

2020

Abitur

Original-Prüfungen
mit Lösungen

**MEHR
ERFAHREN**

Schleswig-Holstein

Englisch

- + Themenkorridore 2020
- + Basiswissen und Übungsaufgaben

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Abiturprüfungen

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Mediation: Umsatzbringer „Die drei Fragezeichen“/Kinderbuch als Bühnenshow 2018-1

Aufgabe 1: Thema: *African Americans*, Textsorte: literarisch
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Aufgabe 2: Thema: *African Americans*, Textsorte: Sachtext
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Aufgabe 3: Thema: *Science & Technology*, Textsorte: literarisch
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Aufgabe 4: Thema: *Science & Technology*, Textsorte: Sachtext
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Jeweils zu Beginn des neuen Schuljahres erscheinen die neuen Ausgaben der Abitur-Prüfungsaufgaben mit Lösungen.

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Übungsaufgaben und Lösungen der Abitur-Prüfungsaufgaben:
Birte Bökel, Henning Christiansen; Mediation (2017/18): Robert Klimmt

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 Schleswig-Holstein vertraut zu machen.

Dieser Band bietet Ihnen verschiedene Möglichkeiten, sich gezielt auf die Abiturprüfung im Fach Englisch vorzubereiten:

- Die **Hinweise und Tipps zum Zentralabitur** lenken den Blick auf die Hauptschwierigkeiten der Abiturprüfung und helfen Ihnen, Inhalt und Form der Klausuren besser zu verstehen.
- Anschließend finden Sie eine **Kurzgrammatik**, mit deren Hilfe Sie wichtige Aspekte der englischen Grammatik wiederholen können, um so häufige Fehler zu vermeiden.
- Das **Basiswissen zu den Themenkorridoren** bündelt die wichtigsten Informationen zu den Themen „African Americans: Free at Last? Equal at Last?“ und „Science (Fiction) & Technology: Blessing or Curse?“. Vergegenwärtigen Sie sich bereits Gelerntes und sammeln Sie weiteres Hintergrundwissen zu den beiden Themenbereichen. Zu den Pflichtlektüren finden Sie die wichtigsten Informationen im Kapitel „**Kurzinterpretationen**“.
- Mithilfe der **abiturähnlichen Übungsaufgaben** können Sie sich intensiv auf die Bearbeitung von Aufgabenstellungen zu den **aktuellen Themenkorridoren** vorbereiten. Die Übungsaufgaben 1 bis 4 enthalten neben der **Textaufgabe** jeweils eine **Sprachmittlungsaufgabe**. Die darauf folgenden beiden Übungsaufgaben sollen Ihnen Anregungen für die Vorbereitung auf die **Sprechprüfung** bieten.
- Anschließend finden Sie eine Auswahl an **Original-Prüfungsaufgaben der Jahrgänge 2015 bis 2019** mit **Musterlösungen**. Von den Jahrgängen **2015 bis 2017** sind jeweils nur die **Sprachmittlungsaufgaben** abgedruckt, da den Textaufgaben noch andere Schwerpunktthemen zugrunde lagen.
- Die **Original-Prüfungsaufgaben 2018 und 2019** behandeln die aktuellen Schwerpunktthemen. Sie sind vollständig abgedruckt. Hier können Sie also eine realistische Prüfungssituation simulieren. Ihre eigenen Ergebnisse können Sie auch hier mit den **Musterlösungen** vergleichen. Bedenken Sie, dass die Schwerpunktsetzung insbesondere in den freieren Aufgabenteilen je nach Ihrer unterrichtlichen Vorbereitung unterschiedlich ausfallen kann. Außerdem handelt es sich bei den Musterlösungen um Texte, die bewusst möglichst viele denkbare

Aspekte abdecken und von *native speakers* Korrektur gelesen wurden. Sie sollen also eine Optimallösung darstellen und kein Bild davon vermitteln, was in einer Prüfungssituation zwingend erwartet wird.

- Zusätzlich zu den Aufgaben im Buch erhalten Sie im **ActiveBook „Basic Language Skills“** Zugriff auf zahlreiche **digitale Aufgaben zum Lese- und Hörverstehen**. Darüber hinaus können Sie hier Ihre **sprachlichen Grundlagen** trainieren.

Ins ActiveBook gelangen Sie über die Plattform „MyStark“ und Ihren persönlichen Zugangscode (vgl. Farbseiten vorne im Buch).

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2020 vom Bildungsministerium Schleswig-Holstein bekannt gegeben werden, finden Sie aktuelle Informationen dazu im Internet unter:

www.stark-verlag.de/pruefung-aktuell

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihren Abiturprüfungen.

Birte Bökel, Henning Christiansen

Hinweise und Tipps zum Zentralabitur Englisch in Schleswig-Holstein

Die zentrale Abiturprüfung in Schleswig-Holstein

In Schleswig-Holstein findet die Abiturprüfung in den Kernfächern der Profiloberstufe in Form des Zentralabiturs statt. Das bedeutet, dass die Aufgaben einheitlich vom Bildungsministerium gestellt und jeweils am gleichen Tag und zur gleichen Zeit von allen Prüflingen bearbeitet werden. Dabei dürfen Sie als Prüfling zwischen zwei unterschiedlichen Aufgaben wählen, wobei ein literarischer und ein nicht literarischer Text zur Auswahl stehen, die sich je einem der beiden Themenkorridore (*African Americans* und *Science & Technology*) zuordnen lassen.

Neben der Textaufgabe müssen die Prüflinge eine Sprachmittlungsaufgabe (Mediation) bearbeiten. Hier haben Sie keine Auswahlmöglichkeit, es wird nur eine Sprachmittlungsaufgabe gestellt. Seit der Abiturprüfung 2017 gibt es außerdem eine **Sprechprüfung** als weiteren Prüfungsteil.

Die Abiturvorbereitung im Englischunterricht stützt sich auf den Lehrplan Englisch, der wesentliche Unterrichtsinhalte und -methoden festlegt. Für die sechs Halbjahre der Oberstufe sind folgende, in ihrer Reihenfolge schulintern festgelegte **Themen** vorgeschrieben:

- Spracherwerb
- *English in action* (z. B. Reisen, Arbeit, Lernen)
- Regionale Identitäten (z. B. Demokratie, Einwanderung)
- Individuum und Gesellschaft (z. B. Geschlechterrollen, Lebenswege)
- Globalisierung und globale Herausforderungen (z. B. Umweltthemen, Technik)
- Kunst und Literatur

Im Zentralabitur gibt es vom Bildungsministerium festgelegte **Themenkorridore**, die die Prüfungsthemen für Sie eingrenzen. Für das **Abitur 2020** gelten folgende Themenkorridore, die innerhalb der oben genannten Kursthemen bearbeitet werden müssen:

African Americans: Free at Last? Equal at Last? und *Science (Fiction) & Technology: Blessing or Curse?*

Thema I: *African Americans: Free at Last? Equal at Last?*

Die Geschichte sowie die aktuelle Situation der Afroamerikaner*innen bilden den Schwerpunkt dieses Themenkomplexes. Insbesondere amerikanische Ideale wie Einheit, Gleichheit und Brüderlichkeit werden vor dem Hintergrund der Frage behandelt, inwieweit diese im Sinne einer Gleichbehandlung verschiedener ethnischer Gruppen (noch) nicht erfüllt werden.

Hierzu gehören folgende Themenschwerpunkte:

- Historischer Überblick (u. a. Sklaverei, *Reconstruction Period*, Rassentrennung, *Civil Rights Movement*, *Black Power*)
- Aktuelle Situation der Afroamerikaner*innen

Als verbindliche Originallektüre wird Ernest J. Gaines' Roman *A Lesson Before Dying* (1993) gelesen sowie der Film *The Butler* (2013) behandelt.

Thema II: *Science (Fiction) & Technology: Blessing or Curse?*

Wissenschaftlicher Fortschritt und technologische Entwicklungen werden kritisch beleuchtet und vor allem der ethische Umgang mit den vorhandenen Möglichkeiten untersucht.

Folgende Themen stehen im Zentrum:

- Der Mensch und das Streben nach Wissen (historischer Rahmen, kulturelle Dimensionen, religiöse Anschauungen)
- Das Individuum im Spannungsfeld zwischen Wissenschaft, Politik und Wirtschaft
- Biotechnologien in Medizin, Landwirtschaft etc.
- Ethische Aspekte und gesellschaftliche sowie individuelle Ängste und Hoffnungen
- Literarische Utopien, Dystopien, Science-Fiction

Sicherlich sehen Sie, dass diese Themen nicht einem Halbjahresthema allein zuzuordnen sind, sondern in unterschiedlichsten Aspekten immer wiederkehren. Abgesehen von Ernest J. Gaines' Roman *A Lesson Before Dying* und dem Film *The Butler*, die verpflichtend im Unterricht behandelt werden müssen und zu denen Sie die wichtigsten Informationen noch einmal im Kapitel „**Kurzinterpretationen zu den Pflichtlektüren**“ nachschlagen können, gibt es keine vorgegebene, einheitliche Literaturliste, die Sie auf das Abitur vorbereitet. Deshalb sollten Sie sich, falls Sie es im Unterricht nicht schon getan haben, die gegebenen Inhalte umso genauer erarbeiten. Bei der Vertiefung und Wiederholung hilft Ihnen das Kapitel „**Basiswissen zu den Themenkorridoren**“ in diesem Band, das **Hintergrundwissen zu den Themenkorridoren** in englischer Sprache zusammenfasst.

Basiswissen zu den Themenkorridoren

African Americans: Free at last? Equal at last?

In 2008, Barack Obama became the first black President of the USA. In his inaugural address, he recognised the symbolic significance of his election, which made a man take up the highest office in the country whose father might not even have been served in a restaurant, thereby alluding to the turbulent history of African Americans. Obama owed his victory to a great extent to the support from **African Americans**, who make up **one of the largest ethnic minorities** in the United States (more than 42 million or about 13 % of the US population). Most African Americans live in the South and in the largest cities, such as New York, Chicago, Detroit and Philadelphia. Obama's election seemed to mark the end of a history of oppression and inequality that can also be tracked through the different names given to the coloured part of the population. For hundreds of years, African Americans were called "Negroes", or even worse were abused as "niggers". Then, in the 1960s, they were referred to as "blacks" or "black Americans". Today, they themselves prefer the politically correct term "African Americans" to remind everyone of their origin and the fact that they did not come to America of their own free will.

Historical overview

Slavery

In the early 17th century, the transatlantic **slave trade** between Europe, Africa and what was then British colonial land in America began. The so-called slave triangle meant that European slave traders bought enslaved Africans in exchange for goods from Europe. The captured Africans were forcibly shipped across the Atlantic Ocean to the Caribbean and the southern states of America where they were sold in exchange for raw materials like sugar, cotton or tobacco. Because of the ap-

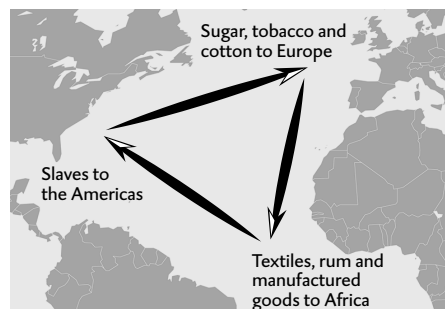
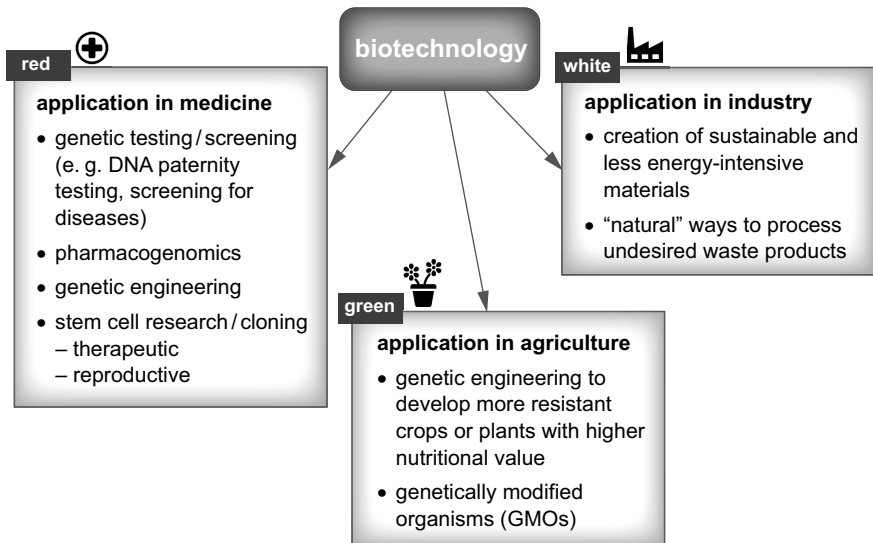


Chart of the Triangle Trade

that exist today, including human beings. Christian fundamentalists campaigned heavily against this provocative concept, trying to uphold their **creationist belief** that God created the world and all forms of life over a period of seven days. In Tennessee, for example, there was even a law, the so-called Butler Act, forbidding the teaching of evolution in classrooms, which officially remained in effect until 1967. Even today, in our age of space travel, some religious groups reject or ignore the **Big Bang Theory**, the explanation of how the universe began, because it does not fit in with their belief. Such conflicts between empirical science and religion arise because people put more faith in **the literal truth of the Bible** than in scientific findings. There are other cases in which religious, but also other groups question or reject scientific research for ethical reasons, which is especially relevant in contexts like cloning or stem cell research.

Biotechnology: Scientific, political, economic and ethical aspects

One of the most advanced and promising fields of scientific research today is **biotechnology**, the branch of science that studies the use of living organisms (especially microorganisms) in medicine, agriculture and industry. It combines disciplines such as biology, especially genetics, molecular and micro-biology, engineering and computer science. To distinguish the different fields where the science of biotechnology is mainly used, a colour code system has been introduced: red (like blood) for the application of biotech in medicine, green (like plants) in agriculture and white in industry.



Wail Qasim, “Yes, Barack Obama Was the First Black President – But He Didn’t Improve the Lives of Black Americans”

With vigilantes and law enforcement killing black people across the United States, communities and campaigners on the ground stood up loudest. In support of that movement the president said little that would rock the boat and even less was done.

1 Eight years ago I was sat in a secondary school classroom the morning after the US presidential election. It was a GCSE English lesson and, in a moment of rare acknowledgement for the real world, we were given a warm-up activity to describe in one sentence what we thought about the election of America’s first black president. I wish I
5 still had the exercise book where my fifteen-year-old self expressed biting cynicism and pointed out that judgement should be reserved for what Obama would actually do. I wish I still had the evidence only because it would be useful to take in the irony that I am far less justified in the disappointment I feel now having pre-empted it in typical teenage style.

10 Today it already seems trite to point out where Obama offered so much hope and promise, yet failed to deliver so spectacularly. Before even being conscious that you’re about to make that suggestion, someone invariably reminds you that it’s all the fault of Republican efforts to block and impede him at every turn. It’s true. We need think no further than the many times Republicans held the federal government to ransom by
15 refusing to raise the debt ceiling if they weren’t bowed to.

But Obama didn’t run on the promise that it would be easy to change America. His was a campaign that emphasised how deeply rooted that nation’s problems are, accepted their difficulty and yet crucially broke the consensus that nothing could be done by saying “Yes We Can”. His 2008 run for the presidency suggested that by investing
20 hope in him, there was hope for America.

Three years before Obama’s election the disastrous impact of Hurricane Katrina had wrecked so many lives. The government’s response – betrayed by its own racial and class interests – was itself a catastrophe. This context of George Bush’s government having left black and other poor people so obviously helpless would see America
25 go on to elect its first black president. Undisputedly the promise of Obama was wrapped up in the significance of his racial background and the possibility of a US leader from one of the nation’s most hard done by communities.

For this reason race will be a measure by which we judge Obama’s time in office and on that basis opinions are likely to be mixed.

30 In some sense the president became just another black celebrity for white consumption. Either out and out racists demanded his birth certificate to question why he dared to speak in American public life at all and prove he was ineligible to be president or we heard endlessly about his charm, charisma and sense of cool. Obama’s blackness, whether hated or not, was in fashion.

35 What about his actual policies touching on race? The unemployment figure for Black Americans remains double that of their white counterparts at over 8 per cent, so

while unemployment dropped since the recession for all, nothing was done to close the gap between different racial groups. Somehow, despite its centrality to the financial collapse, Obama's administration had little in the way of housing policy. When the
40 foreclosure crisis¹ hit it was Black and Latin American communities who were hit hardest. Not only losing their homes, but the wealth tied up in them.

But perhaps most telling is that it was during the Obama-era that a nationwide movement of protest had to erupt in defence of Black lives. With vigilantes and law
45 enforcement killing black people across the United States, communities and campaigners on the ground stood up loudest. In support of that movement the president said little that would rock the boat and even less was done. Obama chose not to lead as a Black president except where he showed great confidence in admonishing his own community with calls to take self-responsibility.

I remember news footage of Jesse Jackson crying when Barack Obama was elected
50 president. It looked as though the civil rights movement that he had fought in was coming to an end with that election victory. As Obama's successor is announced it looks as though his term confirmed the need for another movement to succeed Jackson's. (689 words)

<http://www.independent.co.uk/voices/barack-obama-donald-trump-us-presidency-black-lives-matter-hurricane-katrina-a7413416.html>, 12 November 2016.

- 1 foreclosure crisis: (here) referring to events from 2010 to 2012 when a large number of homeowners in the US received foreclosure (= *Zwangsvollstreckung*) notices from their banks that had either been forged, were legally invalid, or had been issued without a proper background check

Cartoon



© Eldon Pletcher/cartoonstock.com

Assignments

1. Outline the author's assessment of Obama's presidency, as stated in the text.
(25 %)
 2. Analyse the cartoon and assess its suitability as an illustration to Wail Qasim's article.
(35 %)
 3. In a letter to the editor, comment on the author's claim in lines 51 to 53 that "As Obama's successor is announced it looks as though his term confirmed the need for another movement to succeed Jackson's." Include your background knowledge on historical and current events in the US.
(40 %)
-

president, Obama confirmed racial stereotypes rather than fighting them. According to Qasim, Obama was either the victim of open discrimination or he was presented as the stereotypically cool African American.

Additionally, the author cites the ongoing discrimination against African and Hispanic Americans in the workplace and housing as examples for Obama's failure to ameliorate the situation for minorities. According to him, this disregard for the problems of the African American population became especially obvious in the apparent need for a protest movement against the violence black Americans had to endure at the hand of police officers. Obama did not clearly support that protest movement, which is in Wail Qasim's opinion an indication of his indecisiveness as to racial matters.

In the end, Wail Qasim predicts that the fight of the Civil Rights Movement is far from over. This seems especially true in the light of the 2016 election campaign.

(271 words)

2. *This assignment is divided into three parts which should be dealt with separately. First, you should describe the cartoon concisely. Secondly, you should explain its message, linking it to the statements made in the text. As a conclusion, you should decide in how far the cartoon and the text go together. Support your findings by quoting from the text.*

The cartoon shows a dissatisfied Barack Obama standing on a scaffolding, a pot of paint beside him, writing graffiti on a wall decorated with a stylised stars and stripes motif. On the wall, there are three statements, "Yes, we can!", "I think we can!" and "I thought we could!". Obama seems to have crossed out the first two, leaving only the last one.

The first statement refers to Obama's election campaign slogan from 2008, promising optimism and hope for change. Wail Qasim addresses these promises in his article as well when he writes that "[Obama's] 2008 run for the presidency suggested that by investing hope in him, there was hope for America" (ll. 19/20). These hopes are also reflected in the reaction of Civil Rights Movement icon Jesse Jackson to Obama's election: The movement leader cried because he was confident that what the Civil Rights activists had been fighting for had finally been achieved (cf. ll. 49–51).

The second statement on the wall already qualifies Obama's optimism about his plans, possibly reflecting his problems with the Republicans' stonewalling his policies (cf. ll. 12–15). By means of this, the cartoonist shows how the reality of governing the country diverges from the hopes and promises before an election. Although Qasim concedes that Obama did not make empty promises and admitted already before his election that "it would [not] be easy to change America" (l. 16), even his confidence and belief are shown to have suffered in the light of political realities.

The third and final version is even more disillusioned and seems to express regret about Obama's two terms of office. In contrast to "I think we can!", "I thought we

could!" is not only cautious and doubtful, but an outright admission that Obama's plans failed. According to Wail Qasim, this failure is what characterises Obama's presidency: He expresses this opinion in the antithetical sentence that "Obama offered so much hope and promise, yet failed to deliver so spectacularly" (ll. 10/11). Since the success of his presidency will mainly be measured with regards to race relations (cf. l. 28), Qasim cites examples from this area where nothing has changed or things have even become worse for ethnic minorities, like in the housing or work sectors (cf. ll. 35–41). But most of all, he criticises Obama for not speaking out clearly against inequality and hate crimes (cf. ll. 42–48), thereby not becoming the saviour the minorities longed for.

Considering all these connections, the given cartoon would be perfectly suitable as an illustration to Wail Qasim's article because it reflects the author's critical attitude towards Obama's presidency. The only slight difference is that the cartoon depicts a gradual disillusionment whereas Qasim states that he already anticipated the disappointment beforehand and countered the overall initial enthusiasm with his "biting cynicism" (l. 5) and the opinion that "judgement should be reserved for what Obama would actually do" (l. 6).

(489 words)

3. *The task requires you to write a letter to the editor in which you express your own opinion as to a claim the author makes. Therefore, you should first of all decide whether you agree or disagree with the statement that there is a need for a new Civil Rights Movement. To substantiate your answer, you should give evidence of current as well as historical events. Do not forget to structure your answer according to the conventions for a letter to the editor. That includes addressing the people you are writing to (if you do not know their names, just write "Sir or Madam"), mentioning which article you are referring to and giving your full name and the town/city where you live. Normally, a full address is not expected in a letter to the editor. However, to be on the safe side, you should ask your teacher whether he/she expects you to include one.*

Sir or Madam,

In the article "Yes, Barack Obama Was the First Black President – But He Didn't Improve the Lives of Black Americans", the author Wail Qasim states that after Obama's and at the beginning of Trump's presidency, there seems to be a need for a new Civil Rights Movement. While this assumption might seem surprising after the hopeful assertions that the election of a black man to the highest office in the USA would mark an ending point in the Civil Rights activists' struggles, I heartily agree with Mr Qasim.

Of course, one cannot really compare the situation nowadays to the one when Martin Luther King, Jesse Jackson and other important figures first started to fight for equal rights for African Americans. Some of the Civil Rights Movement's primary aims, like desegregation or equal voting rights, have certainly been achieved and turned into law through the passing of the Civil Rights Act in 1964 or the Voting Rights Act in 1965. So, it can easily be understood that Obama's nomination and

Abitur 2018 Schleswig-Holstein – Englisch (Kernfach)
Textaufgabe 1: African Americans: Free at Last? Equal at Last?

Alice Walker, “The Welcome Table”

Introductory note: Set during the period of the Civil Rights Movement.

1 The old woman stood with eyes uplifted in her Sunday-go-to-meeting clothes: high
shoes polished about the tops and toes, a long rusty dress adorned with an old corsage,
long withered, and the remnants of an elegant silk scarf as head rag stained with grease
from the many oily pigtails underneath. Perhaps she had known suffering. There was
5 a dazed and sleepy look in her aged blue-brown eyes. But for those who searched has-
tily for “reasons” in that old tight face, shut now like an ancient door, there was nothing
to be read. And so they gazed nakedly upon their own fear transferred; a fear of the
black and the old, a terror of the unknown as well as of the deeply known. Some of
those who saw her there on the church steps spoke words about her that were hardly
10 fit to be heard, others held their pious peace; and some felt vague stirrings of pity,
small and persistent and hazy, as if she were an old collie turned out to die.

She was angular and lean and the color of poor gray Georgia earth, beaten by king
cotton and the extreme weather. Her elbows were wrinkled and thick, the skin ashen
but durable, like the bark of old pines. On her face, centuries were folded into the circles
15 around one eye, while around the other, etched and mapped as if for print, ages more
threatened again to live. Some of them there at the church saw the age, the dotage, and
the missing buttons down the front of her mildewed black dress. Others saw cooks,
chauffeurs, maids, mistresses, children denied or smothered in the deferential way she
held her cheek to the side, toward the ground. Many of them saw jungle orgies in an
evil place, while others were reminded of riotous anarchists looting and raping in the
20 streets. Those who knew the hesitant creeping up on them of the law, saw the beginning
of the end of the sanctuary of Christian worship, saw the desecration of the Holy
Church, and saw an invasion of privacy, which they struggled to believe they still kept.

Still, she had come down the road toward the big white church alone. [...] She
25 stopped to calm herself on the wide front steps, not looking about her as they might
have expected her to do, but simply standing quite still, except for a slight shivering of
her throat and tremors that shook her cotton-stockinged legs.

The reverend of the church stopped her pleasantly as she stepped into the vestibule.
Did he say, as they thought he did, kindly, “Auntie, you know this is not your church?”
30 As if one could choose the wrong one. But no one remembers, for they never spoke of
it afterwards, and she brushed past him anyway, as if she had been brushing past him
all her life, except this time she was in a hurry. Inside the church she sat on the very
first bench from the back, gazing with concentration at the stained-glass window over
her head. [...]

35 The young usher [...] went up to her and whispered that she should leave. Did he
call her “Grandma”, as later he seemed to recall he had? But for those who actually

hear such traditional pleasantries and to whom they actually mean something, “Grandma” was not one, for she did not pay him any attention, just muttered, “Go ’way”, in a weak sharp bothered voice, waving his frozen blond hair and eyes from near her face.

40 It was the ladies who finally did what to them had to be done. Daring their burly indecisive husbands to throw the old colored woman out they made their point. God, mother, country, earth, church. It involved all that, and well they knew it. Leather bagged and shoed, with good calfskin gloves to keep out the cold, they looked with contempt at the bloodless gray arthritic hands of the old woman, clenched loosely,
45 restlessly in her lap. Could their husbands expect them to sit up in church with that? No, no, the husbands were quick to answer and even quicker to do their duty.

Under the old woman’s arms they placed their hard fists (which afterwards smelled of decay and musk – the fermenting scent of onionskins and rotting greens). Under the old woman’s arms they raised their fists, flexed their muscular shoulders, and out she
50 flew through the door, back under the cold blue sky. This done, the wives folded their healthy arms across their trim middles and felt at once justified and scornful. But none of them said so, for none of them ever spoke of the incident again. Inside the church it was warmer. They sang, they prayed. [...] (787 words)

Alice Walker, “The Welcome Table”, in: *The Complete Stories*, W & N 2001, pp. 74–77

Assignments

1. Describe the old woman and her behaviour. (30 %)
2. Analyse the churchgoers’ attitude towards the old woman and the means used to present it. Focus on content and language. (40 %)
3. You are part of your school’s debating club and you have come across the story while preparing for the next debate. Its topic is: “Non-violent resistance: The key on the road to equality?”

Write the script for your speech referring to the old woman’s experience. Include your background knowledge. (30 %)

Lösungsvorschläge

1. *This task is designed to check your text comprehension. When you look at the given list of “Operatoren”, you will find the information that “describe” means “to give a detailed account of sth or sb”. In this case it is the old woman you are supposed to describe. So, you will have to go through the text and look for passages that describe her outer appearance as well as her behaviour.*

As for language, you will have to make sure not to quote from the text and to try to use your own words. In case you need help with finding suitable synonyms for expressions from the text, use the thesaurus section of your English-English dictionary.

To structure your text, it might help to write a short introductory sentence. Bear in mind that this task is worth 30 % of the overall mark that you will receive.

The given text, which is an excerpt from Alice Walker’s “The Welcome Table” published in a collection of her short stories, deals with a peculiar old African American woman who in winter attends a church ceremony in an obviously whites-only church in the Southern United States.

The nameless woman shows up at the steps of the church in originally fine and elegant but now dirty and worn-away clothes. Her clothes and her skin, basically her whole appearance, are marked by age, work and climate. In other words, she seems to have had a hard life and while making an effort to dress for the occasion of her visit to the church, she is limited in her choices by poverty. She is also described as having an obnoxious odour and rather unkempt hair.

On the whole, she seems exhausted, stressed and nervous but also determined when she resolutely brushes past the priest in order to rush into the church and sits down in the last row to stare absent-mindedly at a stained-glass window ignoring everybody and paying no attention to either people’s hostile glares nor the usher’s attempts to convince her to leave. In the end, she can only be driven out of the church by force. The reasons for her defiance against the rules of the time remain in the dark.

(221 words)

2. *This assignment counts for 40 % which is slightly more than the other two tasks and makes this the main part of your exam. So, you should search the text thoroughly for hints about the churchgoers’ attitude towards the old woman. “To analyse” means “to study or examine sth methodically and in detail, typically in order to explain and interpret it” which means that you are expected to not only list incidences of where the churchgoers’ attitude becomes apparent, but to go one step further and try to explain what is behind all this. Bear in mind that you are not only supposed to work on the content level but to examine the means of language deployed.*

Again, you might want to add a short introduction in which you might, for instance, summarise your main findings. After that, try to work your way through the text logically and in the end also write a short conclusion to structure your text.



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