work in a team. It is also important to be good at *communicating* (**communicate**) with others and expressing yourself clearly (**clear**).

Applicants (**Apply**) for a job are usually asked about their work experience and their education. Take every chance to gain **knowledge** (**know**) about the field you plan on working in. Summer jobs and unpaid internships often pay off later on.

Before going to the *actual* (actual) interview, make sure to do your research. You should know what the company does and who the most important people like managers and supervisors are. Moreover, think about what to wear. It is always good to be *dressed* (dress) smartly.

6. Language in use: Dear diary

Read the diary entry and choose the correct preposition for each gap. Write it in the gap.

Dear diary,

today has been the worst day ... of... (from / of / in) my life. You know Mary, my best friend. We have known each other ... for... (over / since / for) ages and we have never really had a fight before. Up to now! She did the most horrible thing ... to... (to / for / at) me that you can imagine. She really had the nerve to flirt ... with... (about / with / at) Tony, even though she knows that I am secretly in love ... with... (toward / with / for) him.

I had just entered the cafeteria when I saw them standing close ... to... (next / around / to) each other. I left without asking them what they were talking ... about... (over / about / through). I don't want to see her tomorrow! What if ...

