Abit

MEHR ERFAHREN

Englisch

Gymnasium · Gesam

Das musst du können!

STARK

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Vorwort

Liebe Schülerinnen und Schüler,

dieses handliche Skript widmet sich den für Ihr **Englisch-Abitur** wesentlichen Inhalten. Je nachdem, ob Sie in Englisch mündlich oder schriftlich geprüft werden, werden unterschiedliche Inhalte Gegenstand Ihrer Prüfung sein.
Für die **mündliche Prüfung** setzen Sie in Absprache mit Ihrer Lehrkraft **eigene Schwerpunkte**. Sie können also selbst entscheiden, welche Kapitel Sie für Ihre Vorbereitung brauchen.
Für die **schriftliche Prüfung** sind die relevanten Themengebiete normalerweise vorgegeben. Über nebenstehenden QR-Code gelangen Sie zu einer Übersicht, die Ihnen zeigt, welche Kapitel für die Prüfung in Ihrem Bundesland besonders relevant sind.

https://www.stark-verlag.de/10546S/uebersicht

In seiner klaren Struktur und Fokussierung eignet sich das Skript hervorragend zur Auffrischung und Wiederholung des Prüfungsstoffs kurz vor dem Abitur. Folgende Elemente helfen Ihnen dabei, es optimal zu nutzen:

- Wichtige Begriffe sind **fett** hervorgehoben.
- Mit Rauten markierte Kästen erklären wichtige **Fachausdrücke** und definieren zentrale Aspekte eines Themas.
- Zahlreiche **Schaubilder**, **Grafiken** und **Tabellen** fassen die Inhalte übersichtlich zusammen und erleichtern so das Lernen.
- discussion topic Zu allen Diskussionsthemen gibt es mit Ausrufezeichen gekennzeichnete **Listen mit wichtigen Argumenten**. Diese helfen vor allem bei der Vorbereitung auf mündliche Prüfungen oder freie Schreibaufgaben.

Viel Erfolg beim Lernen mit diesem Buch und im Abitur!

Dr. Dirk Großklaus

5 UK culture

influences:
- English, Scottish, Welsh and (Northern) Irish cultures
- cosmopolitan British culture (largely due to the UK's imperial history)

visual arts and architecture:
- pop art "vs." traditional fine arts, also subversive political art (Banksy)
- "fathers of the cartoon": William Hogarth, James Gillray
- Christie's (London) largest auction house in the world
- classical (e.g. Gothic, English Baroque, Christopher Wren: St Paul's Cathedral and many other London buildings) vs. modern architecture (e.g. Norman Foster: "The Gherkin", "Millennium Bridge")

sports:
- UK often referred to as "the birthplace of modern sport"
- cricket, football, rugby, tennis and golf, among others, originated in the UK

science:
- British thinkers leading in moral/philosophical (John Locke, David Hume, Emmeline Pankhurst) and scientific (Isaac Newton, Charles Darwin, James Watt) inquiry
- some of the world's oldest universities (Oxford, Cambridge)

music:
- British classical music, but trailblazing especially in pop music
- 1960s: "British Invasion" (Beatles, Rolling Stones): British rock'n'roll, beat, British blues, rock, heavy metal
- 1970s: punk & new wave
- 1980s: "Second British Invasion": jazz, synthpop, Indie rock
- 1990s: boy and girl bands
- 2000s: soul
- increasingly also world music

cinema and television:
- oldest surviving motion picture (1888)
- fierce competition, but also lively exchange with US film industry
- TV stations, such as BBC, ITV and Channel 4 known for their high-quality programmes
- renowned satire/comedy sector

literature:
- prose fiction: invention of the modern novel in the UK (1740), novel still the dominant literary form
- drama: Elizabethan drama, "angry young men" and absurdist theatre after WW II, modern comedies and drama
- poetry: from Romanticism to modern forms of poetry (poetry slam, focus on women and minorities)

cuisine:
- traditionally British dishes: e.g. roast beef, full English breakfast, meat pies, fish & chips, afternoon tea
- one of the most popular dishes today: Chicken Tikka Masala (cosmopolitan influences)

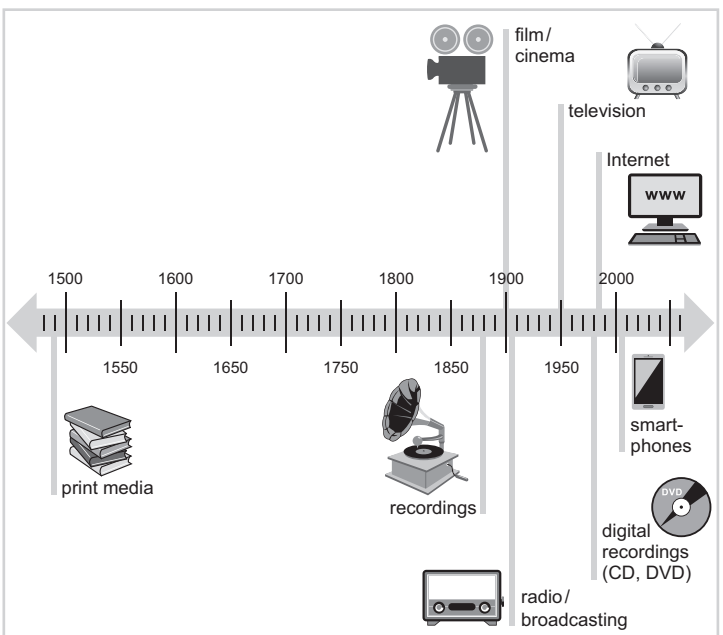
culture and commerce:
- charity organisation National Trust as well as (partly) government-funded Arts Councils to preserve heritage and promote culture (for all social classes)
- free admission to national museums
- TV stations have a public service obligation, but also a commercial interest, especially those not funded by the government
- Does art have to be provocative? (cf. Banksy, punk rock, etc.)

performing arts:
- London's West End especially famous for its musicals, ballets and operas
- "The Proms" at Royal Albert Hall in London (classical music)
- festivals: Glastonbury (music/performing arts), Reading (world's oldest popular music festival), Edinburgh (world's biggest cultural festival)
- parades and carnivals ("Notting Hill Carnival")

The media

- **media:** tools of communication across space and time
- **person-to-person communication** (e. g. by post, telephone, email, messenger services) vs. public communication (via **mass media**, e. g. newspapers, radio, TV, Internet)
- **one-to-many communication** (traditional mass media) vs. **many-to-many communication** (interactivity of the Internet)

1 History of the media



Opportunities and challenges connected with the Internet (and social media)

discussion topic

Opportunities	Challenges
• The Internet can support **diversity** and connect people with different perspectives around the globe. • It allows people to **stay in touch** and interact with friends, family and others irrespective of distance. • It facilitates **international cooperation.** • Digital contact can be beneficial for the **environment**. It reduces the need for **business travel**, for instance. • The Internet permits a **more flexible approach to work** (mobile working). • It can be **empowering** for people because it offers easily accessible information for all. • New modes of contact can foster **creativity and innovation** because companies can access consumer data directly.	• The Internet can cause **division and strife** because of anonymous communication and "**filter bubbles**" that foster **tribalism** and **hate speech.** • It can easily be **manipulated** ("fake news", hacking, trolls). • The Internet and social media can become **addictive**. • **Empathy**, **meaningful communication and relationships** are believed to suffer when lives are lived digitally. • Social media can negatively impact both the **physical** and **emotional well-being** of users (lack of physical activity, pressure through constant comparison, spiral of negativity). • There are **data security concerns**. • The **constant availability** of the Internet could make a healthy work-life balance more difficult.
The Internet can bring people closer together and make their lives easier.	**The Internet is not always a free, democratic and pleasant place.**

1.1 Green biotechnology 

- the application of biotechnology in **agriculture**
- main aim: to make agriculture more efficient by **breeding more resistant crops** or **crops with a higher nutritional value**

Example

Golden Rice: Wild rice is modified to produce beta carotene, which is needed by humans to make vitamin A. Golden Rice can be cultivated in areas where vitamin A deficiency is common.

Hopes and fears connected with green biotechnology

discussion topic

Hopes	Fears
• Traditional selective breeding takes a long time. Genetic modification is **a faster and more efficient way** of getting the same results. • **World hunger** might be **alleviated** through crops with high nutritional value. • If more pest-resistant plants could be bred, **fewer herbicides would be necessary**, which would lessen the strain on the environment. • Agriculture could become less risky if the **dangers of climate change**, disease, pests, etc. could be **weathered by GMOs**.	• **Genes might spread uncontrollably** to other species and cause undesirable or harmful changes (e. g. "superweeds" that are resistant to herbicides). • **Biodiversity could be reduced** if GM plants push out other species. • GM crops could cause **farmers' dependence on the biotech industry**. • GM crops could be **harmful to human health**, for instance by causing allergic reactions or otherwise impacting the **consumers' organisms**.
a solution for pressing agricultural problems	**a further burden on ecosystems**

1.2 Red biotechnology

- the application of biotechnology in **medicine**
- subareas:
  - **genetic testing/genetic screening:** examining DNA to predict diseases
  - DNA **paternity tests**
  - DNA profiling in **crime investigations**
  - **pharmacogenomics:** attempts to individualise medications to patients' (genetic) needs
  - **genetic engineering** to eradicate diseases or make organisms produce substances needed
  - **stem cell research** (see below)
  - **therapeutic cloning** (see below)

Stem cells

- Stem cells are unspecialised cells that can grow into any type of cell found in the body. There are two types of stem cells:
  - **adult stem cells** – can develop into many (but not all) types of cell
  - **embryonic stem cells** – can develop into any type of cell
- Adult stem cells come from grown-up individuals and are extracted from special tissues, such as bone marrow. Human embryonic stem cells can be removed from unused embryos "left over" from fertility treatments, for example.
- The main (intended) uses of stem cell therapy are:
  - **research** on diseases and medicine (on cells in the laboratory and not on actual patients)
  - the **replacement of defective cells or organs** with functioning ones

    Example

    Parkinson's disease: Experiments with mice have been successful in creating new brain cells that Parkinson's patients lack.
- Despite its potential, there are **social and ethical concerns** about the use of human embryonic stem cells, especially if stem cells are taken from embryos that are specifically created for these purposes and destroyed by the treatment.

Cloning

- **reproductive cloning:** creating an exact replica of a whole organism → Human reproductive cloning has so far been banned throughout the world. However, the theoretical possibility of human clones is often a subject of dystopian novels (cf. chapter 3.1).
- **therapeutic cloning:** the creation of only certain cells or organs that are required medically (usually from the embryonic stem cells of a cloned embryo) → Therapeutic cloning is allowed in most countries under very strict regulations.

Opportunities and risks of human cloning

discussion topic

Opportunities	Risks
• **Infertile people** or **same-sex couples** could have children made from cloned cells. • Clones can be **sources of organs** or tissue for **transplantation**. • **Medication** can be **tested individually**. • **Desired characteristics** can be reproduced.	• It **infringes** upon everyone's **human rights** (including those of embryos) if they are "produced" for a certain end, e. g. to be a source for organ transplantation. • Human beings' **exclusive identity** is threatened by reproductive cloning. • Gene editing could lead to "**designer babies**", which could in turn make **society** look down on certain individual traits (and flaws) as being **unwanted**. • In horror scenarios, people could be "**bred**" for certain purposes by those who control the gene-editing process (through **money or power**).
⬇	⬇
progress and healing (esp. with regard to therapeutic cloning)	"**playing God**" (esp. in the dystopian sense of "breeding" human beings)

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