

2023

Abitur

Original-Prüfungsaufgaben
mit Lösungen

**MEHR
ERFAHREN**

Hamburg

Englisch

- + Schwerpunktthemen 2023
- + Basiswissen und Übungsaufgaben
- + Lernvideos zu Textaufgaben

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Sobald die Original-Prüfungsaufgaben 2022 freigegeben sind, können sie als PDF auf der Plattform MyStark heruntergeladen werden (Zugangscode vgl. Farbseiten vorne im Buch).

MP3-Dateien

Abitur 2019: GA

Abitur 2019: EA

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Abitur 2020: EA

Abitur 2021: GA

Abitur 2021: EA

Abitur 2022: GA

Abitur 2022: EA

Auch auf die Audio-Dateien können Sie über die Plattform MyStark zugreifen. Sie können auch zum Offline-Gebrauch heruntergeladen werden.

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GA und EA 2019 bis 2021: Hörverstehen)

Vorwort

Liebe Schülerinnen, liebe Schüler,

bald werden Sie Ihre zentrale Abiturprüfung im Fach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des zentralen Abiturs in Hamburg vertraut zu machen.

Sie sollten für Ihre Prüfung nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfung in Hamburg kennen – dabei hilft Ihnen das Kapitel mit **Hinweisen und Tipps** –, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen. Das können Sie mithilfe der **Lernvideos** an konkreten Beispielen üben. Der Band umfasst zudem ein **Basiswissen** zu den Themen *The United Kingdom – Diverse and Disunited?*, *Love and Power in Shakespeare's Plays* und *Social Networking Sites – Boon or Bane?*, das Ihnen bei der inhaltlichen Vorbereitung auf diese Schwerpunktthemen nützlich sein wird.

Der zweite Teil des Buches beginnt mit vier **Beispielaufgaben zum Schreiben**, welche auf die aktuellen Schwerpunktthemen für das Jahr 2023 zugeschnitten sind. Außerdem enthält dieser Band ausgewählte **Original-Prüfungsaufgaben**. Für die Jahrgänge 2019 und 2020 finden Sie jeweils die Aufgaben zum **Hörverstehen** und zur **Sprachmittlung**. Der Jahrgang 2021 ist in Gänze abgedruckt, damit Sie sich eine Vorstellung vom Umfang einer kompletten Abiturprüfung machen können. Für Ihr eigenes Abitur ist dabei nur das Schwerpunktthema zur Textaufgabe II (*Love and Power in Shakespeare's Plays*) relevant. Dennoch können Sie natürlich auch die Texte und Aufgaben zum Thema *African American Experiences* zur Wortschatzerweiterung oder zum Training der methodischen Textarbeit nutzen. Anhand von **Musterlösungen** können Sie herausfinden, in welchen Teilbereichen Sie Ihre Kompetenzen weiter verbessern können. Die Aufgaben aus dem Jahr 2022 sowie sämtliche Hörtexte stehen Ihnen **online** auf der Plattform MyStark zur Verfügung.

Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten werden die digitalen Zusätze zu diesem Band näher erläutert.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2023 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform MyStark.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag

Hinweise und Tipps zum Zentralabitur Englisch in Hamburg

Allgemeiner Aufbau der Abiturprüfung

Die schriftliche Abiturprüfung besteht sowohl im grundlegenden als auch im erhöhten Anforderungsniveau aus drei Teilen. Sie setzt sich zusammen aus einem **sprachpraktischen Teil** (einer **Hörverstehensprüfung** und einer **Sprachmittlung**) und einer **Schreibaufgabe**, auf deren Bearbeitung der Schwerpunkt der Abituraufgabe liegt. Das Hörverstehen dauert 30 Minuten, für die Sprachmittlungsaufgabe werden 60 Minuten veranschlagt. Es besteht keine Wahlmöglichkeit. Beide Prüfungsteile werden nach Ablauf der Bearbeitungszeit eingesammelt, bevor der Prüfungsteil „Schreiben“ beginnt. Erst dann erhalten Sie die beiden Textaufgabenvorschläge, von denen einer auszuwählen ist. Für die Bearbeitung der Schreibaufgabe haben Sie 225 Minuten (auf erhöhtem Anforderungsniveau) bzw. 195 Minuten (auf grundlegendem Anforderungsniveau) Zeit. Eine Lese- und Auswahlzeit ist in diesem Zeitrahmen inbegriffen. Oft basiert ein Vorschlag auf einem **literarischen Text**, der andere auf einem **nicht-fiktionalen Text**. Beide Aufgaben werden von der Behörde für Schule und Berufsbildung Hamburg (BSB) gestellt. Als **Hilfsmittel** werden Ihnen sowohl ein einsprachiges als auch ein zweisprachiges Wörterbuch sowie ein Wörterbuch der deutschen Rechtschreibung für alle Prüfungsteile zur Verfügung gestellt.

Die einzelnen Prüfungsteile

Hörverstehen

Es ist sehr wahrscheinlich, dass das **Hörverstehen** aus mehreren Teilen besteht. Textgrundlage für diesen Aufgabentyp können Radiobeiträge, Reden, Interviews, Ausschnitte aus Diskussionen oder Gesprächen etc. sein. Die Hörtexte sind maximal fünf Minuten lang. Die gesamte Bearbeitungszeit beträgt 30 Minuten. In diesem Kompetenzbereich (Anforderungsbereich 1 bzw. 2) können **geschlossene** bzw. **halboffene Aufgabenformate** vorkommen, z. B. *multiple choice*, Zuordnung (*multiple matching*), *short answer questions*, *table completion*, *sentence completion*. Dabei steht das reine Hörverstehen im Vordergrund, deshalb werden Sie – wenn überhaupt – nur kurze Phrasen oder Sätze schreiben müssen. Sprachliche Fehler werden nur dann gewertet, wenn sie das Verständnis beeinträchtigen.

Basiswissen zu den Schwerpunktt Themen

The United Kingdom – Diverse and Disunited?

British history in the 20th and 21st centuries

During the 20th century and the first decades of the 21st century, the United Kingdom went through some difficult and challenging phases. The two World Wars (1914–1918 and 1939–1945) heavily impacted the country, and two decisive events in 1956 and 2020 stand out as further landmarks in the development of Britain's status in the world. In the 1960s, as a result of the Suez crisis (1956), Britain lost its influence in the Middle East, which is regarded as a decisive turning point in the history of the **British Empire** (others include Indian independence in 1947 or the handing over of Hong Kong to China in 1997, which is seen as the official end of the British Empire). The collapse of the empire came as a shock to many Britons and initiated controversies about the country's identity and its role in the world. In 2020, the UK left the European Union after more than 40 years' membership. Patriotic supporters of Britain's exit (**Brexit**) celebrated the departure as if the country had regained independence and referred to the nation's glorious past when the British Empire was a global power. This shows that the country's colonial past lives on. This is not only true when it comes to the UK's foreign policy, but also when considering the make-up of the country's population, which has largely been shaped by **immigration**, particularly from former British colonies.

From Empire to Commonwealth

Until the beginning of the 20th century, Britain was a superpower that dominated the world with the largest empire in history. At its zenith, the **British Empire** comprised dominions, colonies, protectorates and other territories around the globe encompassing more than twenty percent of the world's land area and over four hundred million people. All dependencies were ruled or administered from Westminster. For centuries, the refrain of the patriotic hymn "Rule, Britannia" expressed the country's pride in its glory and global dominance: "Rule, Britannia! Britannia rule the waves;/ Britons never will be slaves." Britannia "ruled the waves" since the victory of the English fleet over the Spanish armada in 1588. This triumph made Britain the world's **number one sea power** and marked the starting point of the building of the British Empire (or as some historians put it, of two British Empires, one in the west and one

**Abiturprüfung Englisch (Hamburg) –
Übungsaufgabe Schreiben 2**

The United Kingdom – Diverse and Disunited?

Assignments

Comprehension

1. Summarise why Doug is sceptical about the referendum's outcome.

Analysis

2. Compare how Doug and Nigel are presented in the excerpt and analyse whose attitude towards the Brexit referendum is shown as more convincing.

Comment/Creative Writing

3. Imagine you are a journalist like Doug. You want to write an article in which you express your personal opinion and try to convince people to vote for "Remain". Based on the excerpt and your background knowledge, write that article.

Jonathan Coe, *Middle England* (excerpt)

The following excerpt is a conversation between Douglas Anderton, a left-leaning political journalist, and Nigel Ives, a young press officer for the Conservative party. It takes place in March 2016, shortly before the Brexit referendum.

- 1 "Well," said Doug, "since you're convinced it's not going to happen, you don't really need a word for it, do you?"

Nigel smiled happily when he heard this. "Of course – you're absolutely right. It's not going to happen, so we don't need a word for it."

- 5 "There you are, then."

"After all, in a year's time, all this silly business will be forgotten."

"Exactly."

"Nobody will even remember that some people wanted to Brexit."

- 10 this. "Quite. Although, you know, some of those people ..." He wondered how to put this. "Well, they're serious players, aren't they? Boris Johnson, for instance. He's a real heavyweight."

"I don't think you should be rude about his personal appearance," Nigel said. "Even though Dave is very angry with him."

"He wasn't expecting him to declare for Leave?"

- 15 "Not at all." [...]

"And then Michael Gove. Another big hitter coming out for Leave."

"I know. Dave is very angry with Michael. Luckily, there are still a lot of loyal, sensible Conservatives who appreciate the benefits of EU membership. [...] But im-

agine how Dave feels about Michael and some of the others. I mean, he went all the way to Brussels and got us this wonderful deal, and these people still aren't happy."

"A lot of people just don't like the EU," said Doug. "They think it's undemocratic."

"Yes, but leaving it would be bad for the economy."

"They think that Germany pushes the other countries around."

"Yes, but leaving it would be bad for the economy."

"They think too many immigrants have come in from Poland and Romania, and are pushing wages down."

"Yes, but leaving it would be bad for the economy."

"OK," said Doug, "I think I've just found out what the three main planks of Dave's campaign strategy are going to be." Now it was his turn to make some notes.

"And what about Jeremy Corbyn?"

Nigel drew in his breath with a long hissing sound, and seemed to visibly recoil. "Jeremy Corbyn?"

"Yes. Where does he fit into this?"

"We don't talk about Jeremy."

"Why not?"

"Why not? Because he's a Marxist. A Marxist, a Leninist, a Trotskyist and a Communist. A Maoist, a Bolshevik, an anarchist and a Leftist. A radical socialist, an anti-capitalist, an anti-royalist and a pro-terrorist."

"But he's also a Remainer."

"Really?"

"Apparently."

"Then of course, we're thrilled to have him on board. But I don't think Dave would be prepared to share a platform with him."

"He won't have to. Jeremy refuses to share a platform with him."

"Good. Well, there you are – it's good to see that political opponents can put aside their differences in the service of a common cause, and agree on something for once."

"Namely, refusing to share a platform with each other."

"Precisely."

"And what about Nigel Farage?"

Nigel drew in his breath with a hiss again. "We don't talk about Nigel Farage."

"There seem to be a lot of things you don't talk about. Why don't you talk about Nigel Farage?"

"Dave came up with a very memorable phrase about UKIP and its supporters. I've forgotten it for the moment, but it was very memorable."

"He called them 'fruitcakes, loonies and closet racists'."

"Really? That was nasty of him. Anyway, we don't take Nigel Farage seriously. Or UKIP. They only have one MP, after all."

"But that's because of first-past-the-post. Actually they have twelve per cent support – which makes them the third-most popular party."

"That's the beauty of our parliamentary system. It keeps the – what was Dave's phrase again?"

“Fruitcakes, loonies and closet racists.”

65 “It keeps the fruitcakes, loonies and closet racists from having any real influence. I mean, think of all the fruitcakes, loonies and closet racists up and down the country, and imagine what would happen if they were given an equal say with everyone else on matters of national importance.”

“But that’s exactly what this referendum is going to give them.”

70 Nigel sighed. “Negative thinking, Douglas. Always with the negative thinking. Negativity, negativity, negativity. We’re about to embark on an amazing exercise in direct democracy. Now come on – you live and breathe politics, don’t you? It’s been your lifelong passion. Don’t you want to see that passion shared with your fellow citizens? What Dave’s doing here is starting a *conversation*. For the next three
75 months, the country is going to be consumed, riveted, by a national conversation about Britain’s place in Europe and its place in the world. Just think of that! Just think of Mrs Jones ...”

“Who?”

“I’m just giving you an example, a hypothetical example. Just think of Mrs Jones
80 going into the butcher’s shop on a Saturday morning. ‘Good morning, Mrs Jones,’ the butcher might say. ‘A dozen rashers of finest back bacon for you and your family, as per usual?’ And while he’s putting them on the counter and trimming them and wrapping them up, he might say: ‘So, what about the impact of these pesky non-tariff barriers, eh? Blow me if they wouldn’t have a significant effect on the UK service
85 sector, which makes up eighty per cent of the economy.’ And Mrs Jones might say, ‘Ah, but under WTO rules –’”.

“Nigel,” Doug interrupted, “you’re completely crazy if you think people are going to be having that kind of conversation. There can’t be more than about twelve people in the country who understand how the EU works, never mind how its regulations dovetail into the global economic system. *You* don’t understand that and I certainly don’t understand it and if you think people are going to be any better informed in three months’ time you’re living in cloud cuckoo land. People are going to vote how they always vote – with their gut. This campaign’s going to be won on slogans and soundbites, and instincts and emotions. Not to mention prejudices – which Far-
95 age and his fruitcakes are pretty good at appealing to, incidentally.” (982 words)

Jonathan Coe, Middle England, Viking/Penguin House, London 2018, pp. 266–269

Annotations

- l. 1 *it*: referring to the British people's potential vote for leaving the EU, which, according to Nigel, the Conservatives have been calling "Brixit", ignorant of the more common name "Brexit"
- l. 10 *Boris Johnson*: British Conservative politician, London's mayor (2008–2016) and a strong advocate for the "Leave" campaign, later became Secretary of State for Foreign Affairs and Prime Minister
- l. 13 *Dave*: referring to David Cameron, British Prime Minister from 2010 to 2016, who initiated the Brexit referendum but was a strong supporter of the EU himself
- l. 16 *Michael Gove*: British Conservative politician, minister in Cameron's cabinet, strong advocate for the "Leave" campaign
- l. 31 *Jeremy Corbyn*: British Labour politician, leader of the opposition from 2015 to 2020
- ll. 37/38 *Marxist, Leninist, Trotskyist, Maoist, Bolshevik*: very leftist political positions, supporting Communism in different forms
- l. 51 *Nigel Farage*: British politician, long-standing leader of UKIP (UK Independence Party), a Eurosceptic, right-wing populist political party
- l. 57 *fruitcakes, loonies*: offensive terms, synonyms for mad people
- l. 57 *closet*: (here:) secret, not open
- l. 83 *pesky*: irritating, bothering
- l. 86 *WTO*: World Trade Organisation

Lösungsvorschläge

1. *The excerpt is a dialogue between Doug Anderton and Nigel Ives. For this task, you have to focus on Doug's line of argument. As a working hypothesis, you can write that both Doug and Nigel are pro-European. Yet, while Nigel is confident that the referendum will have a positive outcome, Doug mentions or implies several problems connected with it. You might have to read between the lines and look behind the ironic tone of the excerpt to summarise Doug's concerns.*

The following points could come up in your solution:

- *introduction: excerpt (Doug) critical of Brexit referendum*
- *influential supporters of "Leave" campaign and disunity of "Remainers":*
 - *even members from PM David Cameron's own party support "Leave" (Boris Johnson, Michael Gove) (cf. ll. 9–16)*
 - *inability of political opponents to unite for a common goal (David Cameron and Jeremy Corbyn) (cf. ll. 43–50)*
- *people do not vote rationally, but rather with their emotions:*
 - *public attitude against EU ("gut feelings" more pressing than economic considerations) (cf. ll. 21–28)*
 - *people do not understand complex workings of the EU (populist parties' strategy more successful) (cf. ll. 87–95)*
- *danger of referendum: chance for radical parties to become influential (cf. ll. 58–69)*

In his novel *Middle England*, which was published in 2018, Jonathan Coe treats the idea of a Brexit referendum critically. He does so by letting one of his protagonists, the journalist Doug, voice some reasons why people might vote for leaving the EU although he and his interlocutor Nigel would both prefer the "Remain" campaign to be victorious.

introduction: excerpt critical of Brexit referendum

The first concern Doug mentions is that the "Leave" campaign has quite famous and influential supporters. That some of them come from David Cameron's own party only underlines the fact that the "Remainers", in contrast, cannot present a strong front. Despite sharing the same interests as to the referendum's outcome, they are often disunited and unable to cooperate for a common goal, as the example of Jeremy Corbyn and David Cameron, who are both against Brexit, but not willing to agree with each other publicly, shows.

influential supporters of "Leave" campaign and disunity of "Remainers"

Another worrying aspect is Doug's opinion that people normally do not vote rationally, but rather with their emotions. As the public attitude is biased against the EU, this bodes ill for the outcome of the referendum. According to Doug, most people do not really understand the EU's complex workings and therefore do not grasp the economic benefits the membership brings. In-

people do not vote rationally, but rather with their emotions

stead, populist parties' scaremongering and appealing to people's fears and emotions might be the more successful strategy. This is especially true in a referendum which asks people directly for their opinion. Unlike in the UK's first-past-the-post parliamentary voting system, which makes radical parties seem weak and uninfluential, their real basis of support should not be underestimated.

danger of referendum: chance for radical parties to become influential

(260 words)

2. *As you have already summarised Doug's scepticism for task 1, you can now mainly focus on comparing it to Nigel's attitude. As we can look back on the Brexit referendum in retrospect, we know that its result was not what Nigel believed it would be. So, Doug in his scepticism is right whereas Nigel's exaggerated optimism seems naive and uninformed. You can use this general information as a starting point, but should of course find evidence in the text that supports this depiction.*

The following points could come up in your solution:

- *starting point: both Doug and Nigel against Brexit, Doug sceptical about referendum, Nigel overtly optimistic*
- *characterisation of Nigel as naive and almost stupid:*
 - *needs confirmation to bolster his own confidence:*
 - ◆ *repetition: "it's not going to happen" (ll. 1, 4)*
 - ◆ *repetition: "all this silly business will be forgotten", "Nobody will even remember that some people wanted to Brixit." (ll. 6, 8)*
 - ◆ *use of term "Brixit" to show his ignorance (l. 8)*
 - *overtly familiar treatment of politicians:*
 - ◆ *pun: "Boris Johnson [...]s a real heavyweight." – "I don't think you should be rude about his personal appearance" (ll. 10–12)*
 - ◆ *Prime Minister called "Dave" (ll. 13, 17, 19)*
 - ◆ *simple/childlike language: "Dave is very angry with him/Michael." (ll. 13, 17)*
 - *exaggerated and immature reaction to political opponents:*
 - ◆ *exaggerated reaction to mention of Jeremy Corbyn: "Nigel drew in his breath with a long hissing sound, and seemed to visibly recoil." (l. 32); "We don't talk about Jeremy." (l. 35)*
 - ◆ *enumeration of negatively connoted terms to describe Corbyn (cf. ll. 37–39)*
 - *inability to show a united front with other "Remain" supporters:*
 - ◆ *inconsistency: "we're thrilled to have him on board. But I don't think Dave would be prepared to share a platform with him." (ll. 43/44)*
 - ◆ *paradox: "it's good to see that political opponents can put aside their differences in the service of a common cause, and agree on something for once." – "Namely, refusing to share a platform with each other." – "Precisely." (ll. 46–50)*

Hörverstehen



You will hear each recording **twice**. After each listening you will have time to complete your answers.

Task 1: Street Trees

7 BE

You will hear a podcast on trees in Detroit. While listening, answer the questions. You need not write complete sentences.

1. What are the advantages of street trees according to the presenter?

(Name two.)

- _____
- _____
- make streets look nicer

2. What did a study say about the effect of planting eleven more trees per block?

3. What was the paradoxical situation in Detroit between 2011 and 2014?

4. What was the aim of Christine Carmichael's campaign?

5. According to Christine Carmichael, what were some people in disadvantaged neighborhoods worried about?

6. What would change these people's attitude towards street trees?

Task 2: Border

6 BE

You will hear a radio report about life on the Mexican-American border with the cities of El Paso on the American side, and Juarez on the Mexican side.

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

1. According to the female presenter, how do young locals see the border?

- a) ☐ as a sad reality
- b) ☐ as separating families
- c) ☐ as having little importance
- d) ☐ as separating different cultures

2. How does Antonio Villasenor-Baca perceive the border?

- a) ☐ as a protective measure
- b) ☐ as a necessary measure
- c) ☐ as an annoying measure
- d) ☐ as a threatening measure

3. Why are some children from Juarez able to attend an American school?

- a) ☐ The school is run privately.
- b) ☐ The American school is in Mexico.
- c) ☐ They take part in a special program.
- d) ☐ They have an American and a Mexican passport.

4. What is said about the connection of the two border cities?

- a) ☐ They are twin cities.
- b) ☐ They are interdependent.
- c) ☐ Their police forces cooperate closely.
- d) ☐ El Paso dominates Juarez financially.

5. Why can Kenia Guerrero cross the border faster?

- a) ☐ She holds a Green Card.
- b) ☐ She uses the commercial lane.
- c) ☐ She only has a small backpack.
- d) ☐ She has bought a special document.

Assignments

Comprehension

1. Summarise the excerpt.

Analysis

2. Analyse how the distribution of power among the characters is illustrated in the excerpt.

Comment/Creative Writing (Choose one.)

- 3.1 Assess to what extent Shakespeare's female characters still carry meaning for modern audiences. In your answer refer to both this excerpt and your coursework.
or

- 3.2 Imagine you have just returned from a year as an exchange student at an American High School, where you were part of a school production of Shakespeare's *Midsummer Night's Dream*. Now you have studied another of Shakespeare's plays for your English course at school in Hamburg. Your English-speaking drama group in Hamburg cannot decide whether or not to stage a Shakespeare play. Write an e-mail to an American friend of yours, in which you tell him/her about the pros and cons of performing a Shakespeare play in your drama group at school.

A Midsummer Night's Dream, Act I, Scene I

The following excerpt from William Shakespeare's play is set at Duke Theseus' court in ancient Athens. Athenian citizen Egeus has brought his daughter Hermia and two local young courtiers, Demetrius and Lysander, in front of the Duke to settle a dispute.

- 1 **Egeus:** Happy be Theseus, our renowned duke!

Theseus: Thanks, good Egeus. What's the news with thee?

Egeus: Full of vexation come I, with complaint

Against my child, my daughter Hermia.

- 5 Stand forth Demetrius! – My noble lord,

This man hath my consent to marry her.

Stand forth, Lysander! – And, my gracious duke,

This man hath bewitch'd the bosom of my child.

Thou, thou, Lysander, thou hast given her rhymes,

- 10 And interchang'd love-tokens with my child.

Thou hast by moonlight at her window sung

With feigning voice verses of feigning love,

And stolen the impression of her fantasy,

With bracelets of thy hair, rings, gauds, conceits

- 15 Knacks, trifles, nosegays, sweetmeats – messengers

Of strong prevailment in unharden'd youth;
With cunning hast thou filch'd my daughter's heart
Turn'd her obedience, which is due to me,
To stubborn harshness. And, my gracious duke,
20 Be it so she will not here, before your grace,
Consent to marry with Demetrius,
I beg the ancient privilege of Athens;
As she is mine, I may dispose of her;
Which shall be either to this gentleman
25 Or to her death, according to our law
Immediately provided in that case.

Theseus: What say you, Hermia? Be advis'd, fair maid
To you your father should be as a god,
One that compos'd your beauties; yea, and one
30 To whom you are but as a form in wax
By him imprinted, and within his power
To leave the figure, or disfigure it.
Demetrius is a worthy gentleman.

Hermia: So is Lysander.

35 **Theseus:** In himself he is;
But in this kind, wanting your father's voice,
The other must be held the worthier.

Hermia: I would my father look'd but with my eyes.

Theseus: Rather your eyes must with his judgement look.

40 **Hermia:** I do entreat your grace to pardon me.
I know not by what power I am made bold,
Nor how it may concern my modesty
In such a presence here to plead my thoughts;
But I beseech your grace that I may know
45 The worst that may befall me in this case,
If I refuse to wed Demetrius.

Theseus: Either to die the death, or to abjure
For ever the society of men.
Therefore, fair Hermia, question your desires,
50 Know of your youth, examine well your blood,
Whether, if you yield not to your father's choice,
You can endure the livery of a nun,
For aye to be in shady cloister mew'd,
To live a barren sister all your life,
55 Chanting faint hymns to the cold fruitless moon
Thrice blessed they that master so their blood
To undergo such maiden pilgrimage;
But earthlier happy is the rose distill'd
Than that which, withering on the virgin thorn,

60 Grows, lives, and dies in single blessedness.

Hermia: So will I grow, so live, so die, my lord,
Ere I will yield my virgin patent up
Unto his lordship, whose unwished yoke
My soul consents not to give sovereignty. [...]

65 **Demetrius:** Relent, sweet Hermia; and, Lysander, yield
Thy crazed title to my certain right. [...]

Lysander: I am, my lord, as well-deriv'd as he,
As well-possess'd: my love is more than his,
My fortunes every way as fairly rank'd,
70 If not with vantage, as Demetrius';
And, which is more than all these boasts can be,
I am belov'd of beauteous Hermia.
Why should not I then prosecute my right?
Demetrius, I'll avouch it to his head,

75 Made love to Nedar's daughter, Helena,
And won her soul; and she, sweet lady, dotes,
Devoutly dotes, dotes in idolatry,
Upon this spotted and inconstant man.

(573 words)

William Shakespeare, A Midsummer Night's Dream

Annotations

- l. 8 *bosom*: heart
- l. 9 *rhymes*: love poetry
- l. 12 *with feigning voice*: with a voice that pretends to be sincere
- l. 12 *feigning love*: pretended love
- l. 13 *stolen ... fantasy*: caught her imagination by making an impression on her
- l. 14 *gauds*: silly toys
- l. 14 *conceits*: fancy things
- l. 15 *knacks*: useless little gifts
- l. 15 *nosegays*: flowers
- l. 15 *sweetmeats*: sweets
- l. 16 *prevailment*: persuasive power
- l. 16 *unharden'd*: inexperienced
- l. 17 *filch'd*: stolen
- l. 20 *be it so*: if
- l. 22 *privilege of Athens*: the traditional right of an Athenian father
- l. 32 *disfigure*: destroy
- l. 36 *in this kind*: in a matter like this
- l. 36 *wanting your father's voice*: lacking your father's support
- l. 38 *would*: wish
- l. 42 *concern my modesty*: affect my reputation for modesty
- l. 47 *die the death*: be legally put to death
- l. 47 *abjure*: renounce
- l. 50 *know of your youth*: remember that you are young
- l. 52 *livery*: traditional outfit
- l. 53 *aye*: ever
- l. 53 *mew'd*: shut up
- l. 54 *sister*: nun
- l. 55 *moon*: Diana, goddess of the moon and of chastity
- l. 58 ff. *but earthlier happy is the rose ... single blessedness*: a married woman is happier on earth than one who remains single

- l. 62 *ere*: before
l. 62 *virgin patent*: right to remain a virgin
l. 63 *his lordship*: the domination of this man
l. 64 *to give sovereignty*: acknowledge as lord and master
l. 67 *my lord*: Lysander addresses Egeus
l. 67 *well-deriv'd*: nobly descended, of good family
l. 67 *he*: Demetrius
l. 70 *with vantage*: even better
l. 72 *of*: by
l. 73 *prosecute my right*: persist in making my claim
l. 74 *avouch ... head*: declare before his face (in his presence)
l. 75 *made love*: courted
l. 77 *dotes in idolatry*: idolizes
l. 78 *spotted*: dishonourable

Hörverstehen



Text 1: Street Trees

1 **Jason G. Goldman:** This is “Scientific American, Sixty Seconds Science”. I am Jason Goldman. Trees in cities do measurable good for biodiversity and for human health. They scrub pollution from the air. They provide habitat for wildlife. They make streets look nicer. And they even reduce stress and have been linked to reductions
5 in crime.

Back in 2015 a group of Toronto-based researchers discovered that planting just eleven more trees per city block could reduce heart-related conditions by the same amount as if everybody living on that block became a year and a half younger.

10 But in Detroit between 2011 and 2014 a quarter of eligible homeowners turned down an offer from a local nonprofit for free street trees. Ironical, considering Detroit’s nickname was once the City of Trees.

Christine Carmichael: It was actually over 1,800 trees that were rejected out of an eligible 7,425. So it was a big enough issue at that point where it warranted further investigation.

15 **Jason G. Goldman:** Forestry researcher Christine Carmichael, who did the research at Michigan State and has since moved to the University of Vermont.

The nonprofit created an education campaign to get more residents to accept the free trees, the assumption being that, if people had all the facts, they’d be more likely to take the trees. But when Carmichael talked to residents, she found that they
20 understood the benefits of trees. Their unease was about trust.

Christine Carmichael: Basically what I found was that opposition in Detroit to tree planting among some of these residents resulted primarily from negative past experiences with street trees, particularly in low-income neighborhoods that were grappling with blight from vacant properties, which created an additional burden of care
25 for their neighborhood.

Jason G. Goldman: In the last half-century or so, more than half a million Detroit trees died from disease and neglect. It was primarily low-income African American communities who were forced to deal with the consequences and the hazards, like falling limbs, posed by dead trees.

30 In speaking with residents, Carmichael found that they would be more willing to accept free trees if they could be more involved in the decision-making process. Locals wanted input on tree size and whether they produced flowers. They also very reasonably wanted to avoid trees that could drop rotting fruits or sap on cars and sidewalks.

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1. What are the advantages of street trees according to the presenter?
(Name two.)
Name two of the following:
 - good for biodiversity
 - good for human health
 - scrub pollution from the air
 - provide habitat for wildlife
 - reduce stress
 - allegedly reduce crime
 - make streets look nicer
2. What did a study say about the effect of planting eleven more trees per block?
would reduce heart-related conditions (as if people became one and a half years younger)/would improve health
3. What was the paradoxical situation in Detroit between 2011 and 2014?
people didn't want trees although they were offered them for free/Detroit was once the City of Trees
4. What was the aim of Christine Carmichael's campaign?
get more residents to accept free trees
5. According to Christine Carmichael, what were some people in disadvantaged neighborhoods worried about?
negative past experiences with street trees/additional burden of care/hazards connected with dead trees
6. What would change these people's attitude towards street trees?
involve them in the decision-making process/avoid planting trees that could become dangerous

Text 2: Border

- 1 **Ailsa Chang**, *Host*: Youth Radio's team covering the border spoke with young people from El Paso, Texas, and Juarez, Mexico, who grew up never seeing the border as a dividing line. Billy Cruz reports.
- Billy Cruz**, *Byline*: Along the dry, rocky desert of El Paso, past all the food chains and shopping malls, a brown fence stretches for miles. Antonio Villasenor-Baca is 22.
5 He was born here in El Paso, a huge borderplex that spans the Rio Grande River. But he has an uncle in Juarez. And growing up, Antonio's dad would take him back and forth a lot.
- Villasenor-Baca**: You know, like, you want to go out and party, you go to Juarez. You
10 have family in Juarez, but you live in El Paso, or vice versa. It really seems like just a huge hassle to, like, go through all of this stuff at the border.
- Cruz**: For young people like Antonio, life on the border isn't just about the momentous crossings we read about in the news. Commuting between two countries is a part of

Schreibaufgabe II

1. For this text comprehension task, you should describe what happens in the excerpt using your own words. Of course, Shakespeare's language might seem outdated and not easy to understand at first. On the other hand, this makes it easier not to quote the text directly, but reword its main ideas. Make use of the annotations if you have difficulties following the conversation. The introductory note can also be a help. The term "summarise" tells you that you should only give the main ideas of the text and not describe every single detail.

The following points should come up in your solution:

- introduction: name of the play, setting, general conflict outlined
- Egeus's complaint that Lysander has made his daughter Hermia fall in love with him, despite Egeus's wish to marry her to Demetrius (cf. ll. 1–26)
- Theseus's attempt to convince Hermia to obey her father, Hermia's steadfastness and the two alternatives Theseus presents her: to die or to live as a nun, which Hermia would prefer to marrying a man she does not love (cf. ll. 27–64)
- Demetrius and Lysander vying for Hermia's hand (cf. ll. 65–78)

In the excerpt from the first scene of William Shakespeare's play *A Midsummer Night's Dream*, which is set at the court of Duke Theseus in Athens, Egeus appears before the Duke to resolve a dispute. His daughter Hermia refuses to marry Demetrius, even though her father intends her to do so.

introduction

Egeus accuses Lysander of having made his daughter fall in love with him, who has consequently become disobedient to her father's wishes. He insists that he can force her to marry the man he chooses.

Egeus's complaint

Theseus confirms Egeus's right over the life and death of his daughter and implores Hermia to obey her father, who knows best what is good and right for her. However, Hermia is adamant and wants to know what will happen to her if she does not give in. Theseus offers Hermia a choice between death or a secluded life as a nun in a monastery. She decides to live as a nun rather than marry Demetrius, a man she does not love.

Theseus's two alternatives for disobedient Hermia

Demetrius tries to change Hermia's mind and insists on his right to marry her. Lysander, however, declares his love for Hermia and his equality with Demetrius as far as his noble birth and wealth are concerned. He even feels more deserving of Hermia's hand than Demetrius because he is the one Hermia loves whereas Demetrius has become involved with another woman, Helena.

Demetrius and Lysander vying for Hermia's hand

(230 words)



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