

2022

Abitur

Original-Prüfungsaufgaben
mit Lösungen

**MEHR
ERFAHREN**

Hamburg

Englisch

- + Schwerpunktthemen 2022
- + Basiswissen und Übungsaufgaben
- + Lernvideos zu Textaufgaben

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Erhöhtes Anforderungsniveau 2018 (Auswahl)

Hörverstehen:	EA 2018-1
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Grundlegendes Anforderungsniveau 2019 (Auswahl)

Hörverstehen:	GA 2019-1
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Erhöhtes Anforderungsniveau 2019 (Auswahl)

Hörverstehen:	EA 2019-1
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Hörverstehen:	GA 2020-1
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Hörverstehen:	EA 2020-1
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Schreibaufgabe II: <i>Small Great Things</i>	EA 2020-6

Abitur 2021 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2021 zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen (Zugangscode vgl. Farbseiten vorne im Buch).

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

MP3-Dateien

Übungsaufgabe 1

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Übungsaufgabe 4

Abitur 2018: GA

Abitur 2018: EA

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Abitur 2019: EA

Abitur 2020: GA

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Abitur 2021: GA

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Auf die Audio-Dateien können Sie online zugreifen. Ihren Zugangscodes finden Sie auf den farbigen Seiten zu Beginn des Buches. Die Hördateien können auch zum Offline-Gebrauch heruntergeladen werden.

Sprecher*innen (MP3-Dateien)

D. Beaver, E. Filer, B. Gaulton, E. Gilvray, J. Mikulla, B. Tendler

Autorinnen und Autoren

Hinweise und Tipps zum Zentralabitur Hamburg: R. Neumeier

Basiswissen: R. Jacob

Übungsaufgaben: B. Bökel/H. Christiansen (Schreibaufg. 3, 4; Sprachm. 4),
K. Feldner/B. Guth (Schreibaufg. 1), C. Fischer (Sprachm. 2), M. Hasselmann
(Sprachm. 3), B. Holtwick (Schreibaufg. 2), P. Jenkinson (Hörverst. 1, 2;
Sprachm. 1), C. Rieske (Hörverst. 3, 4)

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Sprachm.), K. Nussdorf/F. Lemke (GA 2019: Sprachm.), S. Redmer (GA 2020:
Schreibaufg. II), C. Rieske (GA 2018: Hörverst.)

Vorwort

Liebe Schülerinnen, liebe Schüler,

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

Sie sollten für Ihre Prüfung nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfungen in Hamburg kennen – dabei hilft Ihnen das Kapitel mit **Hinweisen und Tipps** –, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen. Das können Sie mithilfe der **Lernvideos** an konkreten Beispielen üben. Der Band umfasst zudem ein **Basiswissen** zu den Themen *African American Experiences*, *Love and Power in Shakespeare's Plays* und *Inequalities in Western Capitalist Societies*, das Ihnen bei der inhaltlichen Vorbereitung auf diese Schwerpunktthemen nützlich sein wird.

Der zweite Teil des Buches enthält vier Beispiele (Übungsaufgaben) für **konkrete Aufgabenstellungen** im Stil der **kombinierten Abiturprüfung** zu den Kompetenzbereichen **Hörverstehen**, **Sprachmittlung** und **Schreibaufgabe**. Die Schreibaufgaben sind dabei auf die aktuellen Schwerpunktthemen für das Jahr 2022 zugeschnitten. Die Hörtexte stehen Ihnen **als MP3-Dateien online** auf der Plattform MyStark zur Verfügung. Für den Offline-Gebrauch können sie auch heruntergeladen werden. Außerdem enthält dieser Band ausgewählte **Original-Prüfungsaufgaben**. Anhand von **Musterlösungen** können Sie herausfinden, in welchen Teilbereichen Sie Ihre Kompetenzen weiter verbessern können.

Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Zusätzen zu diesem Band.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2022 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform MyStark.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag

Hinweise und Tipps zum Zentralabitur Englisch in Hamburg

Allgemeiner Aufbau der Abiturprüfung

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

Die einzelnen Prüfungsteile

Hörverstehen

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

Basiswissen zu den Schwerpunktthemen

African American Experiences

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 appalling conditions on the tightly packed ships, many Africans died on the journey. The traditional form of slavery was referred to as **chattel slavery**, meaning that humans were treated as the personal property of the owner. They were bought and sold as if they were commodities. Slaves were mainly forced to work on large cotton or tobacco plantations in the southern colonies where the working conditions as well as the hot and humid climate were hard. Others were exploited as servants and had to cook, wash and do all kinds of household chores.

After the War of Independence, when the USA was founded, slavery was legal in most of the 13 original colonies, although the **Declaration of Independence** (1776) clearly stated that “all men are created equal”. The principle of equality did not include Black¹ people, however, as the slaves were not regarded as “men” or “people”. Consequently, most slaves were treated with brutality, degradation and inhumanity. They were whipped, mutilated, imprisoned or executed and slave women were often



Chart of the Triangle Trade

¹ The words “Black” and “White” are written in capital letters to signal that they are not natural categories but social ones (for more background information on this topic see e. g. <https://www.theatlantic.com/ideas/archive/2020/06/time-to-capitalize-blackand-white/613159/>).

**Abiturprüfung Hamburg – Englisch:
Übungsaufgabe 1**

Hörverstehen



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.

Hörverstehen



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.

15 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.

MADISON CHANDLER: Our very first guy that ever graduated from the programme;
20 he's been working at an Auto Parts Warehouse since he left, which has been over a year now.

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,
25 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.

30 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. 11–14)
- 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. 15–18)
- 5) “Kevin appreciates the chance to learn new skills. He says the programme is giving him things he never had.” – “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. 22–26)
- 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. 27–29)

1. The aim of the scheme is ...
 - c) ☒ to give homeless young people a chance to change their lives.
2. The young people are found through ...
 - b) ☒ suggestions by partner organisations.
3. A big problem of young homeless people is that they ...
 - a) ☒ lack many basic life skills.
4. The coffee shop owners ...
 - c) ☒ help their employees to manage their lives.
5. What Kevin likes about working at the “Coffee Shop” is ...
 - b) ☒ the approach the owners adopt towards their employees.
6. The owners feel that the best thing is seeing the people on the scheme ...
 - b) ☒ gain self-confidence.

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.

Schreibaufgabe – African American Experiences*

*Sie erhalten im Zentralabitur zwei Aufgaben (I und II) zu unterschiedlichen Schwerpunktthemen, aus denen Sie eine auswählen können. Für den Jahrgang 2020 sehen Sie hier nur die Schreibaufgabe II.

Assignments

Comprehension

1. Summarise what the narrator and her son experience during their respective school days.

Analysis

2. Analyse the situation of the African American family and the means the author uses to convey it.

Comment/Creative Writing (Choose one.)

- 3.1 Assess the current state of relations between blacks and whites in the US. In your answer refer to both this excerpt and your coursework.

or

- 3.2 Imagine you are Edison. At your school, it is a requirement for every senior student to give a speech at assembly before graduating. The speech is supposed to include what moves and defines you as a person. You decide to talk about your experiences as an African American at your school in the US.

Write that speech.

Small Great Things

In the opening paragraphs of this excerpt from J. Picoult's novel Small Great Things (New York, 2016, pp. 54–60), the narrator Ruth, her sister Rachel and their mother have just moved to Harlem where Ruth's mother works as a servant to a white woman called Ms. Mina.

- 1 So for second grade, we moved back to our old school in Harlem. I spent a year being dulled at all my bright edges, which devastated Mama. When she told her boss, Ms. Mina got me an interview at Dalton. It was the private school her daughter, Christina, attended, and they were looking for diversity. I received a full scholarship, stayed at
5 the top of my class, received prizes at every assembly, and worked like mad to reward my mama's faith in me. While Rachel made friends with kids in our neighborhood, I knew no one. I didn't really fit in at Dalton, and I definitely didn't fit in in Harlem. As it turned out, I was a straight-A student who still couldn't blend.

- 10 There were a few students who invited me to their houses – girls who said things like "You don't talk like you're Black!" or "I don't think of you that way!" Of course, none of those girls ever came to visit me in Harlem. There was always a conflicting dance class, a family commitment, too much homework. Sometimes I imagined them,

with their silky blond hair and braces, walking past the check casher on the corner of the street where I lived. It was like picturing a polar bear in the tropics, and I never let
15 myself think on it long enough to wonder if that was how they saw me, at Dalton.

When I got into Cornell, and many others from my school didn't, I couldn't help but hear the whispers. *It's because she's Black*. Never mind that I had a 3.87 average, that I'd done well on my SATs. Never mind that I could not afford to go to Cornell, and would instead be taking the full ride offered me by SUNY Plattsburgh. [...]

20 I know I wouldn't have become a nurse if my mama hadn't worked so hard to put me smack in the middle of the path of a good education. I also know that I decided long ago to try to circumvent some of the problems I had, when it came to my own child. So when Edison was two, my husband and I made the choice to move to a white neighborhood with better schools, even though that meant we would be one of the only
25 families of color in the area. We left our apartment near the railroad tracks in New Haven, and after having multiple listings "disappear" when the realtor found out what we looked like, we finally found a tiny place in the more affluent community of East End. I enrolled Edison in a preschool there, so that he started at the same time as all the other kids, and no one could see him as an outsider. He was one of them, from the
30 start. When he wanted to have his friends over for a sleepover, no parent could say it was too dangerous an area for their kid to visit. It was, after all, their neighborhood, too.

And it worked. My, how it worked. It took me advocating for him at first – making sure that he had teachers who noticed his intelligence as well as his skin color – but as
35 a result, Edison is in the top three of his class. He's a National Merit Scholar. He is going to college and he will be anything he wants to be. I've spent my life making sure of it. [...]

I tug at the pillow and realize that there's one single streak, left by a tear, darkening the skin of his temple. "Baby," I murmur. "What happened?"

40 "I told him I was going to ask Whitney to homecoming."

"Whitney ..." I repeat, trying to place the girl from the tangle of Edison's friends.

"Bryce's sister," he says. [...] "I asked Bryce to be the one who brought her the homecoming note and he freaked out."

I draw in my breath. "Well," I say, carefully picking through my words, "it's
45 sometimes hard for a guy to see his little sister as anyone's potential girlfriend, no matter how close he is to the person who wants to date her."

Edison rolls his eyes. "That's not it."

"Bryce may just need time to get used to the idea. Maybe he was surprised that you'd think of his sister, you know, that way. Because you are like family."

50 "The problem is ... I'm not." My son sits up, his long legs dangling over the edge of the bed. "Bryce laughed. He said, 'Dude. It's one thing for us to hang out. But you and Whit? My parents would shit a brick.'" His gaze slides away. "Sorry about the language."

"That's okay, baby," I said. "Go on."

55 "So I asked him why. It didn't make any sense to me. I mean, I've been to Greece with his family. And he said, 'No offense, but my parents would not be cool with my

age of 14. He remained true to his fascination for literature. So, he wanted to keep up the memory of the traditional publishing house in the “book city” when the publisher left Leipzig in 2006.

Marquardt donated 10 000 books from his own private collection to the museum. Apart from these, you can also find out about the history of *Reclam* in a permanent exhibition or admire rare exhibits, such as a mobile library from World War I or a book vending machine.

Isn't that worth a visit? For further information, directions or ticket prices go to: www.reclam-museum-leipzig.de.
(240 words)

Schreibaufgabe

1. *In der ersten Aufgabe wird Ihr Textverständnis überprüft. Es sind also noch keine Interpretationen oder Wertungen erforderlich. Die Textvorlage ist ein Auszug aus dem Roman von Jodi Picoult mit dem Titel Small Great Things. Im Mittelpunkt stehen die Schwarze Krankenschwester Ruth und ihr Sohn Edison. Ruth ist die Ich-Erzählerin und berichtet von ihrer eigenen Schulzeit als Schwarze, der ihres Sohnes und schließlich von einem einschneidenden traumatischen Erlebnis ihres Sohnes.*

Die Aufgabenstellung verlangt von Ihnen, die Erfahrungen der Erzählerin und die ihres Sohnes in ihrer jeweiligen Schulzeit darzustellen. Strukturieren Sie Ihre Lösung entsprechend und geben Sie jeder der beiden Personen ungefähr gleich viel Raum in Ihrer Synopse. Die Einleitung sollte die wichtigsten Informationen (Genre, Autorin, Titel, Thema) zum Textauszug enthalten. Für die Zusammenfassung der Ereignisse wählen Sie die Zeitstufe Präsens – etwas ungewohnt, da Ruth aus ihrer Vergangenheit berichtet.

Die wichtigsten inhaltlichen Elemente, die in Ihrem Text vorkommen sollten, sind:

- *die Bemühungen von Ruths Mutter, für eine gute Schulausbildung ihrer Tochter zu sorgen*
- *Ruths Ausgrenzung und Situation als Schülerin „zwischen den Welten“*
- *die großen Anstrengungen Ruths, ihrem Sohn diese Ausgrenzungserfahrung zu ersparen (z. B. Umzug in einen „weißen“ Bezirk)*
- *Ereignis, welches Ruth und Edison deutlich macht, dass Edison nur oberflächlich akzeptiert wird*

In the excerpt from Jodi Picoult's novel *Small Great Things*, the first-person narrator Ruth, a Black nurse, looks back on her own school days and then relays a disillusioning experience that her son Edison had at his school.

Ruth's mother, a servant in a White household, realises that the school her daughter attends in Harlem cannot provide her with a good enough education. With the help of her employer she manages to secure a place and a scholarship for Ruth at Dalton, a more prestigious private school in a predominantly White neighbourhood. Ruth's sister Rachel stays in Harlem and makes friends, whereas Ruth, who turns out to be a top student, ends up feeling an outsider both at Dalton and in Harlem. When

she is accepted into a reputable university, envious students suspect she earned the place not because of her academic merits, but because she is Black.

As a mother, Ruth wants to make it easier for her son Edison to achieve a good education and be well integrated. She and her husband move to a different neighbourhood to have Edison grow up in a White community from early on. Her plan seems to be working. Edison gets on well with the boys in the neighbourhood, he even goes on holiday with his friend Bryce's family and is in the top three of his class. However, when he tries to ask Bryce's sister Whitney to homecoming, he learns to his great disappointment that Whitney's family would never approve of their daughter's relationship with a Black boy. (257 words)

2. *Die zweite Aufgabe erfordert ein genaueres Eingehen auf die Situation der Familie und darauf, wie sich diese im Laufe der Generationen verändert. Gemeinsam sind Mutter Ruth und Sohn Edison ihre Erfahrungen als Angehörige der afroamerikanischen Minderheit. Vertiefen Sie Ihre Darstellung durch eine Analyse der sprachlichen und erzählerischen Mittel und arbeiten Sie hier mit Textbelegen.*

– *Analyse der Situation der Familie:*

- *Bemühungen um eine bessere Zukunft für die Kinder: Ruths Mutter sorgt durch Kontakte dafür, dass ihre Tochter auf eine bessere Schule kommt. Ruths Familie zieht sogar um, damit ihr Sohn von vornherein in eine vornehmlich weiße Schulgegend integriert wird.*
- *Schwierigkeiten, vollständig akzeptiert zu werden: Trotz guter Noten gehört Ruth an ihrer Schule nicht dazu, aber auch in Harlem nicht. Edison hat ebenfalls gute Noten und gehört scheinbar dazu, bis er (für ihn überraschend) Diskriminierung durch die Familie seines Freundes erfährt.*
- *Wenig Veränderung: Im Laufe eines Generationswechsels (Ruth – Edison) bleiben die Probleme, mit denen Schwarze in den USA konfrontiert sind, gleich. Diskriminierung und Rassismus bestehen weiter.*

– *sprachliche Mittel:*

- *Vergleiche/Metaphern: heben Außenseiterpositionen hervor und machen sie anschaulich („a polar bear in the tropics“, l. 14; „this line being drawn“, l. 59; „on opposite sides of a mountain“, l. 63)*
- *Ironie/Sarkasmus: verdeutlicht Ruths Ansichten und Erfahrungen und betont die Diskrepanz zwischen dem wirklichen Leben und einer fairen Welt („having multiple listings ‚disappear‘ when the realtor found out what we looked like“, ll. 26/27)*
- *Wiederholungen/Anapher/Epipher: verdeutlichen Ruths bittere Enttäuschung („Never mind“, ll. 17/18) oder ihre heimliche Freude und Zufriedenheit („it worked“, l. 33)*
- *Kraftausdrücke: betonen besonders die rassistische Einstellung der Weißen („shit a brick“, l. 52)*

– *erzählerische Mittel:*

- *Erzählperspektive: Ruth als Erzählerin und Hauptfigur* (first-person narrator): *für Leser*innen leichter, sich mit ihr zu identifizieren und ihre Beweggründe nachzuvollziehen*
- *Verweise auf tragische Literatur* (cf. ll. 63/64): *stellen die Probleme als ewige und überdauernde Themen dar*

The excerpt illustrates the constant struggle Black people are faced with: They have to fight discrimination and racism on a daily basis, while all they want is to have equal opportunities with White people.

The importance of a good education is recognised by both generations of the African American family described in Picoult's novel. Ruth's mother makes every effort to provide this for her daughter. With the help from her White employer, she manages to find a reputable school outside of her poor and disadvantaged community. The fact that Ruth is more than deserving of this opportunity is stressed by the metaphor that her old school in Harlem "dulled [all her] bright edges" (l. 2). Furthermore, her successes at Dalton (cf. ll. 4–6, 16–18) prove that it is certainly not a lack of talent that could hinder Ruth from achieving.

Later on, as a mother herself, Ruth goes to even greater lengths in order to provide her son with a decent education and to make him less of an outsider than she herself has been: she moves her family to a predominantly White neighbourhood, so Edison can go to school there from day one. Jodi Picoult illustrates Ruth's satisfaction and relief that her plan of making Edison a part of the local community worked by repeating the words "it worked" (l. 33) and underlining that triumph with the exclamation "My" (l. 33).

Throughout the text, the reader can directly share Ruth's feelings and opinions because the protagonist is also the narrator. This first-person narration provides directness and credibility. The reader will feel for Ruth and understand her problems more intuitively. This also allows for subtle hints of irony to draw the reader even more into seeing things from her perspective, for example when she describes "having multiple listings [for houses] 'disappear' when the realtor found out what [they] looked like" (ll. 26/27).

Furthermore, this interior view of Ruth's feelings makes her teenage struggles of being part of the school community tangible. As a successful student, Ruth is met with suspicion and envy from her White co-students who do not recognise Ruth's success as a result of her personal efforts, but see it as an undeserved privilege. By use of an anaphora of "Never mind that", Ruth's disappointment with this unfair insinuation is stressed (cf. ll. 17/18). All her accomplishments are not enough to overcome the prejudices levelled at her due to the colour of her skin. To further demonstrate the girl's position as an outsider, the author vividly compares the idea of the White girls in Ruth's class coming to her neighbourhood to "a polar bear in the tropics" (l. 14). This image shows that Ruth's background and those of her classmates are worlds apart.

While at first it seems that Edison is more integrated in his school than his mother, it turns out that his acceptance into his friend Bryce's family is only superficial and



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www.pearson.de
info@pearson.de

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