



**MEHR
ERFAHREN**

TRAINING

Gymnasium

Englisch –
Fit für die Oberstufe

STARK

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Die grammatischen Strukturen, die mit diesem Icon gekennzeichnet sind, bereiten Schülerinnen und Schülern häufig Schwierigkeiten. Zu ihnen finden Sie leicht verständliche Lernvideos auf der Plattform „MySTARK“. Zu „MySTARK“ gelangen Sie über den Link und den Zugangscode auf der Umschlaginnenseite.



Audio-Dateien

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Video-Dateien

Active and passive voice
Conditional sentences

Hinweis: Die Audio- und Video-Dateien können Sie über den Zugangscode freischalten, den Sie auf der Umschlaginnenseite finden.

Vorwort

Liebe Schülerin, lieber Schüler,

mit dem Übertritt in die Oberstufe kommt eine Reihe von neuen Herausforderungen auf Sie zu. Dieser Band unterstützt Sie dabei, die Hürden der Übergangsphase zu meistern und wesentliche Kompetenzen zu trainieren.

- **Reading:** Anhand von halboffenen und geschlossenen Aufgabentypen wie *multiple choice*, *true/false*-Aufgaben und *table completion* überprüfen Sie, ob Sie den Text verstanden haben.
- **Listening:** Die Aufgaben im Bereich Hörverstehen steigen im Schwierigkeitsgrad an. Dies betrifft die Textlänge und Komplexität der Hörtexte (z. B. Hintergrundgeräusche, Herkunft und Zahl der Sprecher*innen, etc.).
- **Mediation:** In diesem Kapitel finden Sie Aufgaben mit deutschen Ausgangstexten, deren Inhalt auf Englisch wiedergegeben werden soll. Auch eine Aufgabe zur Mediation vom Englischen ins Deutsche ist enthalten. Dieser Aufgabentyp wird Ihnen jedoch seltener begegnen.
- **Writing:** Hier können Sie ausgehend von ganz unterschiedlichen Impulsen (z. B. Bildern, Diagrammen, Cartoons, Werbeplakaten, Stellenanzeigen und Zitaten) Ihre Schreibkompetenz trainieren.
- **Language:** Im Kapitel „Language“ finden Sie ausgewählte Grammatikthemen und Aufgaben zum Wortschatz. Zu grammatischen Strukturen, mit denen erfahrungsgemäß viele Schüler*innen Schwierigkeiten haben, gibt es zusätzlich Lernvideos.
- Am Ende des Buches finden Sie **Lösungsvorschläge** zu allen Aufgaben.

Zusätzlich zur Printfassung enthält dieses Buch auch zahlreiche digitale Inhalte. Zu den **MP3-Dateien** und **digitalen Aufgaben** gelangen Sie über den Link und Ihren persönlichen Zugangscode (s. Umschlaginnenseite). Weitere Informationen dazu finden Sie auf der folgenden Seite.



Viel Erfolg bei der Arbeit mit diesem Buch!

A handwritten signature in black ink, appearing to read 'R. Jacob'.

Rainer Jacob

Reading



NON-FICTIONAL TEXTS

- 1 **Pre-reading activity:** For a school project your class is supposed to teach pupils from a primary school about social media. Your group is supposed to talk about influencers. Try to describe in your own words what an influencer is and does.

An Influencer is somebody who ...





Equipping Students to Navigate the Booming Social Media Influencer Industry

1

- 1 [...] As students are getting on social media at earlier ages than ever and 95 % say they are online almost constantly, chances are they are interacting with influencers on a daily, if not hourly, basis. It's easy to see why students need to be informed about influencers and their posts. But what is being done to protect students from false advertising, scams, and unrealistic expectations? [...]

2

- Also known as content creators, influencers are people who have a following on social media and monetize their content to make money. Some influencers are full-fledged, full-time, "I do this for a living" influencers. While others do it on a much smaller scale. What makes the definition of an influencer so hard to nail down is measuring who is and who isn't considered an influencer. At its core, an influencer influences people to do or buy something. With so many creators in the space and so many different ways to consider how someone's audience is actually influenced, there's often a gray area in defining whether or not someone is truly an influencer.
- 15 What started as people posting videos on platforms like YouTube has since turned into an industry full of all kinds of influencers, from micro-influencers, fitness influencers, food influencers, beauty influencers, and so many more. If you can think of a hobby or niche, there is likely a social media influencer community for it. [...]

3

- 20 The reach of influencers can be global given the nature of social media, but France is the first country to take legal action to protect people from possibly being misled by the content they come across. Influencers have been accused of promoting questionable products, not disclosing ads or brand deals, or even encouraging their audience to invest their money in risky investments. [...]
- 25 Stéphane Vojetta, a politician in France's Assemblée Nationale, shared that they have "had meetings with victims of scams from everything from medical malpractice to drop-shipping to cryptocurrency-based Ponzi schemes."
- Vojetta and others have since proposed legislation that would regulate the kinds of products and services that influencers would legally be allowed to advertise. This law would make it so creators would have to be transparent about when a post is sponsored by including a banner that says it was sponsored, instead of having that disclaimer hidden in the caption or hashtag.

This is a great step in the right direction, as students in France will be more empowered to make their own critical choices about whether or not they want to buy a product from an influencer. [...]

4

As students navigate social media, they come across ads and sponsored posts by influencers all of the time, and many students aspire to be influencers as it becomes a more and more popular way to make money. While the influencer industry has proven to be a successful path for people around the globe, educators can empower students to avoid being misled by non-disclosed, sponsored posts by keeping [a few things in mind], especially:

- Find Your Influencers: Find influencers who are positive, credible, and transparent role models. This means thinking critically about whether a social media post seems to be an ad or sponsored even when it isn't disclosed. Encourage your students to really think about whether or not the person promoting a product or service is being authentic in their promotion.
- Play To Your Core: Play to their core values if they do choose to become a social media influencer. There are so many different avenues students can take when it comes to finding their "niche" audience. Empower them to stay true to their passions, interests, and hobbies when creating content.

5

At the end of the day, not all social media influencers are out to mislead or "trick" their audiences. And students as young as middle school are following their dreams of becoming influencers by making videos on apps like Instagram, TikTok, and YouTube. The key to helping our students navigate influencer culture online is to remind them to think critically about the content they come across and to be who they are when they create content of their own. [...]

(695 words)

<https://thesocialinstitute.com/blog/equipping-students-to-navigate-the-booming-social-media-influencer-industry/> (May 12, 2023)

Annotations

full-fledged (l. 8): completely developed; niche (l. 18): an opportunity to sell a particular product to a particular group of people; (to) take legal action (l. 21): to use the law or legal system; drop-shipping (l. 27): the selling merchant doesn't stock or own a product but purchases it from a third party and then sends it on; cryptocurrency (l. 27): digital or virtual money (e.g. Bitcoin); Ponzi Scheme (l. 27): *Schneeballsystem*, cheat system promising investors high rates of interest with little risk; (to) empower (l. 34): to enable somebody to do something; (to) aspire (l. 37): to have a strong desire to achieve or to become something; (to) play to one's core (l. 47): to stay true and authentic

Basics

Lesestrategien

Je nach Leseziel können ganz unterschiedliche Vorgehensweisen eingesetzt werden, um Informationen aus Texten zu erschließen.

- **Skimming:** Mit dieser Lesestrategie kann schnell festgestellt werden, worum es in dem Text grob geht. Typische Aufgaben zu diesem Bereich sind z. B. Zuordnungsaufgaben, bei denen Textabschnitten die richtige Überschrift zugeordnet werden muss, oder Aufgaben, in denen die Kernaussage eines Textes erfasst werden muss. Dazu lesen Sie den Text „quer“, d. h., Sie entnehmen nur die wichtigsten Informationen. Für diese Lesestrategie ist es hilfreich, nach jedem Absatz in Stichworten zu notieren, um was es geht. (Beispiel: siehe Aufgabe 2)
- **Scanning:** Wenn Sie z. B. einschätzen sollen, ob Aussagen wahr oder falsch sind, benötigen Sie nur bestimmte Informationen. Durchkämmen Sie den Text also nach Stichworten, die vielleicht schon in dem Satz gegeben sind, dessen Wahrheitsgehalt Sie überprüfen sollen. Diese „key words“ können bspw. Ländernamen, Namen von Personen oder Zahlenangaben sein. Auch für *multiple choice*-Aufgaben eignet sich diese Strategie. Streichen Sie sich die entsprechenden Textstellen z. B. mit Textmarkern oder Farbstiften im Text an. (Beispiel: siehe Aufgabe 3 und 4)
- **Reading for detailed information:** Das Ziel des Lesevorgangs kann es auch sein, eine Tabelle mit Informationen aus dem Text zu vervollständigen oder eine Situations- bzw. Charakteranalyse vorzunehmen. Dann müssen Sie einen Text(abschnitt) genau lesen und auf jedes Wort achten. Dies ist vor allem wichtig, wenn Informationen zwischen den Zeilen gegeben werden, also von Ihnen aus dem Sinnzusammenhang erschlossen werden müssen. Bei Aufgaben, die diese Lesestrategie erfordern, ist eine Kombination aus Markieren (häufig auch in verschiedenen Farben) und Notizen in eigenen Worten (eventuell auch bereits „strukturiert“ auf einem Schmierpapier oder am Textende) hilfreich. (Beispiel: siehe Aufgabe 9)

Abhängig davon, zu welchem Zweck Sie den Text lesen, können Sie auch Ihre Lesegeschwindigkeit anpassen. Für einen Überblick eignet sich schnelles Lesen, während bei detailliertem Verständnis langsamer gelesen werden sollte.



- 2 You have come across this guide for teachers that you can use for your presentation. Read the text “Equipping Students to Navigate the Booming Social Media Influencer Industry” carefully, then choose the correct heading (A–G) for each paragraph (1–5). There are two more headings than you need.

A	The best techniques for becoming an influencer
B	Guidelines for navigating the influencer world
C	Influencers’ salary revealed
D	The difficulty in defining influencers
E	Not all bad
F	Students interacting with influencers at a young age and all of the time
G	France proposes law to regulate influencer advertisements

paragraph	1	2	3	4	5
heading					



3 Choose the correct solution and tick the correct answer (✓). More than one answer may be correct.

a) The percentage 95 refers to the number of students who ...

- ☐ have been using the internet since they were children.
- ☐ interact with influencers on an hourly basis.
- ☐ are on the internet most of the time.
- ☐ use social media every day.

b) An influencer ...

- ☐ informs followers about their hobbies.
- ☐ has followers on social media.
- ☐ makes people buy certain articles or do certain activities.
- ☐ comments on topical news.

c) France started legislation ...

- ☐ to protect social media users.
- ☐ to limit the number of influencers.
- ☐ to stop social media advertising.
- ☐ to ban questionable products from the market.

d) A new law requires ...

- ☐ disclosing the influencer's name.
- ☐ disclosing the name of the sponsor.
- ☐ making it obvious that a post is sponsored.
- ☐ posting only sponsored adverts.

e) Educators can help students ...

- ☐ to become authentic influencers.
- ☐ to cope with the flood of adverts.
- ☐ to avoid being cheated by influencers.
- ☐ to make contact with sponsors.



How We Got Animal Rights

Track 10



Annotations

William Hogarth (1697–1764): English painter, pictorial satirist, social critic
Thomas Erskine (1750–1823): Whig lawyer and politician, took up the cause of animal rights in his retirement
inferior: of little or less importance

- 43 Listen to the podcast. With historical examples, it shows how people’s views on animal cruelty changed and how laws to protect animals were created over time. Re-establish the order of the chapters of the report.

Chapter	Order
A Introduction to the podcast	
B Animal sports in 17th-century London	
C Animals viewed as property and machines	
D Recognition of animals’ ability to feel pain	
E The five freedoms of animal welfare	
F William Hogarth’s “The Four Stages of Cruelty”	

44 Now listen to the text again and answer these questions. Make notes where necessary.

a) What do animals need in order to be properly cared for? List three aspects.

- _____
- _____
- _____

b) Which of these are not mentioned in the podcast?

- ☐ bear-baiting (a form of entertainment in which dogs were allowed to attack a bear)
- ☐ foxhunting
- ☐ cockfighting
- ☐ bull-baiting (a form of entertainment in which dogs were allowed to attack a bull)
- ☐ bird-trapping

c) Why were cruel animal sports popular and accepted in the past?

d) What changed the view that animals were just machines?

e) What did William Hogarth want to achieve with his art?

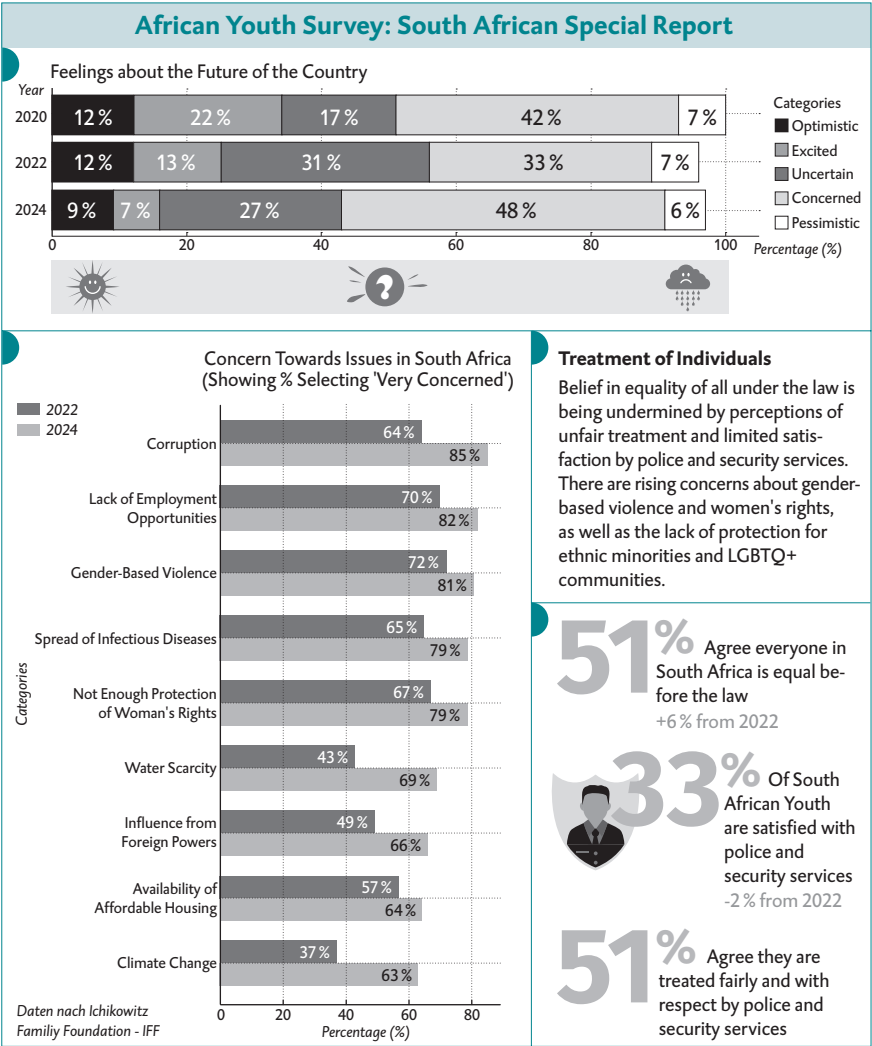
f) What is the moral of Hogarth's cartoons?



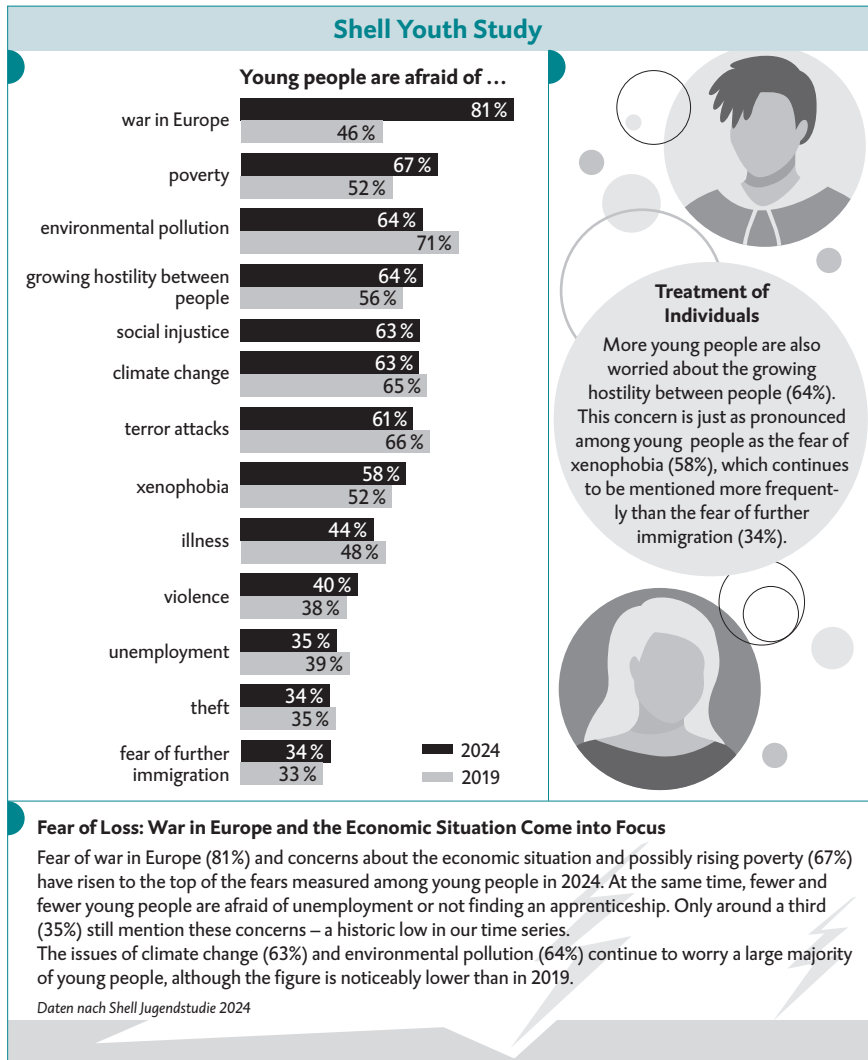
What Really Matters to Young South Africans

53 Your class is conducting a project on English-speaking countries. You texted your South African friend to let her know your group is studying her homeland. In her reply, she sent you the following screenshots of the African Youth Survey and asked if German youths share the attitudes presented in the results.

Material 1: African Youth Survey



Material 2: Shell Jugendstudie



Summary of the Shell Youth Study 2024, <https://www.shell.de/ueber-uns/initiativen/shell-jugendstudie-2024.html>

- a) Before you reply via email, collect information on the following items (Material 1):
- young South Africans' view of the future,
 - the matters they fear and are most concerned about and
 - the fair treatment of people (the question of equality).
- b) In an email of about 250–300 words, compare the study results with the attitudes and concerns of young people in Germany. (Material 2)



The Risks of Advanced AI

- 54 The general topic of your next school magazine is supposed to be the development of AI. A friend of yours sent you the link to a clip of a BBC interview from 2014, in which Stephen Hawking already warned about artificial intelligence.

ARTIFICIAL INTELLIGENCE

“The development of full artificial intelligence could spell the end of the human race ... It would take off on its own, and re-design itself at an ever increasing rate.

Humans, who are limited by slow biological evolution, couldn't compete, and would be superseded.”

ARTIFICIAL INTELLIGENCE

*Stephen Hawking in an Interview with the BBC, 2 December 2014,
<https://www.bbc.com/news/technology-30290540>*

As your contribution to the magazine you have decided to write a comment on Hawking's warning.

- a) Collect three aspects that support Stephen Hawking's point of view and three arguments that contradict the idea that artificial intelligence could lead to the end of the human race.
- b) Write a comment of about 250 words.



Konditionalsätze

- Basics
- Bedingungssätze

In Konditionalsätzen drückt man eine Bedingung aus. Wir unterscheiden die beiden Satzteile Bedingungssatz (*if-clause*) und Hauptsatz (*main clause*). Im Englischen gibt es unterschiedliche Bedingungssätze, die eine bestimmte Zeitenfolge in Haupt- und Bedingungssatz erfordern.

Probable condition (Typ 1: Erfüllbare Bedingung)

Im *if*-Satz steht eine Bedingung, die der Sprecher / die Sprecherin für erfüllbar hält. Wenn im *if*-Satz das **Präsens** verwendet wird, steht im **Hauptsatz** das **Futur I**.

if-clause

If you train hard,
Wenn ihr *fleißig* trainiert,

main clause

you will become good athletes.
*werdet ihr gute Sportler*innen (werden).*

Improbable condition (Typ 2: Unwahrscheinliche Bedingung)

Im *if*-Satz steht eine Bedingung, deren Erfüllung der Sprecher / die Sprecherin für eher unwahrscheinlich hält. Wenn im *if*-Satz das **Präteritum** steht, folgt im **Hauptsatz Konditional I**. Bei diesem Typ wird *was* im *if*-Satz meistens zu *were* („subjunctive“).

if-clause

If you got an invitation from NASA,
Wenn du eine Einladung von der NASA
bekämost (*bekommen würdest*),

main clause

would you like to fly into space?
würdest du gerne in den Weltraum fliegen?

If I were rich,
Wenn ich reich wäre,

I would buy a ticket for a flight into space.
würde ich ein Ticket für einen Flug ins Weltall kaufen.

Impossible condition (Typ 3: Unmögliche Bedingung)

Im *if*-Satz steht eine Bedingung, die nicht mehr erfüllt werden kann, da sich der Satz auf die Vergangenheit bezieht. Damit stellt diese Bedingung eine bloße Annahme dar. Wenn im *if*-Satz das **Plusquamperfekt** steht, folgt im **Hauptsatz Konditional II**.

if-clause

If astronauts had not brought back rock
samples from the moon,

main clause

scientists would have been disappointed.

For more information on conditional sentences go to MySTARK and watch the video. You can access “MySTARK” via the link and access code on the inside cover.



- 71** In a sci-fi novel, a father and his son wander through a barren landscape destroyed after a global catastrophe. Imagine a conversation in which they talk about why this disaster happened and how it could have been avoided.



Example:

Father: Countries did not adopt strict measures against global warming, so world temperatures rose continually.

Son: If countries had adopted stricter measures against global warming, world temperatures would not have risen continually.

- a) **Father:** Governments did not offer subsidies or tax breaks; this is why businesses did not adopt green technologies.

Son: _____

- b) **Father:** People did not listen to warnings about climate change, so they didn't give up their wasteful lifestyles.

Son: _____

- c) **Father:** Global temperatures rose so fast because toxic emissions were not reduced.

Son: _____

Key



Reading

Equipping Students to Navigate the Booming Social Media Influencer Industry

- 1 An influencer is somebody who has a large social media presence and uses it to promote certain products and activities.

2

paragraph	①	②	③	④	⑤
heading	F	D	G	B	E

- 3 a) The percentage 95 refers to the number of students who ...
- ☐ have been using the internet since they were children.
 - ☐ interact with influencers on an hourly basis.
 - ☒ are on the internet most of the time.
 - ☐ use social media every day.
- b) An influencer ...
- ☐ informs followers about their hobbies.
 - ☒ has followers on social media.
 - ☒ makes people buy certain articles or do certain activities.
 - ☐ comments on topical news.
- c) France started legislation ...
- ☒ to protect social media users.
 - ☐ to limit the number of influencers.
 - ☐ to stop social media advertising.
 - ☐ to ban questionable products from the market.
- d) A new law requires ...
- ☐ disclosing the influencer's name.
 - ☐ disclosing the name of the sponsor.
 - ☒ making it clear that a post is sponsored.
 - ☐ posting only sponsored adverts.

- e) Educators can help students ...
- ☒ to become authentic influencers.
 - ☐ to cope with the flood of adverts.
 - ☒ to avoid being cheated by influencers.
 - ☐ to make contact with sponsors.

- 4 a) Today, users of social media are younger than ever. true ☒ false ☐
- b) If you post brands on social networks, you are an influencer. ☐ ☒
- Influencers post brands to make money. / Influencer post brands to make you do or buy something.**
- c) Many influencers do not inform followers that they are paid for what they are advertising. ☒ ☐
- d) The number of young people who want to become influencers is decreasing lately. ☐ ☒
- Many students aspire to be influencers to make money.**
- e) Educators should encourage students to report secretly sponsored content. ☐ ☒
- Educators should encourage students to avoid being misled by secretly sponsored content. / to think critically about sponsored content.**
- f) It is important to keep a cool head when watching an influencer video. ☒ ☐
- g) When you post a video you should be honest and be yourself. ☒ ☐
- h) Teachers should advise students not to follow influencers on social media. ☐ ☒
- Teachers should advise students to think critically about the content they come across. / help them navigate influencer culture.**

- 42 a) Characterise the marriage of George and Caroline Norton.



Track 8

George drinks and beats Caroline and exploits and abuses her. Caroline has no rights and cannot defend herself. They have never been in love.

- b) Explain how and why George Norton uses his wife Caroline.

George wants power and an easy life. They mainly live off the money Caroline earns from her book sales. George encourages his wife to charm Lord Melbourne, the future prime minister. This helps him to get a good job and good connections.

- c) Outline the consequences for Lord Melbourne and Caroline Norton when their affair is exposed.

Although George Norton fails in court, Melbourne's political career never recovers and Caroline's status in polite society is ruined.

How We Got Animal Rights



Transcript

Track 10

REPORTER: This story is all about how individual MPs and members of the House of Lords can use their position to raise awareness of issues and to suggest changes to the law. I'm also going to tell you how you can find out what they're working on right now. So before I show you how far we've come, let's begin in the 21st century. Let's check in with our first guest, Navaratnam Partheeban. So he's a vet working with farmers to make sure that their livestock is properly cared for. And to help them do that, Navaratnam looks for the five freedoms.

NAVARATNAM PARTHEEBAN: The need for a suitable environment, the need for a suitable diet, being able to have space to exhibit normal behaviour. Having other animals like them in the same space. Not being isolated, especially group animals like cows and pigs or chickens. And to be protected from pain, suffering, injury and disease.

REPORTER: This is the gold standard for animal welfare and was set out in the animal welfare Act of 2006. Seems pretty reasonable, doesn't it? But those freedoms are rooted in the law that is 200 years old and took a lot of effort. Let's go back around 400 years to the 17th-century London. The streets were often packed with crowds of rowdy gamblers scrambling to get a glimpse of a public sporting event. And we're not talking about football.

MIKE RADFORD: A lot of sports involved animals. Well, using the term 'sport' loosely, there was bear-baiting, which is where bears were shackled to a wall and dogs set on them. Bull-baiting, which was a similar exercise. There was bull-running, which was where bulls were released into the town and chased through the town.

REPORTER: This is Mike Radford. He's a reader in animal welfare law at the University of Aberdeen.

MIKE RADFORD: There was dogfighting, cockfighting. These were very popular sports and involved large crowds, a lot of drinking, a lot of gambling, a lot of fun as far as the people who attended them were concerned.

REPORTER: I know this sounds barbaric to us in the 21st century, but back then these sports were common. They were popular with all walks of life, from peasants to royalty, and most people accepted them because animals were viewed as lesser than humans.

MIKE RADFORD: It was said only humans had the capacity to speak, the capacity of language. Only humans had the capacity to reason. The French philosopher said that animals were nothing more than automata. They were just machines. They had no consciousness, no ability to feel pain or to suffer, and therefore it simply didn't matter how they were treated.

REPORTER: So people saw animals as nothing more than just property. They could do whatever they liked with them. But attitudes slowly began to change, with one of the main turning points happening in mortuaries. In the 18th century, medical schools started to teach human anatomy, and for that you need dead bodies or cadavers, which are quite hard to actually come by. So to help their understanding of how we're put together, surgeons were dissecting both human and animals' cadavers. And then the pieces just started falling into place.

MIKE RADFORD: They observed that particularly mammals had the same sort of organs as humans, and those organs appeared to be doing a similar job. And it was therefore concluded that if we knew that a certain stimulus caused humans pain and animals reacted to the same stimulus in a similar way, you could then draw the conclusion that animals had the capacity to feel pain.

REPORTER: This really shook up the conversation about animal welfare.

MIKE RADFORD: And there's a very famous quotation. The question is not can they reason, not can they talk, but can they suffer?

REPORTER: That question began to take hold in popular culture. And then, by 1751, we see the issue appearing in newspapers and cheap pamphlets. Here's Mike Radford again.

MIKE RADFORD: In the middle of the 18th century, the famous cartoonist William Hogarth produced a set of four cartoons entitled "The Four Stages of Cruelty".

REPORTER: William Hogarth was famous for his depiction of moral depravity in 18th-century London. He just wanted to shock people into thinking differently, and these cartoons are pretty graphic. They're actually heartbreaking. So the first drawing shows a boy called Tom and he's penetrating a dog with an arrow, and other people are just around abusing other creatures. And then, in the second image, Tom is older and he's even more cruel. He's overworked and mistreated his horse to the point that its leg breaks. And then he's even attacking the poor animal on the street. And then we move on to the third image. Tom has progressed to theft and the murder of his pregnant lover. He meets his end in the fourth and final cartoon where he's actually hanged. And the moral of the story is very clear.

SPEAKER 2: They suggest that cruelty to animals leads to degeneration and ends up with people being cruel to other people.

SPEAKER 1: Inspired by this change in public thinking, a member of the House of Lords, Lord Erskine, tried to secure legal protection for animals in 1809.

<https://learning.parliament.uk/en/join-us-online/podcast/>

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Chapter	Order
A Introduction to the podcast	1
B Animal sports in 17th-century London	3
C Animals viewed as property and machines	4
D Recognition of animals' ability to feel pain	5
E The five freedoms of animal welfare	2
F William Hogarth's "The Four Stages of Cruelty"	6

44

- a) What do animals need in order to be properly cared for? List three aspects.

Name three of the following:

- **suitable environment**
- **suitable diet**
- **(have) space (to exhibit normal behaviour)**
- **not being isolated / having other animals like them in the same space**
- **to be protected from pain, suffering, injury and disease**

- b) Which of these are not mentioned in the podcast?

- ☐ bear-baiting (a form of entertainment in which dogs were allowed to attack a bear)
- ☒ foxhunting
- ☐ cockfighting
- ☐ bull-baiting (a form of entertainment in which dogs were allowed to attack a bull)
- ☒ bird-trapping

- c) Why were cruel animal sports popular and accepted in the past?

People believed that animals were worth less. / It was commonly believed that animals did not suffer.

- d) What changed the view that animals were just machines?

The discovery that mammals/animals had the same sort of organs as humans, which led to the conclusion that if they were built like humans and could react like humans, animals could feel pain.

- e) What did William Hogarth want to achieve with his art?

He wanted to show moral corruption in 18th-century London. / He wanted to shock people to make them think differently.



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