

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Rheinland-Pfalz

Englisch

+ Übungsaufgaben zum Bereich
+ Audio-Dateien

ActiveBook
• Interaktives
Training



STARK

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Zentrale Kursarbeit 2017/18

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Hörverstehen	A 2018-1
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Hörverstehen	K 2019-1
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Zentrale Elemente der Abiturprüfung 2019

Hörverstehen	A 2019-1
Leseverstehen	A 2019-5
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Zentrale Elemente der Abiturprüfung 2020

Hörverstehen	2020-1
Leseverstehen	2020-5
Lösungsvorschlag	2020-13

Zentrale Elemente der Abiturprüfung 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).



Audio-Dateien

Zentrale Kursarbeit 2017/18

Abitur 2018

Zentrale Kursarbeit 2018/19

Abitur 2019

Abitur 2020

Abitur 2021

Zugriff online (Zugangscode: Farbseiten zu Beginn des Buches)

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abiturprüfung vom Ministerium für Bildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MyStark.

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Vorwort

Liebe Schülerinnen und Schüler,

Sie werden bald das Abitur im Fach Englisch ablegen. Teile der schriftlichen Abituraufgaben in Englisch werden einheitlich für alle Schülerinnen und Schüler in Rheinland-Pfalz zentral vom Ministerium für Bildung gestellt. Es handelt sich hierbei um Aufgaben zu den Kompetenzbereichen Hör- sowie Leseverstehen. Die Aufgaben im Bereich Schreiben werden dezentral von den einzelnen Schulen gestellt.

Der vorliegende Band soll Ihnen dabei helfen, sich optimal auf die Prüfung in Englisch vorzubereiten. Das einführende Kapitel „**Hinweise und Tipps**“ informiert Sie über die offiziellen Rahmenvorgaben, stellt Ihnen die Aufgabenformen vor, die Sie im Abitur erwarten, und enthält außerdem praktische Tipps, wie Sie sich auf diese vorbereiten können. Zusätzlich finden Sie hier eine Auflistung möglicher Operatoren (Arbeitsanweisungen), Erklärungen zu den häufigsten Textsorten sowie Zusammenstellungen der wichtigsten Stilmittel und nützlicher Formulierungshilfen.

Die sich anschließenden **Übungsaufgaben** sollen Sie bei der Vorbereitung auf den dezentral gestellten Teil Ihrer Prüfung unterstützen. Sie beinhalten also mögliche Texte und Aufgaben aus dem Bereich Schreiben. Darüber hinaus enthält dieser Band sechs vom Ministerium gestellte **Original-Aufgaben**: die zentral gestellten Aufgabenteile der Abiturprüfungen 2018 bis 2021 (2021 online auf MyStark) sowie die Zentralen Kursarbeiten 2017/18 und 2018/19. Sie zeigen Ihnen, was Sie in Ihrer Prüfung erwartet, und unterstützen Ihre passgenaue Vorbereitung auf die Kompetenzbereiche *Listening* und *Reading*. Die **Hörtexte** stehen Ihnen als **MP3-Dateien** online zur Verfügung. Für den Offline-Gebrauch können sie auch heruntergeladen werden.

Zu jeder Aufgabe finden Sie **vollständige Lösungen** und ausführliche Bearbeitungshinweise. Mithilfe dieser können Sie Ihre selbstständige Arbeit überprüfen oder gegebenenfalls unterstützen.

Außerdem enthält dieses Buch einige digitale Inhalte: Nähere Informationen dazu entnehmen Sie bitte den folgenden Seiten sowie den Farbseiten vorne im Buch.

Die Autorinnen und Autoren und der Verlag wünschen Ihnen eine gute Vorbereitungsphase und viel Erfolg in der Abiturprüfung!

Nützliche Wendungen:

X appears to be .../is portrayed as ...

This behaviour clearly indicates that ...

This proves X to be ...

Proof of this can be found in lines ... when X ...

This feature becomes apparent in line ... when ...

► **Analyse eines Cartoons (*analysis of a cartoon*)**

In einer kombinierten Textaufgabe kann Ihnen neben der schriftlichen Textvorlage auch grafisches Material begegnen, das Sie analysieren und gegebenenfalls in Beziehung zu der Textvorlage setzen sollen. Die Analyse von Bildmaterial gliedert sich grob in die drei Schritte **Beschreibung**, **Interpretation** und **Deutung bzw. Wertung**.

Vor dem Schreiben:

- Lassen Sie sich genügend Zeit, die Bildvorlage eingehend zu betrachten. Natürlich müssen Sie in Ihrer Bildbeschreibung nicht auf jedes Detail der Vorlage eingehen, aber oft sind es gerade kleine Symbole oder Schriftzüge, die bei der Deutung helfen können.
- Versuchen Sie, die Botschaft, die der Cartoon Ihrer Meinung nach vermitteln soll, in wenigen Worten zu formulieren.
- Überlegen Sie sich, wie Sie zu dieser Botschaft stehen: Haben Sie zu dem dargestellten Thema die gleiche Meinung, wie sie in der Bildvorlage deutlich wird? Wo sehen Sie Kritikpunkte? Welche Argumente untermauern Ihre Meinung?

Beim Schreiben:

- Die Struktur Ihres Textes ergibt sich bei der Bildanalyse automatisch aus den üblichen drei Hauptschritten Beschreibung, Interpretation und Deutung bzw. Wertung.
- Erwähnen Sie bei der Beschreibung nur die Punkte, die für die Gesamtaussage des Cartoons, die Sie im zweiten Teil Ihres Aufsatzes erläutern werden, wichtig sind. Ihr Aufsatz sollte ausgewogen sein. Es wird also nicht positiv gewertet, wenn Sie in der Beschreibung auf jedes Detail eingehen, darüber aber die anderen Teile der Analyse vernachlässigen.
- Ihre Interpretation der Aussageabsicht sollten Sie zunächst knapp darstellen, anschließend anhand einzelner Bildelemente belegen.
- Falls gefordert, nehmen Sie ähnlich wie bei einem Kommentar (vgl. S. XV) persönlich zu der Aussage der Bildvorlage Stellung. Argumentieren Sie strukturiert und formulieren Sie Ihre eigene Meinung (ob zustimmend, ablehnend oder neutral) klar und deutlich.

Nützliche Wendungen:

The cartoon shows ...

In the background .../foreground.../centre of the cartoon ...

The caption of the cartoon is ...

The cartoonist wants to express the fact that ...

The message of the cartoon is ...

► **Kommentar** (*comment*)

Das Verfassen eines Kommentars gehört zum **Anforderungsbereich III**. Ziel beim Schreiben eines Kommentars ist es, die eigene Meinung zu einem bestimmten Thema in strukturierter, überzeugender Form zum Ausdruck zu bringen.

Vor dem Schreiben:

- Machen Sie sich klar, welche Position Sie zu der in der Aufgabenstellung aufgeworfenen Problematik einnehmen wollen.
- Sammeln Sie Argumente sowie Beispiele und Belege, welche diese untermauern, die Sie zur Stützung Ihrer Position vorbringen können. Auch wenn das nicht zwingend notwendig ist, kann es sinnvoll sein, auf Gegenargumente einzugehen, die Sie im Laufe Ihrer Argumentation entkräften wollen.
- Strukturieren Sie Ihr Material in einer überzeugenden Art und Weise. Beginnen Sie beispielsweise in Anlehnung an die lineare Erörterung mit dem schwächsten Argument, um mit dem überzeugendsten Argument für die eigene Position abzuschließen.

Beim Schreiben:

- Formulieren Sie Ihre Einleitung so, dass sie das Interesse der Lesenden weckt und zur Aufgabenstellung hinführt.
- Bringen Sie Ihre eigene Position schon am Ende der Einleitung klar zum Ausdruck.
- Bringen Sie nun Ihre Argumente vor und belegen Sie diese jeweils. Sinnvoll ist es, mit jedem neuen Argument und dem dazugehörigen Beleg/Beispiel einen neuen Absatz zu beginnen.
- Verfassen Sie einen Schlussteil, in welchem Sie Ihre Meinung noch einmal kurz zusammenfassen und idealerweise einen Bezug zur Einleitung herstellen.

Nützliche Wendungen:

I think/believe/assume/suppose that ...

I am sure/convinced/certain that ...

There are many reasons for ...

There is no doubt that/There can be no doubt that ...

I am of the opinion/hold the opinion that ...

In my opinion, .../To my mind, ...

From my point of view, ...

► **Rede** (*speech*)

Insgesamt folgt eine Rede einer sehr ähnlichen Struktur wie ein **Kommentar**. Normalerweise wird in einer Rede das Ziel sein, das Publikum von einer bestimmten Ansicht zu überzeugen. Zusätzlich müssen Sie beim Verfassen einer Rede aber noch dem speziellen **formalen Rahmen** Ausdruck verleihen, indem Sie Ihre Zuhörer*innen begrüßen (*“Ladies and gentlemen”*), sie direkt ansprechen (*“You have probably all heard of ...”*) und sich von Ihnen verabschieden (*“Thank you very much for your attention.”*). Ansonsten sollten Sie darauf achten, Ihre Rede sprachlich abwechslungsreich (auch unter Verwendung rhetorischer Stilmittel) zu gestalten und so die Aufmerksamkeit Ihres fiktiven Publikums zu fesseln.



Rheinland-Pfalz Englisch

Übungsaufgabe 4

Assignments

- 1 Outline the development of segregation since the 1960s, as presented in the text.
- 2 Analyse the author's attitude towards the segregation that influences her private life and how it is conveyed.
- 3 Imagine you read the article below on *The Guardian's* website.
Write an entry for the comment section in which you express your own thoughts as to the current state of segregation in the US and to Allen's opinion about it.

Text

Reniqua Allen, "Our 21st-Century Segregation – We're Still Divided by Race"

Even now, there are two Americas: one for brown people, one for whites. The difference is that we choose it today.

- 1 Many Americans don't want to admit it, but I'll say it: segregation is still around. Sometimes by design. And sometimes by choice.

Let me be clear, this isn't the segregation of my parents' era. It's not a legally mandated and enforced system backed by public figures like former Alabama George Wallace, who famously said, "Segregation today. Segregation tomorrow. Segregation forever," to resounding applause, in 1963. The "whites only" signs have ceased to lurk over water fountains, bathrooms, and restaurant counters.

Yet, 21st-century segregation exists overtly in our school systems, communities, and prisons. It also permeates our society in ways we don't even realize.

- 10 We need to continue the conversation about the shocking segregation in our schools and neighborhoods. According to a study last year, 43 % of Latinos and 38 % of blacks go to schools where less than 10 % of their peers are white. But beyond that, we often fail to talk about how segregation impacts us personally. How it permeates not only many of our public and private institutions, but American culture at large. We less
15 easily talk about cultural or social segregation, an area that we have control over, via the restaurants we patronize, the bars we drink at and the places where we worship.

It's time for us to face the reality that for many Americans, even if we live and work around "diversity", our best friends and spiritual leaders, the people we invite into our lives and homes, often look like we do, reinforcing a de facto segregation. This social
20 and cultural segregation isn't restricted to "uneducated" people living in the country. It is equally prominent in environments where smart, educated people are supposed to "know better". People who have studied race, spent months abroad in India or Africa,

1

TIPP

In this task, you are supposed to outline a development, which means that you should summarise it concisely. It might be helpful to structure your text by contrasting the state-enforced segregation of the 1960s with the “voluntary” cultural and individual segregation that the author claims exists today.

Main aspects concerning the development of segregation:

- self-imposed segregation in private life today vs. segregation enforced by law in early 1960s
- however, segregation also noticeable in public institutions such as schools and prisons
- today’s segregation as a cultural phenomenon which might be overcome through individual effort

The article “Our 21st-Century Segregation: We’re Still Divided by Race” by Reniqua Allen was published on the website of *The Guardian* in April 2013 and is about segregation in the US. According to the author, segregation still exists in the 21st century but it is a culturally motivated separation that people choose freely. Up until the 1960s, segregation was forced upon people by law: Black and white Americans were not allowed to eat at the same places or use the same toilets. While it is no longer state-enforced, the author claims that segregation is still found in all private and public institutions, like schools, restaurants, night clubs, prisons or churches, and on all social and cultural levels. The reason for this is that people tend to choose places where they will meet people of their own ethnicity or skin colour. As this new segregation comes from the inside rather than the outside, people might be even more likely to deny it, because by admitting its existence, they would have to admit their own contribution to the phenomenon as well. On the other hand, the author claims that it could be overcome through individual effort, by common experiences and more interaction with people from other racial backgrounds.

Rheinland-Pfalz Englisch ■ Abiturprüfung 2019
Zentrale Elemente



HÖRVERSTEHEN

Task 1: BBC News

(6 BE)

You will hear several items from the BBC radio news. Choose from the list (A–G) which description applies to which news item (1–6). For each item there is only one correct answer. Put the letters (A–G) into the correct box. There is one more description than you need.

	Description
A	Conflict escalates
B	Consequences of a disaster
C	Family tradition regulated
D	Forbidden custom defended
E	Soon on trial
F	Suspected of foul play
G	Threat of catastrophe

News item	1	2	3	4	5	6
Description A–G						

Read the text about American identity and then tick (✓) the correct answer (a, b, c or d). There is only one correct answer.

Text American Identity

1 In early 1924 the blue-bloods of Virginia found themselves with a problem. To criminalise interracial marriage, the state had drafted a law that classified anyone possessing even “one drop” of non-white blood as “coloured”. Awkwardly, that would include many of the so-called First Families of Virginia, because they traced their descent to a native American woman, Pocahontas, who had been abducted and married by a member of the Jamestown colony three centuries before. This ancestry had been considered far from shameful. It was a mark of American aristocracy, the real-life Pocahontas having been reinvented (she probably did not save the life of a colonist called John Smith) as an “American princess”. To fix matters, a clause known as the “Pocahontas exception” was added to the racist law, to exempt anyone with no more than one-sixteenth Indian blood.

This episode, documented in a new exhibition at the National Museum of the American Indian in Washington, DC, on Indian myths and reality, helps explain a cultural puzzle. It has become clear that the pre-Columbian Americas were much more densely populated, by more sophisticated civilisations, than was previously thought. By one estimate North America, the more sparsely populated continent, had 18m people when Columbus sailed, more than England and France combined. Yet in the popular imagination it remains a vast wilderness, peopled by a few buffalo-hunters. The reason for this gigantic misunderstanding, suggest the Smithsonian’s curators, goes beyond bad schooling.

It is fuelled by the ways Americans use real and mythical Indians, such as Pocahontas, to express their own ideas of citizenship and national identity. At a time when those things are contested by white nativists as well as natives, “Americans”, as the exhibition is called, lives up to its name: it is about all Americans.

From their first flush of revolutionary zeal, Americans used images of Indians to represent themselves. The exhibition’s oldest example is a sketch by Paul Revere from 1766. This was in part a sardonic comment on British cartoonists doing likewise. It also represented the revolutionaries’ self-identification as a new race of men, free of European tyranny. An association between Indians and liberty has been prominent in official iconography, including medals, stamps and friezes, ever since. Some officials were also keen to bring Enlightenment principles to their dealings with actual Indians. To dispossess them, argued Henry Knox, George Washington’s secretary of war, would be a “stain on the character of the nation”. But few agreed.

In 1830 the government began removing Indians east of the Mississippi onto a shrinking territory in what is now Oklahoma. Farther north, on the plains of Minnesota and the Dakotas, white settlers encroached on the hunting grounds of some of the last free tribes, the Sioux, leading to violence that accelerated their demise. By the end of

the century, America's Indians had been reduced to a sickly population of 250,000, huddled on patches of marginal land. Having dispensed with the real Indians, America
40 then began losing its heart to imaginary ones.

Many North American Indians were settled cultivators. The nomadism of the plains was atypical and shaped by Europeans. The Sioux, formerly farmers, had shifted to hunting the herds of bison that grew in a land depopulated by imported diseases, using horses they got from the Spanish and guns from the French. Yet by the time of their
45 futile last stand, they had come to represent all native Americans in the popular imagination. This was in some ways pernicious, a means to associate all Indians with violent resistance, justifying their eradication. Even so, Americans fell in love with the myth of the warrior-like Sioux.

With their eagle feathers and fiery expressions, Plains Indians became synonymous
50 with the rugged individualism Americans liked to see in themselves. That is evident in the many sports teams with Indian-related names – the Cleveland Indians, Kansas City Chiefs and so on. It is also apparent in the endless consumer and military goods, from butter to missiles, marketed with images of Indians – to suggest trustworthiness; durability; environmental soundness; efficacy at killing people. Any residual negative
55 connotations are being scrubbed from that list: the racist caricature of Chief Wahoo, the Cleveland team's emblem, is being phased out. The remaining Indian-related brand values share a sense of authenticity. "Today, nothing is quite as American as the American Indian," writes one of the Smithsonian's curators, Paul Chaat Smith, a Comanche scholar with a dry wit.

There are lessons here for understanding America's latest spasm over who is, and who isn't, a legitimate American (a word used into the 19th century in England to refer exclusively to Indians). One is that the racist enormities on which America was founded, slavery and the dispossession of Indians, are so recent and unresolved – as evidenced by protests on tribal land and at Confederate monuments – that fights over
65 national identity are inevitable. Another is that the nativist position espoused by many on the right is illogical. A Minnesotan nativist seeks, in effect, to bar Aztec migrants (lately called Mexicans) from a state his grandparents took from people who had had it for millennia.

A third, more hopeful, lesson lies in the way Americans have made national champions of their sometime victims, imbuing them with all-American virtues. That is not merely chutzpah. It stands for America's relentless ability to synthesise its disparate parts in an uplifting national story. Even in the current quarrelsome time, that contrary movement is evident – including among real-life native Americans, who are, though still deprived, becoming less impoverished and more confident. The admiration of
75 popular culture has played a part in that. "It's the country saying to Indians, imaginary and real, past and present," suggests Mr Smith, "without you there is no us."

947 words

"Looking at Indians, White Americans See Themselves", February 10, 2018, <https://www.economist.com/united-states/2018/02/10/looking-at-indians-white-americans-see-themselves>

- 1 The “Pocahontas exception” was ...
- a a blueprint for the policy of multiculturalism.
 - b a law discriminating especially against Native Americans.
 - c an arrangement for privileged Americans.
 - d an unusual episode in the history of Jamestown.
- 2 The notion of a “cultural puzzle” refers to the ...
- a contrast between perception and historical truth.
 - b difference between European and American population growth.
 - c discrepancy between advanced and primitive cultures.
 - d encounter between whites and Native Americans.
- 3 The sketch by Paul Revere illustrates the fact that ...
- a American Indian policy was guided by philosophical principles.
 - b Americans identified Indians with freedom.
 - c Indians supported the American revolution.
 - d the British glorified Native Americans.
- 4 The author describes the fate of Native Americans to ...
- a contrast it with the idealized American view of Native Americans.
 - b illustrate the difficult history of the westward movement.
 - c provide new insights into Native American deportation.
 - d stress the cruel way in which they were treated.
- 5 The nomadic Native American way of life was a ...
- a consequence of the presence of whites.
 - b result of environmental parameters.
 - c system created by hunting tribes.
 - d time-honoured tradition.
- 6 There are many references to Indians in American sports ...
- a because Native Americans came to represent qualities seen as positive.
 - b because they are non-European.
 - c to attract non-white Americans.
 - d to stress the multicultural roots of North American sports.



HÖRVERSTEHEN

Transcript 1 BBC News

1 BBC News with Debbie Russ.

1 The authorities in California are evacuating tens of thousands of people living downstream of the tallest dam in the United States following fears that an overflow channel was about to collapse. Roads below the Oroville dam clogged with traffic as residents
5 heeded warnings to leave their homes. Engineers urgently want to plug a giant hole that's developed in the spillway.

2 The French authorities have launched an investigation into whether the carmaker Renault has tried to cheat emissions tests with its diesel vehicles. Renault shares initially fell sharply before recovering much of their value. A company spokesman said
10 Renault did not use cheating software in its vehicles.

3 Protest rallies have been held across the Southern Indian state of Tamil Nadu in support of a traditional form of bull taming banned by the Supreme Court. Supporters of Jallikattu say it's an important cultural event but animal rights activists have condemned the practice.

15 4 The record setting heatwave that spawned 200 bushfires in the Australian state of New South Wales has abated, but firefighters are still tackling about 80 outbreaks. The largest was so vast it created its own weather system triggering a lightning storm.

5 Six journalists working for opposition newspapers are expected to appear in court in Ivory Coast. They are charged with spreading false information following a mutiny
20 last week by soldiers demanding bonus payments.

6 A town in Somalia has banned lavish weddings to encourage more young people to marry. The district commissioner of Beled Hawo near the Kenyan border told the BBC that a maximum of three goats could be slaughtered to feed guests and that hotel receptions would not be allowed.

25 That's the latest BBC News.

BBC World Service, BBC News Summary, 2017/01/13, www.bbc.co.uk/programmes/p04nhff4

TIPP

When looking through the short descriptions, you will notice that quite a lot of them seem to deal with similar issues at a superficial glance (e. g. "[c]onflict" in **A**, "disaster" in **B**, "catastrophe" in **G**, respectively "[f]amily tradition" in **C** and "custom" in **D**). So when listening for the first time and ideally making quick notes on

the most important aspects of the news items, do not focus solely on the events or facts described, but also their consequences, the attitudes expressed with regards to them, etc.

- 1 “The authorities in California are evacuating tens of thousands of people living downstream of the tallest dam in the United States following fears that an overflow channel was about to collapse.” (ll. 2–4) In other words, the “catastrophe” has not happened yet, but there are threats of it (description **G**).
- 2 “The French authorities have launched an investigation into whether the car-maker Renault has tried to cheat emissions tests with its diesel vehicles.” (ll. 7/8) Here you might easily identify **E** and **F** as possible answers because some kind of criminal offence is dealt with. To decide which of the two is ultimately correct, you should once more focus on details such as the fact that it is not certain whether Renault really has been cheating (cf. the spokesman’s denial in ll. 9/10). In other words, there are mere suspicions.
- 3 “Protest rallies have been held across the Southern Indian state of Tamil Nadu in support of a traditional form of bull taming banned by the Supreme Court.” (ll. 11/12)
- 4 News item 4 also deals with a catastrophic event, in this case a natural disaster: “The record setting heatwave that spawned 200 bushfires in the Australian state of New South Wales has abated, but firefighters are still tackling about 80 outbreaks. The largest was so vast it created its own weather system triggering a lightning storm.” (ll. 15–17) To find the fitting description, you should pay attention to the fact that the heatwave itself has already blown over, but the “[c]onsequences of [this] disaster” (description **B**) are the main concern.
- 5 “Six journalists working for opposition newspapers are expected to appear in court in Ivory Coast.” (ll. 18/19)
- 6 “A town in Somalia has banned lavish weddings to encourage more young people to marry.” (ll. 21/22) A wedding is a “[f]amily tradition” (description **C**). The second sentence of the news item tells you that there are quite detailed regulations in place, such as the number of goats allowed to be slaughtered (cf. ll. 22–24). Therefore description **C** fits.

News item	1	2	3	4	5	6
Description A–G	G	F	D	B	E	C

Transcript 2 Barack Obama

- 1 Kenyatta International Airport was almost empty. Officials sipped at their morning tea as they checked over passports; in the baggage area, a creaky conveyor belt slowly disgorged luggage. Auma was nowhere in sight, so I took a seat on my carry-on bag and lit a cigarette. After a few minutes, a security guard with a wooden club started to

- 4 Figurative significance of Tick’s scoliosis:
too much psychological pressure/stress
- 5 Figurative meaning of the place name Empire Falls:
decline of a (previously flourishing) town/loss of prosperity

Text 3: American Identity

TIPP

Many of the questions for this reading comprehension task deal with purposes or reasons why the text uses certain expressions or refers to specific events. Therefore, it will often be important to gauge your own reaction to the text and then think about what makes you feel that way. Once more, as the text is not easy to understand, it might be helpful to once read it in its entirety (and interpret its general message and how you react to it). Then, you should focus on smaller portions. The following text passages will tell you where you can find relevant information for the single tasks:

- 1 It was “the blue-bloods [the ‘aristocracy’] of Virginia” (l. 1) who saw themselves confronted with a problem when “the state had drafted a law that classified anyone possessing even ‘one drop’ of non-white blood as ‘coloured’” (ll. 2/3). “[M]any of the so-called First Families of Virginia [...] traced their descent to a native American woman, Pocahontas” (ll. 4/5). Thus, the “Pocahontas exception” (ll. 9/10) was an arrangement for privileged Americans.
- 2 The “cultural puzzle” (ll. 13/14), with “puzzle” to be understood as “inconsistency”, refers to the fact that “in the popular imagination [America] remains a vast wilderness, peopled by a few buffalo-hunters” (ll. 17/18) while in reality, “[b]y one estimate North America, the more sparsely populated continent, had 18m people when Columbus sailed, more than England and France combined” (ll. 15–17). Thus, the notion of a “cultural puzzle” refers to the contrast between perception and historical truth.
- 3 “It [the sketch] also represented the revolutionaries’ self-identification as a new race of men, free of European tyranny. An association between Indians and liberty has been prominent in official iconography, including medals, stamps and friezes, ever since.” (ll. 27–30)
- 4 Since the article shows that Americans identified Indians with freedom first and then recalls that “[i]n 1830 the government began removing Indians east of the Mississippi onto a shrinking territory” (ll. 34/35), “white settlers encroached on the hunting grounds of some of the last free tribes” (ll. 36/37) and that “[b]y the end of the century, America’s Indians had been reduced to a sickly population of 250,000, huddled on patches of marginal land” (ll. 37–39), the fate of Native Americans is clearly contrasted with the idealized way Americans saw them. The following sentence, “Having dispensed with the real Indians, America then

began losing its heart to imaginary ones” (ll. 39/40), also exemplifies this contrast: While in reality, Native Americans were treated with cruelty, in myths and the popular imagination they were admired and idealised.

- 5 “Many North American Indians were settled cultivators. The nomadism of the plains was atypical and shaped by Europeans. The Sioux, formerly farmers, had shifted to hunting the herds of bison that grew in a land depopulated by imported diseases, using horses they got from the Spanish and guns from the French.” (ll. 41–44)
- 6 “With their eagle feathers and fiery expressions, Plains Indians became synonymous with the rugged individualism Americans liked to see in themselves. That is evident in the many sports teams with Indian-related names – the Cleveland Indians, Kansas City Chiefs and so on.” (ll. 49–52)
- 7 “There are lessons here for understanding America’s latest spasm over who is, and who isn’t, a legitimate American [...]. One is that the racist enormities on which America was founded, slavery and the dispossession of Indians, are so recent and unresolved – as evidenced by protests on tribal land and at Confederate monuments – that fights over national identity are inevitable.” (ll. 60–65)
- 8 The Aztecs are a well-known ancient culture who lived in Mexico for millennia. By calling Mexican immigrants “Aztec migrants” (l. 66), the author exposes the misguidedness and hypocrisy of Americans who feel entitled to ban others from settling in a country their ancestors “took from people who had had it for millennia” (ll. 67/68). In other words, other ethnic groups could be said to have an older and consequently more valid claim to America than whites.
- 9 “A third, more hopeful, lesson lies in the way Americans have made national champions of their sometime victims, imbuing them with all-American virtues. That is not merelychutzpah. It stands for America’s relentless ability to synthesise its disparate parts in an uplifting national story.” (ll. 69–72)
- 10 Starting with the example of the “Pocahontas exception” (cf. ll. 1–11), which is exposed as an arbitrary tool to make the regulations of white racism tenable, the whole article sheds a mildly ironic light on America’s unresolved and often hypocritical dealings with its native peoples. An especially striking example for that irony can be found in lines 65 to 68 when Donald Trump is referred to as “[a] Minnesotan nativist [who] seeks, in effect, to bar Aztec migrants (lately called Mexicans) from a state his grandparents took from people who had had it for millennia”.

- 1 The “Pocahontas exception” was ...
 - c an arrangement for privileged Americans.
- 2 The notion of a “cultural puzzle” refers to the ...
 - a contrast between perception and historical truth.
- 3 The sketch by Paul Revere illustrates the fact that ...
 - b Americans identified Indians with freedom.



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