

2021

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Thüringen

Englisch

- + Lernvideos zur Textaufgabe
- + Audio-Dateien

ActiveBook
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Training

Original-Prüfungsaufgaben

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STARK

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* Aus urheberrechtlichen Gründen kann der Prüfungsteil A (Hörverstehen) der Abiturprüfung EA 2016 leider nicht abgedruckt werden.

Das Corona-Virus hat im vergangenen Schuljahr auch die Prüfungsabläufe durcheinandergebracht und manches verzögert. Daher sind die Aufgaben und Lösungen zur Prüfung 2020 nicht im Buch abgedruckt, sondern erscheinen in digitaler Form. Sobald die Original-Prüfungsaufgaben 2020 zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen.

MP3-Dateien*

Übungsaufgabe 1
Übungsaufgabe 2
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Abitur 2014
Abitur 2015
Abitur 2017
Abitur 2018
Abitur 2019
Abitur 2020

***Hinweis:** Die MP3-Dateien können Sie über den Zugangscode freischalten, den Sie zu Beginn des Buches finden.

Sprecherinnen („instructions“ in den Übungsaufgaben):

Jennifer Mikulla, Barbara Krzoska

Jeweils zu Beginn des neuen Schuljahres erscheinen die neuen Ausgaben der Abitur-Prüfungsaufgaben mit Lösungen.

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(Aufgabe 3 und 4)

Lernvideos zur Textaufgabe: Redaktion

Vorwort

Liebe Schülerinnen, liebe Schüler,

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

Dieser Band enthält verschiedene Abschnitte, die Sie zur Vorbereitung auf die Abiturprüfung nutzen können. Dabei müssen Sie nicht in einer speziellen Reihenfolge vorgehen, sondern können nach Interesse und Bedarf zwischen den verschiedenen Bereichen hin und her springen. Hier ein paar Informationen zu den verschiedenen Kapiteln:

- Das Kapitel „**Hinweise und Tipps**“ macht Sie mit den allgemeinen Anforderungen der Abiturprüfung vertraut. Sie erhalten Tipps, wie Sie in der Prüfung vorgehen können, nähere Informationen zu den häufigsten Aufgabenstellungen (Operatoren), eine kurze Liste mit hilfreichen Wendungen und eine Auflistung der wichtigsten Stilmittel.
- Die **Kurzgrammatik** dient zum Nachschlagen und Wiederholen der wichtigsten grammatikalischen Strukturen.
- Im Bereich der **Übungsaufgaben** finden Sie die Aufgabenstellung zu unseren **Lernvideos**. Diese enthalten Tipps zum Umgang mit Textaufgaben. Zusätzlich finden Sie in diesem Kapitel Übungsaufgaben zu den Bereichen Hörverstehen und Sprachmittlung.
- Im letzten Abschnitt finden Sie die **Original-Prüfungsaufgaben** der letzten Jahre. Anhand von **Musterlösungen** können Sie herausfinden, in welchen Teilbereichen Sie Ihre Kompetenzen weiter verbessern müssen.

Zusätzlich haben Sie **im digitalen Bereich zu diesem Band** (vgl. Folgeseiten) die Möglichkeit,

- wichtige sprachliche Grundlagen anhand interaktiver Aufgaben im **ActiveBook** zu üben,
- mit Hilfe der **Web-App „MindCards“** hilfreiche sprachliche Wendungen zu wiederholen,
- die **Lernvideos** anzusehen und
- die **MP3-Dateien** zum Buch herunterzuladen.

Sollten nach Erscheinen dieses Bandes noch wichtige **Änderungen im Abitur 2021** vom Thüringer Ministerium für Bildung, Jugend und Sport bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform **MyStark**.

Wir wünschen Ihnen bei der Arbeit mit diesem Band und bei Ihrer Prüfung viel Erfolg!

Hörverstehen: Übungsaufgabe 1

Task 1: Purple Door Coffee Shop: Changing lives one cup at a time

You will hear a recording about how a project is helping young homeless people in Denver. While listening, tick (✓) the correct answer (a, b or c).

Do not tick more than one answer.

You will hear the recording **twice**. You have **one minute** to look at the task.

1. The aim of the scheme is ...
 - a) ☐ to give homeless young people a job.
 - b) ☐ to raise money to provide shelter for homeless young people.
 - c) ☐ to give homeless young people a chance to change their lives.
2. The young people are found through ...
 - a) ☐ advertisements.
 - b) ☐ suggestions by partner organisations.
 - c) ☐ voluntary internships.
3. A big problem of young homeless people is that they ...
 - a) ☐ lack many basic life skills.
 - b) ☐ often fight each other.
 - c) ☐ do not eat healthily.
4. The coffee shop owners ...
 - a) ☐ provide an education for the young people.
 - b) ☐ meet once a week to talk about their employees.
 - c) ☐ help their employees to manage their lives.
5. What Kevin likes about working at the “Coffee Shop” is ...
 - a) ☐ gaining new ideas through the programme.
 - b) ☐ the approach the owners adopt towards their employees.
 - c) ☐ that employees can talk openly to the owners.
6. The owners feel that the best thing is seeing the people in the scheme ...
 - a) ☐ grow up.
 - b) ☐ gain self-confidence.
 - c) ☐ enjoy themselves.

Task 2: Teen Business Owner Creates Recipe for Success

You will hear a recording about a teenager who has started her own business. While listening, fill in the missing information. If not specified, one aspect is enough. Write **1 to 5** words or numbers. There is one example (**0**).

You will hear the recording **twice**. You have **one minute** to look at the task.

0) How Bree feels when baking:	innovative/creative/in another world
1) How her great-grandmother influenced Bree:	
2) What Bree's mother advised her daughter to do:	
3) What role Bree's mother has in the business today:	• •
4) What Leo Harrington thinks of Bree's work:	• •
5) What Bree has learnt through working in her bakery:	• •
6) What ingredient makes Bree's sweets special:	

Lösungsvorschläge

Text 1: Purple Door Coffee Shop: Changing lives one cup at a time

- 1 PAULA VARGAS: Kevin Person had been homeless for a quarter of his life. Today, he works at this espresso bar and is transitioning into a home.
- KEVIN PERSON: The struggle to get a job even when you have a house nowadays, but when you don't have a house, trying to get a job is so much harder.
- 5 PAULA VARGAS: The mission of the Purple Door Coffee Shop goes beyond serving coffee. The owners want to turn lives around and for two years the non-profit has hired three to four young adults per year. They work with shelters like Urban Peak, where Kevin was staying, for recommendations on who to hire. Kim Easton, who runs Urban Peak, says the partnership is vital to this community.
- 10 KIM EASTON: When someone has lived in chronic stress and trauma for as long as these young people have, everyday fighting for survival, they haven't had the opportunity nor the example of how to learn conflict management, how to manage money, how to cook a meal, how to pay their rent on time – nor do they understand even why that's important.
- PAULA VARGAS: Purple Door co-founder, Madison Chandler, and her partner meet with each worker once a week. They discuss 52 topics ranging from mental health, finance, hygiene and customer service, and provide a life coaching tour; they will help their employees put their past behind them. But there are success stories.
- 15 MADISON CHANDLER: Our very first guy that ever graduated from the programme; he's been working at an auto parts warehouse since he left, which has been over a year now.
- 20 PAULA VARGAS: Kevin appreciates the chance to learn new skills. He says the programme is giving him things he never had.
- KEVIN PERSON: They seem to have the philosophy that they don't want to change us, they want to help us change ourselves and to have, like, a purpose and a goal that's, like, tangible.
- MADISON CHANDLER: The more rewarding things are watching somebody start to believe in themselves and to believe that they can achieve a life for themselves that they have dreamed of, or to believe that they are worth it.
- 25 PAULA VARGAS: As for Kevin, who turns 25 this month, living off the streets in a home and having a job will be the best gift he gives himself.
- For VOA news, Paula Vargas in Denver.

From: Paula Vargas, "Purple Door Coffee Shop: Changing Lives One Cup at a Time".

In: Voice of America News, 29 May 2015

These text passages will help you find the correct answer:

- 1) "The mission of the Purple Door Coffee Shop goes beyond serving coffee. The owners want to turn lives around" (ll. 5/6)
- 2) "They work with shelters like Urban Peak, where Kevin was staying, for recommendations on who to hire." (ll. 7/8)
- 3) "they haven't had the opportunity nor the example of how to learn conflict management, how to manage money, how to cook a meal, how to pay their rent on time – nor do they understand even why that's important." (ll. 11–13)
- 4) "Purple Door co-founder, Madison Chandler, and her partner meet with each worker once a week. They discuss 52 topics ranging from mental health, finance, hygiene and customer service, and provide a life coaching tour; they will help their employees put their past behind them." (ll. 15–17)
- 5) "Kevin appreciates the chance to learn new skills. He says the programme is giving him things he never had." (ll. 20/21) – "They [...] have the philosophy that they don't want to change us, they want to help us change ourselves and to have, like, a purpose and a goal that's, like, tangible." (ll. 22/23)

6) *“The more rewarding things are watching somebody start to believe in themselves and to believe that they can achieve a life for themselves that they have dreamed of, or to believe that they are worth it.” (ll. 24–26)*

1. The aim of the scheme is ...
 - a) ☐ to give homeless young people a job.
 - b) ☐ to raise money to provide shelter for homeless young people.
 - c) ☒ to give homeless young people a chance to change their lives.
2. The young people are found through ...
 - a) ☐ advertisements.
 - b) ☒ suggestions by partner organisations.
 - c) ☐ voluntary internships.
3. A big problem of young homeless people is that they ...
 - a) ☒ lack many basic life skills.
 - b) ☐ often fight each other.
 - c) ☐ do not eat healthily.
4. The coffee shop owners ...
 - a) ☐ provide an education for the young people.
 - b) ☐ meet once a week to talk about their employees.
 - c) ☒ help their employees to manage their lives.
5. What Kevin likes about working at the “Coffee Shop” is ...
 - a) ☐ gaining new ideas through the programme.
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 - c) ☐ that employees can talk openly to the owners.
6. The owners feel that the best thing is seeing the people in the scheme ...
 - a) ☐ grow up.
 - b) ☒ gain self-confidence.
 - c) ☐ enjoy themselves.

Text 2: Teen Business Owner Creates Recipe for Success

- 1 FAITH LAPIDUS: For Bree Britt nothing is more enjoyable, soothing and fulfilling than working in the kitchen.

BREE BRITT: I can be in the worst of moods and ... once I get started baking it's just ... something turns on where I'm just ... in my whole ... another world.
- 5 FAITH LAPIDUS: Here she says she can be innovative and creative.

BREE BRITT: I'd like to compare myself to an artist, sort of a painter for his canvas which ... I'm the baker so, of course my cupcakes and cookies, and all my sweet desserts are my canvas. I think I'm going to do something with, maybe, a banana.

Wählen Sie von den zwei Textaufgaben **eine** zur Bearbeitung aus.

Task 1: “The Role of Newspapers”

Text 1: The Thirty Years War

1 They were mad to do it – reckless even. As Andreas Whittam Smith, our first editor, explains in the supplement of today’s souvenir edition, the founders and initial staff of this newspaper defied convention, common sense and the advice of countless sages to launch a newspaper in 1986.

5 Yet the product of their crazy experiment has been the most wonderful boon to the life of the nation. Today is the last edition of the printed Independent, but our journalism now reaches more people in more countries than ever before, and will continue to do so in the digital sphere. This bold transition, which history will judge an example for another newspaper around the world to follow, is a good moment to reflect on the journey so far.

10 There is such a thing as the spirit of The Independent, and the clue is in the name. [...] In character and attitude The Independent is, above all, a pioneer. But it also has a set of values – political, moral, intellectual and cultural – which have remained consistent, been the source of our best victories and will inform our journalism in the digital sphere hereafter.

[...] We did all this without hacking a single phone. Rupert Murdoch¹ tried to destroy us, 15 and undoubtedly did us lasting damage. But 20 years after his infamous price war, we are still producing world-class journalism without bribing public officials, making crooks of police officers or accelerating the debasement of our country through the cheap thrills of paparazzi lenses and celebrity detritus masquerading as “popular” culture.

If the reputation of Britain’s boisterous, rampant media – split between two cultures, broad- 20 sheet and tabloid – is in the gutter, we have done our bit to wrench it out, and so make the case for a free press.

Today, the truth is becoming unfashionable again. Political language is increasingly designed to conflate and confuse; the campaigns and PR of officialdom and corporate power are shamelessly spreading deception as never before. Moreover, the truth is hard, expensive 25 and sometimes boring, whereas lies are easy, cheap and thrilling. It is no wonder that that portion of the press for whom lies that sell matter more than truth that doesn’t is thriving. But, we humbly submit, that only makes our pursuit of real news more valiant.

In that war for truth and civilization against lies and barbarity, this institution has been a brave and honest soldier. Once a single newspaper, we now publish across several digital 30 platforms – web, mobile, tablet – and have our biggest audience ever. That is why The Independent, far from shutting, is switching. With history on our side, and global ambitions, we encourage you to join us online at independent.co.uk, or via The Independent Daily Edition on tablet or mobile.

It’s been a remarkable journey, and such an honour to have had your companionship along 35 the way. Today the presses have stopped, the ink is dry and the paper will soon crinkle no more. But as one chapter closes, another opens, and the spirit of The Independent will flourish still. Our work goes on, our mission endures, the war still rages, and the dream of our founders shall never die.

Source: *The Thirty Years War*. The Independent. Issue No. 9, final printed edition, 26. 03. 2016.
<https://www.independent.co.uk/voices/the-independent-printed-edition-comes-to-an-end-but-the-dream-of-our-founders-shall-never-die-a6953006.html>

Annotation

- 1 Rupert Murdoch Australian-born American media mogul (born in 1931)

Text 2

- 1 “They’re launching another newspaper? But we have the internet now. They must be daft.”
Well quite.

We would of course be completely daft if what we were launching was just another newspaper.

- 5 But it’s not.

Yes, we have news and we are made of paper (top quality, snow white and stapled). But that’s pretty much where the similarities end.

We like to think we’re not at all daft. (Although time will tell.)

We know this can’t just be another newspaper. It has to be a new type of newspaper.

- 10 **So welcome to The New Day¹.**

Here you’ll find no political bias. In fact, we’ll give you both sides of the argument and let you make up your own mind.

And everyone can have a voice, be they Prime Minister or passer-by on the street. Because both deserve to be heard.

- 15 We’re no weekly columnists. But loads of opinions. All different.

And we’ll have good news not just bad. Like life.

Our stories will be selected to interest our readers, not to impress other journalists.

And we’re committed to making everything in this paper either useful or beautiful. Ideally both.

- 20 Nowadays there’s no shortage of information being hurled at us. Sometimes it can feel quite overwhelming keeping up with everything that’s going on. Which is why with just 40 pages we’re dedicated to ruthlessly editing the world’s events. We’ll tell you everything you need to know without bombarding you.

And by debating and discussing stories, rather than just reporting and repeating them, we hope you’ll feel well informed not overloaded.

- 25 Even the sport is in the wrong place. Because we want to create a paper without men’s sections and women’s sections. We know women are interested in a whole lot more than diets and handbags. And men don’t want no-go areas in their paper. Here we want every page to be enjoyed by everyone.

- 30 **Finally, we aim to write like we speak. Like we’re doing here. Because we don’t think we’re anything special. We’re just fairly normal people who want to create a paper you’ll enjoy.**

If all that sounds a bit different, we understand. It’s supposed to.

After all, good things almost always start life as different things.

- 35 So give it time. It might take some getting used to.

But we think you’ll be glad you did.

Source: Preface. The New Day. (2016, 29. Februar). <http://www.4mediarelations.co.uk> (29. 01. 2017)

Annotation

- 1 The New Day a British newspaper

Working on the two texts

BE: 28

Do the following tasks, writing coherent texts.

Use your own words as far as appropriate.

1. Outline the philosophies of *The Independent* and *The New Day*.
2. Contrast the way the two newspapers present themselves. Focus on language and structure.

Writing

BE: 32

Choose **one** of the following tasks:

- 3.1 *"Today, the truth is becoming unfashionable again. [...] Moreover, the truth is hard, expensive and sometimes boring, whereas lies are easy, cheap and thrilling."* (cf. text 1)

Write a letter to the editor of *The Independent*, commenting on this statement. Write about 350 words and count your words.

or

- 3.2 Speculate about the future role of electronic media. Use the message of the cartoon as a starting point.

Write about 350 words and count your words.



Milt Priggee/politicalcartoons.com

3.6 At school, robots are going to ...

- a) ☐ replace teachers.
- b) ☒ support teachers.
- c) ☐ test students.
- d) ☐ observe students.

3.7 In the future robots may ...

- a) ☐ be self-reliant.
- b) ☐ improve blood flow.
- c) ☐ inspect each other.
- d) ☒ become microscopic.

Prüfungsteil B – Leseverstehen und Schreiben

Task 1

Working on the text

1. **The key points are:**

- *the three tools of oppression during the 1960s:*
 - *physical violence (lines 2–7)*
 - *denial of “basic rights of citizenship” and the opportunity to be involved in politics, e. g. by restricting the right to vote (lines 9–11)*
 - *denial of “economic opportunities” to African Americans (lines 12/13)*
- *new civil rights laws to protect black people against inequality: “powerful declarations” black lives, citizens and families matter (lines 14–17)*
- *economic improvement during 1960s/1970s: new employment and housing opportunities (line 39), the wage gap started to close (lines 40/41), which gave black families new hope (line 41)*
- *Republican economic theory between 1980–2012 stripped away the progress made in the fight against injustice (lines 42/43): the rich and powerful became richer and more powerful (line 44) and the wealth gap widened*
- *situation in 2015: real progress made in creating “conditions of freedom” (line 18) but not enough (line 19); violence continues (lines 20–31), particularly in the form of police brutality (lines 21–26); new tools of oppression used to restrict voting rights and remove voices of black citizens from politics (lines 36/37)*
- *hard fought battles for civil rights but more needs to be done (lines 66–72)*

Senator Warren focuses on the struggle to obtain equal rights for black citizens in America since the early 1960s. Initially, she identifies three methods that were used to suppress African Americans. At the forefront was physical violence indirectly supported by the Alabama state with the governor defending segregation. By taking away black citizens' right to vote it also effectively took away their citizenship, removing any political voice they might have had. The final tool of oppression in this era was to deny economic opportunities to black people.

The senator speaks about how new civil rights laws began to protect African Americans against the violence and injustices they were enduring. They raised hopes by proclaiming

- *dramatic and emotive language to attract the readers' attention:*
 - *negatively connotated formal words* (“debasement”, l. 17; “detritus”, l. 18; “barbarity”, l. 28) → *underline seriousness of the situation*
 - *use of adjectives* (“bold”, l. 8; “brave”, l. 29; “honest”, l. 29) → *put emphasis on ideas*
 - *semantic field of truth and deceit* (“crooks”, l. 16; “deception”, l. 24) → *show differences between good and bad journalism*
 - *semantic field of war* (“The Thirty Years War”, “war for truth”, l. 28; “the war still rages”, l. 37) → *emphasize the battle between good and bad journalism*
- *imagery to create a vivid picture:*
 - *metaphors* (“journey”, l. 9; “gutter”, l. 20)
 - *enumerations* (“a set of values – political, moral, intellectual and cultural”, ll. 11/12) → *emphasize their strategy*

structure:

- *provoking heading*
- *introductory paragraph (summary of newspaper's goal)*
- *long paragraphs and sentences*
- *frame: founders in first and last paragraph*
- *contrasts truth and lies*

The New Day:

language:

- *predominantly informal register to appeal to broad readership*
- *readers are directly addressed*
- *dramatic and emotive language to attract the readers' attention:*
 - *colloquial forms* (“daft”, l. 1; “loads”, l. 15)
 - *short sentence patterns typical of spoken language* (cf. ll. 2, 5, 16, 33) → *put emphasis on ideas*
 - *semantic field of aggression* (“hurled”, l. 20; “ruthlessly”, l. 22; “bombarding”, l. 23)
- *imagery to create a vivid picture: antitheses, alliterations, parallelisms*

structure:

- *no heading*
- *structured like a conversation (asides in brackets and bold letters)*
- *short paragraphs and sentences*

The most obvious difference between the two articles concerning their language is the register. The first article is written in a formal register to appeal to a well-educated readership whereas the second one uses an informal register to attract a wide range of people. The extract from *The New Day* also addresses its readers directly, which is less formal and makes the readers feel more involved.

To get their readers' attention, both articles use dramatic and emotive language. However, text one focuses on formal words with negative connotations like “debasement” (l. 17), “detritus” (l. 18) or “barbarity” (l. 28) to highlight the seriousness of the situation whereas text two uses colloquial forms like “daft” (l. 1) and “loads” (l. 15) to get its readers' attention. Short sentence patterns typical of spoken language are used in the second article to put emphasis on important ideas (e.g. “Well quite”, l. 2; “But it's not.” l. 5; “Like life.” l. 16; “It's supposed to.” l. 33; etc.). To create the same effect, the first article uses adjectives like “bold” (l. 8), “brave” (l. 29) or “honest” (l. 29), which express the high morality of the newspaper's ideals.

Article one focuses on the semantic field of truth and deceit (e.g. “crooks”, l. 16; “deception”, l. 24) as well as the semantic field of war (“The Thirty Years War”, headline; “war for truth”, l. 28; “the war still rages”, l. 37) to show the differences and the ongoing battle between good and bad journalism. In the second text, the semantic field of aggression can



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