

2024

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Berlin · Brandenburg

Englisch

+ Lernvideos zur Textaufgabe



STARK

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Abiturprüfungsaufgaben Berlin/Brandenburg

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Aufgabe 1.2:	<i>How College Students Should Prepare for Our Automated Future</i> (Artikel)	GK 2020-3
Aufgabe 2.1:	<i>Wenn Mama mit zur Uni kommt</i> (Artikel)	GK 2020-7
Aufgabe 2.2:	<i>Born in Moabit</i> (Artikel)	GK 2020-9

Leistungskurs/Erhöhtes Anforderungsniveau 2020

Aufgabe 1.1:	<i>The Chameleon</i> (Autobiografie)	2020-1
Aufgabe 1.2:	<i>Are Genetic Testing Sites the New Social Networks?</i> (Artikel)	2020-4
Aufgabe 2.1:	<i>Tschüss Büro</i> (Artikel)	2020-8
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Grundkurs 2021

Aufgabe 1.1:	<i>When Michael Met Mina</i> (Roman)	GK 2021-1
Aufgabe 1.2:	<i>Today's kids are working to save the planet</i> (Artikel)	GK 2021-4
Aufgabe 2.1:	<i>Mut zur Lücke!</i> (Artikel)	GK 2021-8
Aufgabe 2.2:	<i>Sinnvoll regulierend</i> (Artikel)	GK 2021-10

Leistungskurs 2021

Aufgabe 1.1:	<i>The Epic City</i> (Autobiografie)	2021-1
Aufgabe 1.2:	<i>A vision of 2040: everything we need for a sustainable world already exists</i> (Artikel)	2021-4
Aufgabe 2.1:	<i>Die Uhr tickt</i> (Artikel)	2021-8
Aufgabe 2.2:	<i>Freiheit und Status</i> (Artikel)	2021-10

Grundkurs 2022

Aufgabe 1.1:	<i>Behold the dreamers</i> (Roman)	GK 2022-1
Aufgabe 1.2:	<i>'I feel I've come home': can forest schools help heal refugee children?</i> (Artikel)	GK 2022-4
Aufgabe 2.1:	<i>Fraglicher Instagram-Trend: Wenn aus dem Influencer ein „Sinnfluencer“ wird</i> (Artikel)	GK 2022-7
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Aufgabe 1.1: <i>Asymmetry</i> (Roman)	2022-1
Aufgabe 1.2: <i>Excerpt from Obama's 2020 H.B.C.U. Commencement Speech</i> (Artikel)	2022-4
Aufgabe 2.1: <i>Das Spiel für eine bessere Welt</i> (Artikel)	2022-8
Aufgabe 2.2: <i>Klickscham statt Flugscham? – Internet produziert so viel CO₂ wie Flugverkehr</i> (Artikel)	2022-10

Abiturprüfungsaufgaben 2023 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2023 freigegeben sind, können sie als PDF auf der Plattform MyStark heruntergeladen werden (Zugangscode vgl. Umschlaginnenseite).

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Vorwort

Liebe Schülerinnen, liebe Schüler,

mithilfe der folgenden Informationen, Aufgaben und Lösungen haben Sie verschiedene Möglichkeiten, sich auf das Abitur im Fach Englisch vorzubereiten:

- Der erste Teil des Buches enthält **Hinweise und Tipps** zur schriftlichen Abiturprüfung im Fach Englisch in Berlin und Brandenburg. Hier finden Sie Informationen zu häufigen Aufgabenstellungen, wichtigen Stilmitteln und zu einer geschickten Vorgehensweise in der Abiturprüfung.
- Die **Übungsaufgaben** gliedern sich in zwei Teile: Zunächst finden Sie die Aufgabenstellungen zu den **Lernvideos**. Lesen Sie die Texte und Aufgaben, bevor Sie sich die Videos ansehen. Im zweiten Teil finden Sie **Übungsaufgaben** mit Lösungen, die sich an den aktuellen Vorgaben zum **Abitur in Berlin und Brandenburg** orientieren. Der Schwierigkeitsgrad ist dabei ansteigend.
- Im Anschluss folgt eine Auswahl von **Original-Prüfungsaufgaben der Grund- und Leistungskurse** der letzten Jahre. Beachten Sie, dass sich die Aufgaben aus dem Jahrgang 2020 leicht von den aktuellen Abituraufgaben unterscheiden. Dies betrifft die Schreibaufgabe (Anforderungsbereich III), in der nur noch zwei Auswahlmöglichkeiten bestehen.
- Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Zusätzen zu diesem Band.

Wir wünschen Ihnen viel Erfolg bei der Abiturprüfung,

Ihre Autorinnen und Autoren

Hinweise zu den digitalen Zusätzen

Auf alle digitalen Zusätze können Sie online über die Plattform MyStark zugreifen. Ihren persönlichen Zugangscode finden Sie auf der Umschlaginnenseite (vorne im Buch).

PDF der Original-Prüfungsaufgaben 2023

Um Ihnen die Prüfung 2023 schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus.



Sobald die **Original-Prüfungsaufgaben 2023** zur Veröffentlichung freigegeben sind, können sie als PDF auf der **Plattform MyStark** heruntergeladen werden.

Kurzgrammatik

Mit der Kurzgrammatik können Sie sich eine knappe und verständliche Übersicht über die wichtigsten Themenfelder der englischen Grammatik herunterladen. Schlagen Sie hier die Grammatikregeln zu Fehlern nach, die Sie noch häufig machen.



Lernvideos

Textaufgaben sind Teil vieler Prüfungen und Klausuren – und machen oft einen Großteil der Prüfungsleistung aus. Mithilfe der **Lernvideos zum richtigen Umgang mit Textaufgaben** können Sie sich optimal auf die Anforderungen in diesem Bereich vorbereiten. Am Beispiel von zwei Texten mit je drei Aufgabenstellungen wird gezeigt, wie man an eine Textaufgabe herangeht und sie erfolgreich löst.



Die Lernvideos beinhalten:

- **Schritt-für-Schritt-Anleitungen** zum richtigen Vorgehen in der Prüfung
- **Sachtext** und **literarischer Text** als Grundlage
- nützliche Hinweise zu **häufigen Operatoren** und **Zieltextsorten**

Die im Video behandelten Übungsaufgaben sind im Kapitel „Lernvideos zur Textaufgabe“ abgedruckt. Lesen Sie sich die Texte und Aufgabenstellungen zunächst durch, bevor Sie sich die Videos auf MyStark ansehen.

Interaktives Training

Im **Online-Training „Basic Language Skills“** erhalten Sie Zugriff auf zahlreiche **interaktive Aufgaben** zu Grundlagen wie **Hörverstehen**, **Leseverstehen** und **Sprachverwendung im Kontext**. Dies sind ganz wichtige „Basics“, die Sie für eine gute Sprachbeherrschung brauchen.



Das interaktive Training bietet Ihnen:

- „**Listening**“ – authentische Hörtexte mit vielfältigen Aufgaben, die Ihr Hörverstehen testen
- „**Reading**“ – abwechslungsreiche Lesetexte und dazugehörige Aufgaben
- „**English in Use**“ mit gemischten Aufgaben rund um den Gebrauch der englischen Sprache
- Alle Aufgaben sind interaktiv, d. h., Sie können sie direkt am PC oder Tablet bearbeiten und erhalten sofort eine Rückmeldung zu Ihren Antworten.

Web-App „MindCards“

Mit der Web-App „**MindCards**“ können Sie am Smartphone Vokabeln lernen. Auf diesen interaktiven Karteikarten finden Sie hilfreiche Wendungen, die Sie beim Schreiben von Texten oder im mündlichen Sprachgebrauch einsetzen können.



Lernvideos zur Textaufgabe

Step-by-Step – Textaufgaben bearbeiten

Es gibt Aufgabenstellungen, die in Englischprüfungen immer wieder auftauchen. Grundlage für diese Aufgabenstellungen sind sogenannte **Operatoren** wie „describe“, „analyse“, „comment on“ und viele mehr. Auch wenn sich die Aufgabenstellung für die Textarbeit im Detail je nach Text unterscheidet, bleibt die grundsätzliche Vorgehensweise bei den jeweiligen Operatoren gleich.

In den Videos auf der Plattform **MyStark** (Zugangscode vgl. Umschlaginnenseite) erklären wir Ihnen, wie Sie bei den wichtigsten Operatoren in Textaufgaben vorgehen müssen. Außerdem erfahren Sie etwas zu häufigen **Zieltextformaten** wie Leserbriefen, Blogbeiträgen und Reden.

TIPP

Lesen Sie die Aufgaben und die dazugehörigen Texte, **bevor Sie sich die Videos ansehen!** Sie können auch schon überlegen, wie Sie selbst bei der Aufgabenstellung vorgehen würden und welche inhaltlichen Aspekte für die Lösung interessant wären – und im Anschluss Ihre Lösung/Vorgehensweise mit den Videos vergleichen. Viel Spaß!





Ausgangstext: newspaper article

Operatoren: outline, analyse, write

Themen: social media, the impact of the media on society

Zieltextformate: letter to the editor, blog entry, speech

Aufgabenstellung

1. **Outline** the author's view on social media. (*Video 1*)
2. **Analyse** the means he uses to convey his attitude and the effect they have on the reader. (*Video 2*)
3. **Write a letter to the editor/blog entry/speech** expressing your own opinion on the chances and dangers of social media. (*Video 3*)

Text: "I used to think social media was a force for good. Now the evidence says I was wrong" by Matt Haig

More and more, it's clear these platforms create divisions, exploit our insecurities and risk our health. They're as bad as the tobacco industry.

- 1 I used to think social media was essentially a force for good, whether it was to initiate the Arab spring of 2011, or simply as a useful tool for bringing together like-minded people to share videos of ninja cats. Having spent a lot of time thinking about mental health, I even saw social media's much-maligned potential for anonymity as a good
- 5 thing, helping people to open up about problems when they might not feel able to do so in that physical space we still quaintly call real life. [...]
- Yes, I would occasionally feel that maybe staring at my Twitter feed near-continuously for seven hours wasn't that healthy [...]. Yes, I'd see articles warning of the dangers of excessive internet use, but I dismissed these as traditional, reactionary takes.
- 10 I saw social media naysayers as the first reviewers of Technicolor movies, who felt the colour distracted from the story, or were like the people who walked out on Bob Dylan at Newport folk festival for playing an electric guitar, or like those who warned that radio or TV or video games or miniskirts, or hip-hop or selfies or fidget spinners or whatever, would lead to the end of civilisation. [...]
- 15 Then I started the research for a book I am writing on how the external world affects our mental health. I wanted to acknowledge the downsides of social media, but to argue that far from being a force for ill, it offers a safe place where the insanities of life elsewhere can be processed and articulated.
- But the deeper into the research I went, the harder it was to sustain this argument.
- 20 Even the internet activist and former Google employee Wael Ghonim – one of the initiators of the Arab spring and one-time poster boy for internet-inspired revolution – who once saw social media as a social cure – now saw it as a negative force. [...]: "The same tool that united us to topple dictators eventually tore us apart." Ghonim saw social

**Berlin/Brandenburg
Übungsaufgabe 1**

Prüfungsteil 1: Leseverstehen und Schreiben

(75 %)

Aufgabenstellung 1 – Tasks

Themenschwerpunkte: *Aims and ambitions, The impact of the media on society*

- 1 Describe the situation the characters find themselves in. (25 %)
- 2 Write a characterisation of Mae, also taking into account the effect the narrative perspective has on the reader's perception of her character. (40 %)
- 3 Choose **one** of the following tasks. (35 %)
- 3.1 Discuss whether modern communication via smartphones and the like is a blessing or a curse.

OR

- 3.2 Mercer has left the house without an explanation, so he feels obliged to explain his behaviour to Mae. Write his personal letter to her in which he offers this explanation and tells Mae what he thinks about her initiative to post the photo.

Text (excerpt from the novel)

The Circle

by Dave Eggers

Note: Mae Holland works for a very powerful Internet company and rarely sees her parents. One day, however, she visits her parents at their home and there she also meets Mercer, her former boyfriend. Mercer has given her parents a self-made chandelier. Mae likes it very much and, without informing anyone, posts a photo of the chandelier and links to Mercer's website in different Internet forums. While she is doing so upstairs, the others are waiting for her downstairs so they can have dinner together.

- 1 When she was finished, Mercer was sitting with her parents at the kitchen table, which was crowded with salad and stir-fried chicken and vegetables. Their eyes followed her down the stairs. "I called up there," her father said.
"We like to eat when it's hot," her mother added.
- 5 Mae hadn't heard them. "Sorry. I was just – Wow, this looks good. Dad, don't you think Mercer's chandelier* is awesome?"

"I do. And I told you, and him, as much. We've been asking for one of his creations for a year now."

"I just needed the right antlers," Mercer said. "I hadn't gotten any really great ones in a while." He went on to explain his sourcing, how he bought antlers only from trusted collaborators, people he knew hadn't hunted the deer, or if they had, had been instructed to do so by Fish and Game to curb overcrowding.

"That is fascinating," her mother said. "Before I forget, I want to raise a toast ... What's that?"

Mae's phone had beeped. "Nothing," she said. "But in a second I think I'll have some good news to announce. Go on, Mom."

"I was just saying that I wanted to toast having us —"

Now it was Mercer's phone ringing.

"Sorry," he said, and maneuvered his hand outside his pants, finding the off button.

"Everyone done?" her mother asked.

"Sorry Mrs. Holland," Mercer said. "Go on."

But at that moment, Mae's phone buzzed loudly again, and when Mae looked to its screen, she saw that there were thirty-seven new zings and messages.

"Something you have to attend to?" her father said.

"No, not yet," Mae said, though she was almost too excited to wait. She was proud of Mercer, and soon she'd be able to show him something about the audience he might have outside Longfield. If there were thirty-seven messages in the first few minutes, in twenty minutes there would be a hundred.

Her mother continued. "I was going to thank you, Mae, for all you've done to improve your father's health, and my own sanity. And I wanted to toast Mercer, too, as part of our family, and to thank him for his beautiful work." She paused, as if expecting a buzz to sound any moment. "Well, I'm just glad I got through that. Let's eat. The food's getting cold."

And they began to eat, but after a few minutes, Mae had heard so many dings, and she'd seen her phone screen update so many times, that she couldn't wait.

"Okay, I can't stand it anymore. I posted that photo I took of your chandelier, Mercer, and people love it!" She beamed, and raised her glass. "That's what we should toast."

Mercer didn't look amused. "Wait. You posted them where?"

"That's great, Mercer," her father said, and raised his own glass.

Mercer's glass was not raised. "Where'd you post them, Mae?"

"Everywhere relevant," she said, "and the comments are amazing." She searched her screen. "Just let me read the first one. And I quote: Wow, that is gorgeous. That's from a pretty well-known industrial designer in Stockholm. Here's another one: Very cool. Reminds me of something I saw in Barcelona last year. That was from a designer in Santa Fe who has her own shop. She gave your thing three out of four stars, and had some suggestions about how you might improve it. I bet you could sell them there if you wanted to. So here's another —"

Mercer had his palms on the table. "Stop. Please."

50 “Why? You haven’t even heard the best part. On DesignMind, you already have 122 smiles. That’s an incredible amount to get so quickly. And they have a ranking there, and you’re in the top fifty for today. Actually, I know how you could raise that –” [...]

“Mae. Stop. Please stop.” Mercer was staring at her, his eyes small and round. “I don’t want to get loud here, in your parents’ home, but either you stop or I have to
55 walk out.”

“Just hold on a sec,” she said, and scrolled through her messages, looking for one that she was sure would impress him. She’d seen a message come in from Dubai, and if she found it, she knew, his resistance would fall away.

“Mae,” she heard her mother say. “Mae.”

60 But Mae couldn’t locate the message. Where was it? While she scrolled, she heard the scraping of a chair. But she was so close to finding it that she didn’t look up. When she did, she found Mercer gone and her parents staring at her. (763 words)

Excerpt(s) from The Circle by Dave Eggers, copyright © 2013 by Dave Eggers. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved.

* Mercer’s chandelier is made of antlers (= horn of a male deer). As he is very careful to buy antlers only from trusted suppliers, he only produces very few of them.

Annotation

- l. 6 chandelier: round frame for holding candles or lights that hangs from the ceiling and is decorated with small pieces of glass

Aufgabenstellung 2 – Tasks

Themenschwerpunkte: *Aims and ambitions, The impact of the media on society*

You are taking part in an international youth project on “The Impact of Digitisation and AI”.

Using the information from the text, write an article for the English project website in which you present the drawbacks of digital language assistants such as Alexa.

Text (Auszug aus dem Artikel)

Experten warnen vor Sprachassistenten: Diese Risiken birgt Alexa für Kinder

Minderjährige geben Alexa, Siri und ähnlichen Sprachassistenten zu viel von sich preis, zeigt ein Gutachten. Auch Datenschützer äußern Kritik.

- 1 Ein Junge, sechs Jahre alt, wünscht sich ein Kinderlied, ruft „play Digger, Digger“ ins Mikrofon. Und was tut Amazons Sprachassistentin „Alexa“? Sie schlägt ihm verschiedene Porno-Titel vor. Diese Geschichte ist nicht die einzige Panne vergangener Jahre, die Eltern schockiert. Zu sehen auf Youtube. Jetzt warnt sogar der Wissenschaftliche
- 5 Dienst des Bundestags.

In einem Gutachten wird bemängelt, dass Kinder und Jugendliche persönliche Informationen von sich preisgeben oder eben Inhalte abrufen können, die sie nicht hören sollten. Außerdem stelle sich die Frage, was eigentlich mit Besuchern sei, die nicht wüssten, dass die Software gerade ihre Sätze aufzeichnet. Amazon dürfte der Pflicht

10 zur Informationsvermittlung bei der Datenerhebung von Nutzern zwar ausreichend nachkommen, heißt es – „offen bleibt jedoch, wie unbeteiligte Dritte und Minderjährige von der Datensammlung ausgeschlossen werden können“.

Mit Blick auf die USA sei außerdem unklar, „zu welchen weiteren Zwecken Amazon seine Daten zukünftig nutzen könnte“. Dass sich Kriminelle Zugriff zu den Daten

15 in der Cloud verschaffen könnten, sei ebenfalls nicht auszuschließen.

Eine Reihe von Kritikpunkten. Das Bundesinnenministerium fühlt sich in der Sache aber nicht zuständig. Ein Sprecher erklärte auf Anfrage der Deutschen Presse-Agentur: „Die Nutzung der Sprachassistenten betrifft Datenverarbeitungen durch nichtöffentliche Stellen.“ Für diese lasse die Datenschutz-Grundverordnung der EU

20 den nationalen Gesetzgebern so gut wie keinen Regelungsspielraum.

„Wir müssen darauf dringen, dass die Einwilligungserklärung für den Nutzer auf die Gefahren und Möglichkeiten hinweist, die mit der Übertragung und Nutzung der Daten sowie der Daten von Dritten, die sich zufällig im Raum befinden, hinweist“, meint hingegen der fraktionslose Bundestagsabgeordnete Uwe Kamann. Dies müsse

25 detailliert erfolgen, „und nicht indem man nur einmal ein Häkchen für alles setzt“.

Lösungsvorschläge

Prüfungsteil 1: Leseverstehen und Schreiben

- 1 *In der ersten Aufgabe müssen Sie die Situation in eigenen Worten beschreiben. Versuchen Sie alle W-Fragen zu beantworten, zum Beispiel, wo sich die Szene abspielt, wer teilnimmt, was die Figuren machen, wie sie miteinander umgehen und weshalb sie sich so verhalten.*
- *Mercer, Mae und ihre Eltern sitzen am Küchentisch beim Essen.*
 - *Mae kommt zu spät, da sie damit beschäftigt war, ein Foto von Mercers Kronleuchter zu posten (allerdings, ohne ihn um Erlaubnis zu fragen).*
 - *Maes Mutter möchte einen Toast aussprechen, aber jedes Mal, wenn sie zu sprechen beginnt, klingelt ein Telefon.*
 - *Mae erhält zahlreiche Reaktionen auf das Bild, das sie gepostet hat.*
 - *Sie erzählt den anderen von den Nachrichten.*
 - *Mercer ist davon nicht begeistert und droht zu gehen.*
 - *Mae ignoriert ihn und liest weiter die ankommenden Nachrichten.*
 - *Selbst als Mercer tatsächlich geht, nimmt sie dies nicht wahr.*
 - *Als sie aufblickt, ist Mercer verschwunden.*
 - *Ihre Eltern starren sie ungläubig an.*

The excerpt from Dave Eggers' novel *The Circle*, published in 2013, is set in the kitchen of Mae's parents.

reference to
source

Her parents and her former boyfriend Mercer have been waiting for her so they can have dinner together. Mae comes in late because she has posted a photo of the chandelier Mercer gave to her parents. The other characters do not know about her posting the photo and Mae intends to surprise them with it.

description of the
situation

Mae's mother wants to propose a toast but she is interrupted several times by either Mae's or Mercer's phone ringing, so she gets a little upset. Whereas Mercer turns off his phone, Mae's phone keeps receiving messages in response to the photo she has posted. Finally, she cannot wait any longer and tells everybody what she has done. While Mae is proud of herself, Mercer himself seems to be appalled and threatens to leave if she does not stop. However, Mae ignores him and does not even realise his departure because she is too busy checking her phone for a message from Dubai. When she finally looks up from her phone, she only sees her parents staring at her.

(193 words)

Abiturprüfung Berlin/Brandenburg 2022
Englisch Leistungskurs

Prüfungsteil 1: Leseverstehen und Schreiben

(70 %)

Der Prüfungsteil 1 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

Aufgabenstellung 1.1 – Tasks

Themenschwerpunkte: *Aims and ambitions; Ethnic and cultural diversity*

- 1 Outline the information on Amar and his family. (20 %)
- 2 Analyze the way Amar is characterized. (40 %)
- 3 Choose one of the following tasks:
- 3.1 Comment on Amar's decision to pursue his own ambitions instead of following his parents' advice. (40 %)

OR

- 3.2 You are invited to deliver a speech at the Generation Equality Youth Conference. You have come across a quotation about Vice President Kamala Harris' inauguration: "When she takes the oath of office, little girls and boys across the world will know that anything and everything is possible." (*American Senator Amy Klobuchar*)

Taking this quotation as a starting point, write your speech discussing the chances of achieving the American Dream today. (40 %)

Text (excerpt from the novel)

Asymmetry

by Lisa Halliday

Note: *Amar, the narrator, was born in the USA, where he grew up and lived after his parents had fled from Iraq with their older son, Sami, in the 1970s.*

- 1 [...] According to Calvin Coolidge, economy is the only method by which we prepare today to afford the improvements of tomorrow. Whatever else you think about Coolidge, the statement does seem more or less correct, and when I came across it for the first time shortly after starting graduate school I thought: At last, I'm pursuing a profession befitting of my neuroses.

This is because my mind is always turning over this question of how I'm going to feel later, based on what I'm doing now. Later in the day. Later in the week. Later in a life starting to look like a series of activities designed to make me feel good later, but not now. Knowing I'll feel good later makes me feel good enough now. Calvin Coolidge would approve, but according to my mother there is another term for such supermodulated living, and it translates roughly into not being able to live like a dog.

You would be happier, she has been heard to say, if you were more like your brother. Sami lives in the moment, like a dog.

For the record, my brother's name means *high*, *lofty*, or *elevated* – not traits you'd readily associate with an animal that sniffs assholes and shits in plain sight. But I suppose my parents could not have predicted his canine spontaneity when they named him; nor could they have known that the one they named *making a home* would grow up to have nothing in his refrigerator but seven packets of soy sauce and an expired carton of eggs.

In December of 1988, on the flight to Baghdad from Amman, our parents forbade us from bringing up two subjects with our Iraqi interlocutors: Saddam Hussein and Sami's piano, never mind the ten years of music lessons he'd taken from our homosexual landlord downstairs. At any rate, what most of my aunts and uncles wanted to discuss around my grandmother's kitchen table was the exotic extent of my Americanness: my Brooklyn accent, my Don Mattingly jersey, my pristine navy-blue passport and my embossed City of New York Certification of Birth. This last, of course, meant that I would be entitled to run for the American presidency one day, and while Sami and I practiced juggling oranges with our cousins in the back garden our elder relatives discussed this prospect with all the sobriety and momentousness of a G7 convention. President Jaafari. President Amar Ala Jaafari. President Barack Hussein Obama. I suppose one does not sound so very much more unlikely than the other. And yet, at twelve years old, I knew perfectly well that my parents' truer hope was that I too would do as they had done, and as my brother looked all but certain to do, and that was to become a doctor. A doctor is respected. A doctor is never out of work. Being a doctor opens doors. Economics my parents also consider respectable, but reliable? No. Ungraspable (my father's word). And even if one is more likely to ascend to the office of the presidency with a doctorate in economics than with a medical degree under his belt, my mother no longer mentions my eligibility these days, maybe because she thinks the position does not befit a man largely incapable of escaping, except infrequently and accidentally, a consciousness trained on how every action undertaken is later going to make him feel. [...]

I once heard a filmmaker say that in order to be truly creative a person must be in possession of four things: irony, melancholy, a sense of competition, and boredom.

Whatever my deficiencies in the first three areas, I enjoyed such an abundance of the fourth that winter in Iraq that by the time we returned to New York I had eked out my first and only poetry cycle. What else did I do? Spent hours upon hours juggling, which is to say dropping and picking up oranges in the backyard until I could no longer see them for the dusk. With my father and Zaid I visited our relatives buried outside Najaf, and in the evenings sat at the kitchen table, doodling in the margins of my homework – an inordinate amount of homework, to make up for all the school I was missing

Der Prüfungsteil 2 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

Aufgabenstellung 2.1 – Task

Themenschwerpunkte: *Saving the planet; Aims and ambitions; The impact of the media on society*

“Sustainable development”, an online campaign by the European Youth Forum, was established to contribute to young people’s understanding of the environment. It is interested in experiences that set an example for more and better environmental awareness. Write a blog entry for the campaign’s website in which you outline the information on the general idea of “Moral Games” and on their players as reported by Juliane Frisse.

Text (Auszug aus dem Artikel)

Das Spiel für eine bessere Welt

Von Juliane Frisse

- 1 Dies ist die Geschichte von drei Freunden, die mit einem Google-Doc und einem mas-
- siven Silberring die Welt retten wollen. Also, zumindest ihren Teil dazu beitragen wol-
- len: weniger Fleisch essen, Flüge und Plastiktüten vermeiden, nur noch faire T-Shirts
- kaufen. Da die Freunde fanden, dass sie ihr Potenzial hier bisher nicht ausgeschöpft
- 5 hatten, beschlossen sie zu testen, ob es besser klappt, wenn sie ein Spiel daraus ma-
- chen. Sie nennen es „Moral Games“. [...]

Chris Starke, Cyril Brandt und Nils Köbis, alle Anfang 30, kennen sich seit Ju-
gendtagen. Heute arbeiten sie als Wissenschaftler oder wissenschaftsnah, beschäftigen
sich beruflich mit politischer Kommunikation, Verhaltensökonomie, Sozialpsycholo-
gie und Bildungsprojekten in Konfliktregionen. „Uns ist bewusst, dass das alles etwas
10 schräg wirkt, wenn man von außen drauf schaut“, sagt Chris.

Die „Moral Games“ spielen Chris, Cyril und Nils seit etwa vier Jahren. Sie began-
nen, weil sie ihr Konsumverhalten ändern wollten, im Alltag mehr im Einklang mit
ihren Werten leben wollten. Es ging ihnen vor allem um Nachhaltigkeit und Umwelt-
schutz, aber auch um faire Produktionsbedingungen. „Wir haben uns zwar alle in anti-
15 rassistischer Arbeit, für Menschenrechte, in der Flüchtlingshilfe oder in der Bildungs-
arbeit engagiert“, sagt Cyril. „Doch bei den alltäglichen Entscheidungen haben wir
gemerkt, dass wir keine signifikanten Fortschritte machten.“ [...]

Ihre „Moral Games“ haben ein ausgefeiltes Regelwerk. Chris, Cyril und Nils haben
20 es gemeinsam entwickelt und immer wieder angepasst. Grob funktioniert das Ganze
so: In fünf verschiedenen Kategorien sammelt jeder von ihnen Plus- und Minuspunkte.
Kategorie 1 ist Fleisch essen, Kategorie 2 Fisch essen, 3 Plastikverbrauch, 4 Bio- und
Fair-Trade-Produkte und 5 Lebensmittelverschwendung.

Jeder Spieler startet bei Null in eine neue Woche. Um Pluspunkte zu bekommen, muss man in einer Kategorie eine perfekte Woche schaffen: Wer zum Beispiel sieben fleischfreie Tage vorweisen kann, darf sich zehn Punkte gutschreiben. Für Nachhaltigkeitsfails gibt es Abzüge: ein Fischstäbchen essen? Macht sechs Minuspunkte. Ein Steak: zwölf. Für einen To-Go-Becher gibt es zwei Punkte Abzug. Wer sich ein nicht fair produziertes Kleidungsstück kauft, muss sich zehn Prozent des Preises als Minuspunkte aufschreiben.

Welches Verhalten wie bepunktet wird, entscheiden die Freunde zusammen. Dabei orientieren sie sich an Fragen wie etwa: Wie schlimm sind die ökologischen Folgen eines Verhaltens? Wäre es einfach möglich, anders zu handeln?

An jedem Montag wird abgerechnet. Dann tragen Cyril, Nils und Chris ihre Punkte in ein gemeinsames Google-Doc ein. Sobald einer von ihnen 222 Punkte erreicht hat – was bei einem gemäß den Spielregeln perfekten Lebensstil nach sechs Wochen möglich ist –, hat er die Runde gewonnen und ist der neue „Moral King“. Alternativ wird zum Sieger erklärt, wer nach zwölf Wochen die meisten Punkte gesammelt hat. Cyril trage inzwischen den Spitznamen „Moral Two-Face“, erzählen die Freunde: Einerseits gewinne er oft, andererseits leiste er sich auch häufig moralische Totalaussetzer – Phasen mit viel Fleisch, Plastikflaschen und To-Go-Müll.

Als Preis wird der „Moral King“ von den anderen beiden zu einem gemeinsamen Essen ins Restaurant eingeladen, und er darf den Ring tragen. Die Verlierer müssen ihren Rückstand zum Sieger spenden – pro Punkt 1 Euro. Gespendet wird am Jahresende, dann rechnen Chris, Cyril und Nils auch ihre Flüge ab: Wer geflogen ist, muss ebenfalls Geld für einen guten Zweck geben. Die Organisationen, die sie unterstützen, suchen sie gemeinsam aus. Bisher haben sie an die Amadeu Antonio Stiftung, Ärzte ohne Grenzen, Reporter ohne Grenzen und Atmosfair gespendet. [...]

Auch die Bilanz von Nils, Chris und Cyril fällt nach inzwischen siebzehn Runden „Moral Games“ positiv aus: Ihren Fleischkonsum haben sie, so schätzen sie, um etwa 80 Prozent reduziert. Sie berichten außerdem, dass sie weniger fliegen als früher, inzwischen immer einen Stoffbeutel und einen Mehrwegbecher dabei haben und nur noch Fair-Trade-Kaffee kaufen. [...]

Für Nils, Chris und Cyril ist das Spiel auch ein Weg, ihre Fernfreundschaft zu pflegen: Sie leben in Düsseldorf, Münster und Amsterdam. Durch die „Moral Games“ haben sie trotzdem fast jeden Tag Kontakt. Regelmäßig schicken sie Nachrichten hin und her, wie etwas punktemäßig einzuordnen ist – und treffen sich, wenn sie den Rundensieger zum gemeinsamen Essen einladen. [...]

(644 Wörter)

Frisse, Juliane. „Das Spiel für eine bessere Welt.“ ZEIT ONLINE 15. Dezember 2019. Zugriff am 23. August 2020 von <https://www.zeit.de/die-antwort/2019-11/nachhaltigkeit-umweltschutz-alltag-moral-games>.

Annotationen

- Z. 1 Google-Doc: Online-Textverarbeitungsprogramm, mit dem Dokumente erstellt und gemeinsam mit anderen bearbeitet werden können
- Z. 26/27 Nachhaltigkeitsfail: Verstoß gegen Nachhaltigkeitsbemühung
- Z. 47 Amadeu Antonio Stiftung: Stiftung, die sich gegen Rechtsextremismus, Rassismus und Antisemitismus wendet; benannt nach Amadeu Antonio Kiowa, der durch rechtsextreme Gewalt in Deutschland umgekommen ist
- Z. 48 Atmosfair: gemeinnützige Klimaschutzorganisation mit dem Schwerpunkt Reisen

- 2 When characterizing the protagonist in a fictional text, you can refer to the following categories: narrative perspective, atmosphere and language.

A first-person narrator, e. g., is quite subjective in what he/she tells us, whereas a third-person or an omniscient narrator can keep a certain distance from the character described and be more objective then.

A certain atmosphere in an excerpt may evoke a particular feeling in the reader, which in case of a first-person narrator also allows us to conclude that he/she is timid, stubborn, aggressive, etc.

What others say about the character or how he/she talks about him/herself or others also gives us a good insight into the person's soul.

The less we get to know directly about a protagonist, the more indirectly is he/she characterized. You have to quote from the text to prove your analysis.

Language

- first-person narrator
- irony (cf. ll. 4/5, 9/10)
- choice of words: negative connotations (cf. ll. 10/11, 35, 38)
- comparison (cf. ll. 11, 33, 38)
- incongruity (cf. ll. 14–18)

Effect/function

- subjective view on events, family, etc., Amar can choose what he is going to tell us
- ironic self-reflexion supports the idea that Amar is not very self-confident
- show gap between two cultures, Amar might feel torn between his ancestry and his Americanness
- brother seems to be better, more accepted/loved by family
- paradoxical situation when it comes to the brothers' names and their meanings, irony behind it also proves Amar's insecurity

Amar is mostly indirectly characterized by what he says and does and how his family sees him. He seems to be quite insecure, not very self-confident, doubtful, torn between two cultures and somehow struggling with his Iraqi heritage.

The most dominant means employed is the first-person narrator. The reader gets an exclusive insight into Amar's feelings and thoughts. We get to know his family through his eyes. This is quite subjective, but helps us understand why he is feeling this or that way.

The use of irony can be sensed quite easily. He has "at last found [out] that he [is] pursuing a profession befitting of [his] neurosis" (ll. 4/5) when he reads the Coolidge quote for the first time. He thinks that "Coolidge would approve" (ll. 9/10) of his lifestyle, but his own mother does not. The incongruity of the meaning in the brothers' names is also quite ironic. Amar's translates to "making a home" (l. 17), which he has no intention of doing, whereas Sami's means "high, lofty, or elevated" (l. 14), which Amar says

thesis

adjectives to describe him

first-person narrator

use of irony

incongruity

At least in theory. In real life, movements like Black Lives Matter show that the American Dream is not achievable for everyone. Large groups of people are still being discriminated against, kept in poverty and barred from higher education. When you struggle daily to make ends meet, how can you rise to the top?

first con argument

It is an important development that a woman like Kamala Harris can become Vice President today, but even she, like Barack Obama, was born privileged as both their parents came from an academic background.

second con argument

The American Dream today needs to be more like working together, supporting each other, granting everyone a life of dignity. That is how everyone will have the chance to improve.

appeal to listeners to make a change

We have to know our privileges and understand that we have not achieved the goal of equality that would enable everybody to achieve the American Dream. Let's do our best to not only reach our own goals, but to help others advance in life, too!

conclusion

Thank you.

(420 words)

saying thank you

Aufgabenstellung 1.2

1 *This task wants you to sum up, i. e. concentrate on certain issues of the text and not summarize the whole content. It is also up to you whether you want to start with the introductory sentence containing the text type, title, author, source, etc.*

What you have to find out about is the challenges Obama mentions and the advice he gives. Draw a table or list the two categories after having underlined them in the text.

Challenges:

- *classes, tuition, online classes, video conferences amount to unusual times*
- *they had to find their way around in a troubled world, some of them being the first ones in their family to graduate from college or university*
- *pandemic, recession, inequality = extra burden for Black communities (racism)*
- *status quo needs fixing*
- *democracy demands cooperation, mutual help*
- *young generation in charge of change*

Advice:

- *get rooted in communities of real people (not just be online)*
- *be aware of positive/negative feelings in communities*
- *find allies to support your work, dreams*
- *support others and their fight for equality, against discrimination, etc.*
- *act as the role models H.B.C.U. have made you*
- *fight for democracy, show courage*

In the excerpt from his 2020 H.B.C.U. Commencement Speech Barack Obama focuses on the challenges the graduates have been facing and will probably face in the future.

introductory sentence

In a world of a pandemic and on-going recession, studying in and outside classes seemed more difficult for them, since remote learning via Zoom could not fully compensate for a normal campus life and money may have been short for tuition.

reference to unusual times of the pandemic and remote learning

Additionally they had to face the inequality and the extra burdens Black communities have been familiar with for centuries. Black people were hit harder by the pandemic and are in danger of being killed by racism in everyday situations.

racism

To overcome the aftermath of these unusual times, every one of them has a personal responsibility to make the world a better place. The 2020 graduates are the generation in charge of that change. As they are part of a generation that is very aware of the existing injustice, they can take the responsibility and help democracy flourish.

young generation in charge of making a change

Obama gives his listeners three pieces of advice, the first being that they must always be rooted in communities with real people and listen to their positive and negative feelings. The digital world cannot mirror reality well enough.

first piece of advice: be analogue rather than digital

His second piece of advice revolves around working together. He tells them to find friends and allies, and also support others who are discriminated against in their attempts to fight for important issues like equality or against discrimination.

second piece of advice: find friends and allies and be an ally

He finally makes them aware of the fact that as H.B.C.U. graduates they are role models now and will be judged by their actions and courage in the struggle for change.

third piece of advice: act as role models

(272 words)

2 When analysing a non-fictional text, refer to its structure and its language. Typical stylistic devices used in speeches are direct address, parallelism, comparisons, rule of three and also metaphors.

It is usually enough to concentrate on a few repeatedly employed means or a really dominant one. Also define what function a device has (e.g. attracting attention, appealing to emotions, assuming agreement, etc.).

A range of means employed in Obama's speech (among others):

- direct address (you, your, etc.)
- word field of praise, compliments, pride and patriotism (cf. for example ll. 3, 5/6, 14, 32, 74/75)
- current examples of inequality/discrimination (cf. ll. 19/20)
- famous Black role models (cf. ll. 40–42)
- rule of three (cf. ll. 10, 48/49)
- structure of speech (from challenge to advice)
- metaphors, comparisons, imperatives, contrast, enumerations
- word field of change and (e.g. “seeds of change”, l. 39; “strategy”, l. 53)
- direct appeal to action (e.g. “stand up for and join up with everyone who's struggling”, l. 63)

Abiturprüfung Berlin/Brandenburg 2022
Englisch Grundkurs

Prüfungsteil 1: Leseverstehen und Schreiben

(70 %)

Der Prüfungsteil 1 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

Aufgabenstellung 1.1 – Tasks

Themenschwerpunkte: *Aims and ambitions; Ethnic and cultural diversity*

- 1 Outline the information on the protagonists. (30 %)
- 2 Analyze how New York and its people are portrayed. Refer to narrative perspective and use of language. (30 %)
- 3 Choose one of the following tasks:
- 3.1 In the extract Neni observes: “Even in New York City, even in a place of many nations and cultures, men and women, young and old, rich and poor, preferred their kind when it came to those they kept closest. And why shouldn’t they?” (ll. 18–20)
Taking Neni’s attitude as a starting point, discuss the benefits and challenges of integrating into a new and diverse community. (40 %)

OR

- 3.2 *Integrating Cities*, an international organization focusing on migration and integration, is looking for best practice examples of campaigns promoting integration. Someone has posted the illustration below on the organization’s blog.
Write a blog entry assessing its effectiveness. (40 %)



NYC Mayor’s Office of Immigrant Affairs (2017).
Immigrant Heritage Week 2017. Retrieved May 18, 2020
from <https://www1.nyc.gov/assets/immigrants/downloads/pdf/immigrant-heritage-week-2017-calendar.pdf>

Text (excerpt from the novel)

Behold the dreamers

by Imbolo Mbue

Jende and Neni Jonga emigrated from Cameroon to the United States, where they are currently seeking legal status. In this excerpt, the couple is in midtown Manhattan, where Jende's cousin Winston has been celebrating his birthday.

1 Though he loved New York City, every winter he told himself he was going to leave
it for another American city as soon as he got his papers. The city was great, but why
spend four months of the year shivering like a wet chicken? [...] If Bubakar hadn't
cautioned him that it was best he remained in the city (it might complicate matters if
5 they tried to move his case to another jurisdiction, the lawyer had said), Jende would
have been long gone, because there was no reason why a man should willfully spend
so many days of his life in a cold, costly, congested place. [...]

"Let's go sit at Columbus Circle for a little bit," Jende said, and [Neni] quickly
agreed [...]. Jende began talking about how great a time he'd had talking to one of
10 Winston's friends, but she was barely listening. She was noticing something for the
first time: She was realizing that most people on the street were walking with someone
who looked like them. On both sides of the street, going east and west, she saw people
walking with their kind: a white man holding hands with a white woman; a black teen-
ager giggling with other black (or Latino) teenagers; a white mother pushing a stroller
15 alongside another white mother; a black woman chatting with a black woman. She saw
a quartet of Asian men in tuxedos, and a group of friends who had different skin colors
but were dressed in similar elegant chic styles. Most people were sticking to their own
kind. Even in New York City, even in a place of many nations and cultures, men and
women, young and old, rich and poor, preferred their kind when it came to those they
20 kept closest. And why shouldn't they? It was far easier to do so than to spend one's
limited energy trying to blend into a world one was never meant to be a part of. That
was what made New York so wonderful: It had a world for everyone. She had her
world in Harlem and never again would she try to wriggle her way into a world in
midtown, not even for just one hour.

25 When they got to Columbus Circle, [...] they sat beneath the statue of Christopher
Columbus, side by side, hand in hand, surrounded by skateboarders and young lovers
and homeless people, looking north as cars came around the circle and went up Central
Park West. The spring air was crisper than she would have wished, but not crisp enough
to send her rushing into the subway. And even if it had been, she would have stayed in
30 the circle, because it wasn't every night she got a chance to enjoy the sounds of the
city and its millions of lights blinking around her, reminding her that she was still living
in her dream. Bubakar had assured them that they could be in the country for many
years, which meant they could be in the city for many years. A massive smile involun-
tarily appeared on her face at the thought, and she moved closer to Jende and leaned
35 against him.

"This is the best place in the whole city," he said to her. She did not ask why he
thought so, because she knew why.

In his first days in America, it was here he came every night to take in the city. It was here he often sat to call her when he got so lonely and homesick that the only balm
40 that worked was the sound of her voice. During those calls, he would ask her how Liomi was doing, what she was wearing, what her plans for the weekend were, and she would tell him everything, leaving him even more wistful for the beauty of her smile, the hearth in his mother's kitchen, the light breeze at Down Beach, the tightness of Liomi's hugs, the coarse jokes and laughter of his friends as they drank Guinness at a
45 drinking spot; leaving him craving everything he wished he hadn't left behind. During those times, he told her, he often wondered if leaving home in search of something as fleeting as fortune was ever worthwhile.

"You know what I'm realizing now?" he said to her.

"What?" she asked, looking at him adoringly.

50 "We are sitting in the center of the world."

She laughed. "You're so funny."

"No, think about it," he said. "Columbus Circle is the center of Manhattan. Manhattan is the center of New York. New York is the center of America, and America is the center of the world. So we are sitting in the center of the world, right?" (775 words)

Mbue, Imbolo. Behold the Dreamers. London: 4th Estate, 2016, 81, 94–96.

Annotations

Title Imbolo Mbue: a female American author born in Cameroon, Africa

l. 3 Bubakar: the immigration lawyer handling the Jongas' case

l. 5 jurisdiction: the city or state which has the legal authority to make decisions and judgments

l. 41 Liomi: Jende and Neni's son

Prüfungsteil 1: Leseverstehen und Schreiben

Aufgabenstellung 1.1

- 1 *In this task, you have to concentrate on the information given on Jende and Neni. This includes information on their family, their life before the situation portrayed in the text, their life now and their plans for the future.*

Family

- Jende and Neni have a son.
- Jende has a cousin in New York.
- They still have family in Cameroon.

Life before

- Jende came to New York first (in order to escape poverty); he felt alone and homesick; they talked on the phone often.
- Neni and their son joined him later.

Life now

- The family lives in Harlem, New York.
- They have a lawyer and hope to get legal status soon.

Plans for the future

- They both love New York.
- Neni wants to stay there.
- Jende wants to move away because of the cold winters.

Jende and Neni Jonga are a married couple who immigrated from Cameroon. They live in Harlem while waiting for their immigration status to be approved. Though they have family in NYC and Neni likes living there, Jende wonders if they should move to a warmer climate. Jende moved to the USA first and was often homesick before his wife Neni and their young son, who both had stayed with their family in Cameroon, joined him. They have hired an immigration lawyer who recommends they not leave the area during the legal process.

While on a night out in Manhattan, they go to Columbus Circle, where Jende used to go alone to call his wife in Cameroon. Though he often doubts whether they should have made the trip to a new country, he realises that Columbus Circle is in fact at the centre of the world.

(145 words)

living in Harlem

plans for the future

what happened before

feelings about Manhattan and NY

2 Here, you have to look at the narrative perspective and the use of language.

Narrative perspective

- omniscient narrator
- describes Jende's and Neni's feelings towards New York and how they see its people:
 - Jende thinks: "[t]he city [is] great" (l. 2).
 - Neni likes the diversity of New York: "That was what made New York so wonderful: It had a world for everyone." (ll. 21/22)
 - According to Jende the city is "cold, costly, congested" (l. 7). → Alliteration
 - To Neni, New York is the city of her dreams. (cf. l. 32)

Use of language

Effect/function

- | | |
|---|--|
| – alliteration: e. g. "cold, costly, congested" (l. 7) | – increases negative impression |
| – antonyms: e. g. "men and women, young and old, rich and poor" (ll. 18/19) | – express diversity of NYC |
| – repetition: e. g. "a black woman chatting with a black woman" (l. 15) | – stress how people stick to their own kind/uniqueness of the city |
| – rhetorical question: "And why shouldn't they?" (l. 20) | – insight into Neni's feelings |

The story is told by an omniscient narrator, that is, the readers are not only aware of the actions of the protagonists but also learn about their thoughts and feelings, and their perception of NYC. The readers are thus more likely to identify with the protagonists. Jende disapproves of the climate in New York, but is also fascinated by it: "The city was great, but why spend four months of the year shivering like a wet chicken?" (ll. 2/3). The author uses alliteration to increase the negative impression of the city, calling it "cold, costly, congested" (l. 7).

Neni, who is much more enthusiastic about NYC, noticed that "[m]ost people were sticking to their own kind" (ll. 17/18) and that "[t]hat was what made New York so wonderful: It had a world for everyone" (ll. 21/22). By the use of antonyms like "men and women, young and old, rich and poor" (ll. 18/19), New York is presented as a diverse place with many contrasts. Neni's sensual perception of the city is revealed when she gets "a chance to enjoy the sounds of the city and its millions of lights blinking around her," (ll. 30/31).

Repetition is used in the text to describe how people stick to their kind, "a black woman chatting with a black woman" (l. 15), for example. It is also used at the end of the text, when Jende says, "center of Manhattan [...] center of New York [...] center of

omniscient narrator

shows NYC from protagonists' perspective

Jende's perspective

alliteration

Neni's perspective

antonyms

contrast

repetition

America [...] center of the world” (ll. 52–54), which emphasises the uniqueness of the city.

A rhetorical question is used to give insight into Neni’s thoughts and feelings about people sticking to their own kind: “And why shouldn’t they?” (l. 20).

rhetorical
question

(291 words)

3.1 *In this task you have to discuss the topic, so you have to find arguments for both sides. The wording of the task is not very clear. Are you supposed to concentrate on the benefits and challenges of a diverse community or are you supposed to discuss different degrees of integration (and assimilation)? Try not to get lost in your argumentation. To what conclusion do you want to come at end of your argument? Find suitable arguments, explanations and examples and leave out aspects that would belong to the topic in general but lead too far away from what you want to say. Start by explaining Neni’s attitude in your introduction.*

– **Benefits of integrating into a new and diverse community:**

- Integration instead of assimilation is an enrichment for society.
- A diverse society makes it easier for immigrants to settle in.

– **Challenges of integrating into a new and diverse community:**

- Subcultures and different attitudes and religions can cause conflict.
- Certain aspects, like a common language, are key for integration.

Neni approves of the fact that, even in a multicultural society like New York City, people tend to socialise with their own kind. She believes there is a place for everyone in New York and one does not necessarily need to adapt or assimilate to succeed.

introduction
Neni’s attitude

According to the concept of the melting pot, or assimilation, immigrants have to adapt to their new environment completely. This means they have to give up their own culture and sometimes even their own religion. However, why should they forget about their roots? Integration, according to the concept of the salad bowl, means immigrants are not expected to deny their past. Immigration can also be considered an enrichment to society regarding life-style, food, music and the arts.

**main part
advantages**
different cultures
and religions are
an enrichment for
society

If you come to a society that is already very diverse, it is easier to find your place in the community. You will find other people who are like you and not feel alone or alienated. According to Neni, anyone can find someone who is “their kind” in New York City and thus avoid confrontation.

in a diverse
culture it is easier
to settle in

However, while it can be an enrichment and make it easier to build a life in a diverse society, you still have to adapt partly in order to integrate into society. When immigrants first arrive in the new country, they can feel homesick, and thus seek out their own people and form a subculture instead of adapting to their new environment. If the immigrant’s culture is very different from that of

challenges
subcultures and
different ways of
living can lead to
conflict and
prejudice

the new neighbours, this can cause conflict. In recent years, prejudice has increased. After 9/11, for instance, tolerance towards Islam almost vanished in the USA. Furthermore, the native population might feel threatened by additional competitors for jobs as well as living space.

natives fear competition

The most important aspect of integration is language skills, without which one cannot find a qualified job. Thus, learning the language is vital to succeed in any new society. Moreover, a lack of language skills will prevent you from socialising and making new friends outside your own bubble.

language is a key factor in integration

While diversity can have a positive effect on society and make it easier for new immigrants to settle in, certain core values and a common language are necessary for a society to avoid conflict and make it possible for different people to live together in harmony.

conclusion

(386 words)

- 3.2 As the task is to write a blog entry you can stick to a more colloquial style. Your blog entry should contain a heading, a short introduction, a main part and a conclusion. You can either first describe the picture, interpret it and then assess its effectiveness in a second step or combine the description, interpretation and evaluation.

Description

- picture shows five people from different ethnic and cultural backgrounds: young woman with a headscarf, three men with different hairstyles, beards and skin colours, one elderly person of Asian origin
- all look happy, peaceful and self-confident
- caption: “Immigrants are NY: Upholding our Values”
- in the lower section of the picture there is a mirrored version of the New York skyline

Analysis

- two ways of interpreting the caption: immigrants are part of New York as they are holding up American values, or immigration is an important part of America, therefore immigrants should be valued
- people depicted show ideal immigrants (happy and peaceful)
- skyline as a reflection of immigrants symbolises the message that immigrants are an important part of NYC

Assessment of effectiveness

- the image leaves out possible negative effects or conflict
- as a campaign for immigration, the picture is supposed to illustrate an ideal version of a multicultural society, so it is very effective

Campaigning diversity

heading
introduction

I’ve just seen the illustration that says “Immigrants are NY: Upholding our Values” and I find it very effective, as it shows the diversity in the city.



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