

Englisch Sek II

Kompetenztraining Oberstufe

Reading non-fiction

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HELBLING

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○ = grundlegendes Niveau

△ = erhöhtes Niveau

Textarbeit mit nicht-fiktionalen Texten



"SORRY MR. BROOKS, BUT THIS ARTICLE IS TOO LONG. NOBODY WANTS TO READ MORE THAN 140 CHARACTERS ANYMORE."

Uns auf Texte mit weniger als 140 Zeichen zu beschränken ist uns leider nicht gelungen, auch wenn das wahrscheinlich die Textart gewesen wäre, die den Lernenden am nächsten ist. Stattdessen sind für die vorliegende Sammlung Beiträge auf Print- und Onlinepresse zusammengestellt und aufbereitet, die ein breites Spektrum umfassen, um die Interessen abdecken, und zugleich über die Plan- und Prüfungsrelevanz verfügen.

Pro Kapitel gibt es zwei Klausuren: Die erste mit einem Kreis-Symbol versehen deckt das grundlegende Niveau (Texte bis ca. 1000 Zeichen) ab. Die zweite mit dem Dreieck als Symbol ist für ein erhöhtes Niveau (Texte bis ca. 1000 Zeichen) ge-

eignet. Dabei wurden unterschiedliche Textsorten (Leitartikel, Bericht, Interview, Blog-Beitrag, Reaktionen von Leserinnen und Lesern etc.) berücksichtigt und auf Aktualität geachtet.

Neben klassischen Texten mit prüfungsrelevanten Operatoren enthält jede Klausur mindestens zwei texttypische Aufgaben, die Zitate und/oder Bildstimuli mit sich ziehen. Zahlreiche kreative Schreibaufgaben sorgen für Abwechslung, sodass ein großes Angebot an unterschiedlichen Texten und Aufgabenformen zur Vorbereitung für das Abitur zur Verfügung steht.

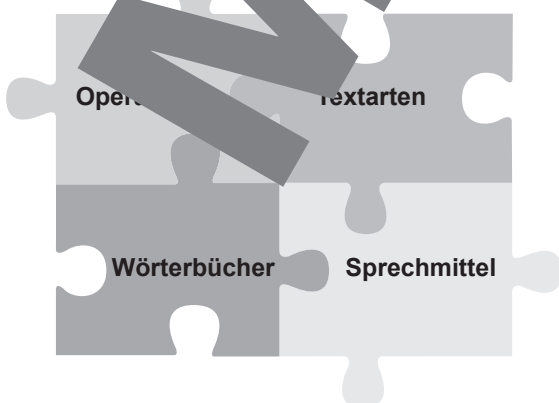
Zu allen Aufgaben werden direkt die Quellen/Links angegeben, mit denen diese bzw. über die jeweilige Spalte links lassen sich alle Texte finden, im Original sich heranziehen, anpassen und im Unterricht einsetzen.¹

Die Erwartungshorizonte verstehen sich der Übersichtlichkeit wegen als ein Angebot von Kerngehalten. Sie können als Korrekturhilfe dienen oder auch von Schülern und Schülerinnen an die Hand gegeben werden, um die eigenen Antworten zu überprüfen oder aber um nachvollziehen zu können, nach welchen Kriterien Lehrkräfte bei der Korrektur vorgehen. Selbstverständlich lassen sich in vielen Texten noch zusätzliche Aspekte finden, die ebenfalls genannt werden könnten.

¹ Laut § 49 des Urheberrechts „ist die Vervielfältigung und Verbreitung einzelner Rundfunkkommentare und einzelner Artikel aus Zeitungen und anderen lediglich Tagesinteressen dienenden Informationsblättern in anderen Zeitungen dieser Art sowie die öffentliche Wiedergabe solcher Kommentare und Artikel, wenn sie politische, wirtschaftliche oder religiöse Tagesfragen betreffen und nicht mit einem Vorbehalt der Rechte versehen sind“ zulässig. Ähnliches gilt für Öffentliche Reden (§ 48): https://lehrerfortbildung-bw.de/st_recht/urheber/urh/text/ (letzter Zugriff: 12.07.2019)

1. Der Umgang mit nicht-fiktionalen Texten

Zur Vorbereitung der Textarbeit bieten sich folgende Themenfelder an:



a) Operatoren und Textarten

• Classroom activity: memory

Die Schülerinnen und Schüler lernen einige der **Hauptoperatoren** und **Textsorten** sowie deren Bedeutung kennen – auch, wenn besonders im Falle der **Textsorten**, nur eingeschränkte Informationen auf den Karten enthalten sein können. Die Lernenden werden durch das Spiel dafür sensibilisiert auf Operatoren und Textsorten zu achten. Bei den Textsorten ist das Hauptlern-

ziel zunächst, die Struktur zu erkennen (immer dreigliedrig!) und nicht einfach darauf loszuschreiben. Die Memory-Spiele (Arbeitsblatt 1a und b) bietet sich darüber hinaus als Ausgangspunkt für eine vertiefte Erarbeitung mit Operatoren und Textsorten an.

Auf einer Karte befindet sich ein Operator oder eine Textart, auf einer weiteren befindet sich die Definition des Operators oder die Beschreibung der Hauptmerkmale der Textart. Die Karten werden umgedreht auf den Tisch gelegt. Wird in ei-

nem Spielzug ein passendes Paar aufgedeckt, darf dieses behalten und nochmals gezogen werden.

• **vertiefte Erarbeitung einzelner Textarten**

Es folgen drei exemplarische Tafelbilder, die drei bzw. vier Textarten näher beschreiben. Zu ‚article‘ wurde auf ein Tafelbild verzichtet, weil dessen ‚main body‘ je nach Thema sehr unterschiedlich ausfallen kann.

Convincing speech ist eine argumentative Textsorte, die entweder nur Pro- oder Con-Argumente enthält (one-sided) oder beide Seiten gegeneinander abwägt (two-sided). Sie kommt auch oft unter der Bezeichnung **comment** vor.

Convincing Speech/Comment		
<p>Introducing the topic</p> <ul style="list-style-type: none"> • Use a definition, a quotation, personal experience, a rhetorical question, a reference to a recent event, etc. to attract the reader's attention and make him/her continue reading. 	<p>Main body</p> <ul style="list-style-type: none"> • Give an argument. • Explain the argument. • Give an example for this argument. • (3 arguments (one-sided comment) / 2-2 arguments (two-sided comment)) 	<p>Conclusion</p> <ul style="list-style-type: none"> • Give an outlook on the future: what are the consequences? • Give your personal opinion.

Im Falle eines **Briefs** oder einer **E-Mail** können diese formal und persönlich unterschieden werden. Besonders bei der persönlichen Variante sollte man die Lernenden darauf hinweisen, dass auch bei z. B. einer E-Mail an einen Freund entgegen der Realität üblichen Gepflogenheiten grammatische Korrektheit erwartet wird, jedoch der Brief deutlich informeller sein kann, als beispielsweise bei einem Leserbrief.

Letter/E-mail		
<p>Form of address</p> <ul style="list-style-type: none"> • Formal: Dear Sir or Madam, Dear Mr; Dear Ms • Informal: Dear, Hi, Hey, Hey there, Hello • The use of comma and full stops varies according to the situation - so it's important to be consistent. • Reference to the reason why you are writing • Formal: I'm writing in response to your article on/I would like to apply for the position advertised in ... • Informal: Thanks for ... / give a reference to the individual situation, You know you mentioned ..., Well, I was thinking about ... 	<p>Main body</p> <ul style="list-style-type: none"> • This depends on the topic. 	<p>Closing phrase</p> <ul style="list-style-type: none"> • Very formal: Sincerely, Yours sincerely, Yours faithfully • Medium level of formality: Kind regards, Best wishes • Informal: Love, All the best, Cheers • Use a comma after the closing phrase.

Picture / Cartoon Analysis

Description

- Describe the relevant parts of the cartoon so that someone could imagine it without having seen it. Don't forget to describe characters' appearances (the clothes, style, body type, hair, etc.), facial expressions and gestures if relevant.
- Relate the title or caption to the description of the picture.

Interpretation

- Explain the message of the cartoon, watching out for symbols, references, etc.
- Relate it to its political or social background.

Comment

- Give your own opinion on the cartoon and its topic.

b) Wörterbücher

Classroom activity:

Die Klasse gestaltet ein Poster zum Gebrauch von Wörterbüchern bei der Textrezeption und bei der Textproduktion:

Die Lernenden bilden Gruppen von vier bis fünf Schülerinnen und Schülern

- jede Gruppe erhält 5 DIN-A6 Karten
- jede Gruppe notiert 5 verschiedene Gründe, in welchem Fall der Einsatz eines Wörterbuchs bei der Textarbeit hilfreich ist (zu diesem Zweck sind noch nicht nach einsprachigen und zweisprachigen Wörterbüchern unterschrieben!)

Die Gruppen lesen ihre Karten nacheinander vor und bringen sie auf einem vorbereiteten Poster (oder einer Pinnwand) an. Dabei achten alle darauf, dass keine Doppelungen vorkommen.

Die Karten können nun nach einsprachigem und zweisprachigem Wörterbuch sortiert werden. Dabei fällt auf, dass die Anwendungsmöglichkeiten des zweisprachigen Wörterbuchs beschränkt sind. Wenn gewünscht kann auch nach rezektivem und produktivem Gebrauch sortiert werden (P, R). Das Poster bleibt nach Möglichkeit während des Schuljahres hängen und kann immer wieder als Referenz benutzt werden.

Mögliche Einträge:

Monolingual dictionary	Bilingual dictionary
Find out about the meaning of a word by reading it in context (R).	Quickly get a translation of a word (be careful with double meanings) (R+P).
Find the definition of a word you might be able to use in a comment (P).	Find the meaning of an English word you don't know and then check in a monolingual dictionary how to use it (P).
Understand how a word is used correctly in a sentence (R).	
Find alternative words with the same meaning to paraphrase information from the text (R+P).	
Learn the correct spelling of a word (P).	

c) Redemittel

Classroom activity: Partnerarbeit mit Würfel und Arbeitsblatt

Arbeitsblatt 2 ist in 8 Teile unterteilt. 6 Abschnitte sind nummeriert und enthalten eine Gruppe von Redemitteln zu einem bestimmten Thema. Die Lernenden falten die bedruckte Seite des Blatts einmal längs und einmal quer. Danach das Blatt entlang der äußeren beiden Linien falten und diese nach Innen klappen, damit ein M entsteht, wenn die unbedruckte Seite oben ist. Wieder auffalten und von der geschlossenen Seite her entlang der Falllinie bis zur Querfaltung einschneiden (nur an der Markierung der mittleren 4 Felder entlang, nicht bis zum Rand durchschneiden!). Das Blatt danach wieder vollständig auffalten, an den beiden nicht durchgeschnittenen Falllinien in der Mitte greifen und aufeinander zuschieben, sodass aus dem mittleren vier Feldern zunächst ein Quader entsteht, weiterschieben, bis sich die Seiten eines Buchs ergeben. Fertig ist das Minibook (vgl. <http://www.minibooks.ch/faltanleitung.cfm>).

- Ein Schüler/eine Schülerin würfelt, sagt seine/ihre Zahl, der/die andere schlägt die entsprechende nummerierte Seite auf und liest die Überschrift vor.

- Der Partner/die Partnerin muss nun vier passende Redemittel aufzählen. Bei Differenzen zum Arbeitsblatt wird die Lehrkraft konsultiert und evtl. das Arbeitsblatt erweitert. Kann der Spieler/die Spielerin die erforderliche Anzahl der Redemittel aufzählen, erhält er/sie einen Punkt.

Als Zusatzaufgabe erwidern die Lernenden einen Text, in dem je ein Mal ein Ausdruck aus jedem Kästchen vorkommt.

d) Extra Tipps and Tricks für die Lernenden

Folgende Tipps können bei der Textarbeit und dem Verfassen eines eigenen Texts nützlich sein:

- Use different coloured markers to highlight in the text the information that is relevant for your question.
- The information you need might not all be in one paragraph.
- For writing tasks, make a short outline of the arguments you are planning to use before you start writing.

2. Korrektur

a) Umgang mit den Erwartungshorizonten

Die Erwartungshorizonte (EWH) bieten eine schnelle Orientierung im Text ermöglichen und die erwarteten Hauptinhalte wiedergeben. Sie schaffen die Grundlage für eine kritisch reflektierte und konsistente Bewertung. Selbstverständlich gibt es immer wieder Antworten, die über die angeführten Lösungsvorschläge hinausgehen, aber gleichfalls richtig sein können.

Bei sehr offenen, kreativen Aufgaben (z. B. Klausur 3.1, Aufgabe B) ist ein EWH nicht weiter, da es bei diesen Aufgaben unendlich viele Antwortmöglichkeiten gibt. Die Skizze zum Grad der Aufgabenerfüllung (S. 8ff.) kann hier weiterhelfen.

b) Arten der Überprüfung

Die Textaufgaben aus diesem Buch bieten sich für Klausuren und deren Vorbereitung in Stillarbeit an. Jede Übung in Klassenstärke zu Hause zu korrigieren, ist im Schulalltag jedoch nicht leistbar. Es

bieten sich folgende Alternativen der Überprüfung an, bei denen die Lernenden auch die Vorgehensweise der Lehrkraft bei der Korrektur in einer Klausur kennenlernen:

Peer correction (Inhalt):

- Der EWH wird im Plenum besprochen, die Lernenden tauschen ihre Arbeiten aus und markieren die jeweiligen Punkte im Text der Mitschülerinnen und -schüler.
- Sie merken fehlende oder falsch verstandene Inhalte als Schlussbemerkung an.

Korrektur im Plenum (Inhalt):

- Die Klasse bespricht eine Arbeit beispielhaft gemeinsam mit Hilfe einer Dokumentenkamera.
- Dabei wird immer jeweils ein Punkt aus dem EWH vorab besprochen, in der Beispielarbeit gemeinsam markiert und anschließend in der eigenen Arbeit lokalisiert.

- Strittige oder unklare Lösungen werden im Plenum besprochen.

Die generellen sprachlichen Anforderungen können gut anhand der Korrekturtabelle „Sprache: Textverstehen / Textanalyse / textübergreifende Aufgaben“ (siehe S.10) mit der Lerngruppe besprochen werden, eine gemeinsame Korrektur muss sich jedoch in der Regel auf einzelne Phänomene beschränken, da den Schülerinnen und Schülern hierzu der Überblick fehlt.

c) Korrekturtabellen

Die Tabellen trennen zwischen Inhalt und Sprache und beschreiben die erwartete Leistung für die jeweilige Notenstufe. Die jeweiligen Deskriptoren können auch den Lernenden eine Richtlinie geben, was von ihnen erwartet wird.

Inhalt: Textverstehen und Textanalyse

Note	Leistungsbeschreibung
sehr gut	<ul style="list-style-type: none"> • Aufgabenstellung vollumfänglich erfüllt, Textaussage vollumfänglich erfasst • durchgehend text- und sachbezogene, differenzierte Umsetzung • durchgängig kohärente, klar strukturierte und selbstüberzeugende Darstellung
gut	<ul style="list-style-type: none"> • Aufgabenstellung nahezu vollständig erfüllt, Textaussage erfasst; vereinzelte Lücken finden nicht im Gewicht • meist text- und sachbezogene, differenzierte Umsetzung • meist kohärente, strukturierte und überzeugende Darstellung
befriedigend	<ul style="list-style-type: none"> • Aufgabenstellung im Großen und Ganzen erfüllt, Textaussage im Allgemeinen erfasst; einzelne Lücken sind vorhanden • in weiten Teilen text- und sachbezogene, differenzierte Umsetzung • weitgehend klar strukturierte und im Großen und Ganzen überzeugende Darstellung
ausreichend	<ul style="list-style-type: none"> • Aufgabenstellung insgesamt noch erfüllt, Textaussage insgesamt noch erfasst; mehrere Lücken sind vorhanden • weitgehend noch text- und sachbezogene, differenzierte Umsetzung • weitgehend noch kohärente, strukturierte und nur teilweise überzeugende Darstellung
mangelhaft	<ul style="list-style-type: none"> • Aufgabenstellung kaum mehr erfüllt und/oder Textaussage kaum mehr erfasst; mehrere Lücken sind vorhanden • kaum noch text- und sachbezogene, differenzierte Umsetzung • kaum noch kohärente, in weiten Teilen unstrukturierte und nicht nachvollziehbare Darstellung
ungenügend	<ul style="list-style-type: none"> • Aufgabenstellung nicht erfüllt und/oder Textaussage nicht erfasst • keine text- und sachbezogene, differenzierte Umsetzung • inkohärente, unstrukturierte, nicht nachvollziehbare Darstellung

Inhalt: Textübergreifende Aufgabe

Note	Leistungsbeschreibung
sehr gut	<ul style="list-style-type: none"> • Aufgabenstellung vollumfänglich erfüllt • durchgehend sachgerechte, differenzierte und ggf. ideenreiche Umsetzung • spezifische Anforderungen der jeweiligen Textart vollumfänglich erfüllt • durchgängig kohärente, klar strukturierte und sehr überzeugende Darstellung
gut	<ul style="list-style-type: none"> • Aufgabenstellung nahezu vollständig erfüllt • meist sachgerechte, differenzierte und ggf. ideenreiche Umsetzung • spezifische Anforderungen der jeweiligen Textart fast vollständig erfüllt • meist kohärente, strukturierte und überzeugende Darstellung
befriedigend	<ul style="list-style-type: none"> • Aufgabenstellung im Großen und Ganzen erfüllt • in weiten Teilen sachgerechte und differenzierte Umsetzung, allenfalls leichte Abweichungen vom Thema • spezifische Anforderungen der jeweiligen Textart im Wesentlichen erfüllt • weitgehend kohärente, strukturierte und im Großen und Ganzen überzeugende Darstellung
ausreichend	<ul style="list-style-type: none"> • Aufgabenstellung insgesamt noch erfüllt, • mit Abstrichen insgesamt noch sachgerechte und differenzierte Umsetzung, vereinzelte Abweichungen vom Thema • spezifische Anforderungen der jeweiligen Textart mit Abstrichen insgesamt noch erfüllt • ansatzweise kohärente, strukturierte und zu teilweise überzeugende Darstellung
mangelhaft	<ul style="list-style-type: none"> • Aufgabenstellung kaum noch erfüllt • kaum noch sachgerechte und differenzierte Umsetzung, mehrfache Abweichungen vom Thema • spezifische Anforderungen der jeweiligen Textart kaum noch erfüllt • kaum noch kohärente, in weiten Teilen unstrukturierte und nicht nachvollziehbare Darstellung
ungenügend	<ul style="list-style-type: none"> • Aufgabenstellung nicht erfüllt • nicht sachgerechte und differenzierte Umsetzung, Themaverfehlung • spezifische Anforderungen der jeweiligen Textart nicht erfüllt • inkohärente, unstrukturierte und nicht nachvollziehbare Darstellung

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Sprache: Textverstehen / Textanalyse / textübergreifende Aufgaben

Note	Leistungsbeschreibung
sehr gut	<ul style="list-style-type: none"> lexikalisch, grammatisch/syntaktisch und orthografisch einwandfrei korrekt durchgehend eigenständige Formulierungen (bei Textanalyse) besonders präzise, differenzierte und idiomatische Wortwahl durchgängig variabler und funktionaler Satzbau, angemessener Verwendung komplexer Strukturen durchgängig sichere und abwechslungsreiche Verwendung eines breiten Spektrums textstrukturierender Mittel
gut	<ul style="list-style-type: none"> lexikalisch, grammatisch/syntaktisch und orthografisch überwiegend korrekt, keine Beeinträchtigung der Verständlichkeit meist eigenständige Formulierungen (bei Textanalyse) präzise, meist differenzierte und idiomatische Wortwahl meist variabler und funktionaler Satzbau unter überwiegend angemessener Verwendung komplexer Strukturen meist sichere und abwechslungsreiche Verwendung eines breiten Spektrums textstrukturierender Mittel
befriedigend	<ul style="list-style-type: none"> im Wesentlichen lexikalisch, grammatisch/syntaktisch und orthografisch korrekt, Verständlichkeit geringfügig eingeschränkt teilweise eigenständige Formulierungen (bei Textanalyse) treffende, im Allgemeinen differenzierte Wortwahl teilweise variabler und funktionaler Satzbau, im Großen und Ganzen angemessene Verwendung komplexer Strukturen im Allgemeinen sichere, aber wenig abwechslungsreiche Verwendung textstrukturierender Mittel
ausreichend	<ul style="list-style-type: none"> lexikalische, grammatische/syntaktische und orthografische Verstöße gegen die Sprachrichtigkeit, die Verständlichkeit ist stellenweise beeinträchtigt noch eigenständige Formulierungen (bei Textanalyse) noch angemessene Wortwahl, eingeschränkter Wortschatz, wenig variabler, aber für die Darstellung noch angemessener Satzbau, seltene oder fehlerhafte Verwendung komplexer Strukturen wenig abwechslungsreiche Verwendung textstrukturierender Mittel
mangelhaft	<ul style="list-style-type: none"> häufung lexikalischer, grammatischer/syntaktischer und orthografischer Verstöße, die Verständlichkeit ist insgesamt stark beeinträchtigt kaum eigenständige Formulierungen (bei Textanalyse) stark eingeschränkter Wortschatz einfacher, teilweise sprachuntypischer Satzbau kaum textstrukturierende Mittel
ungenügend	<ul style="list-style-type: none"> häufung elementarer Verstöße, die Verständlichkeit ist nicht mehr gegeben keine eigenständige Formulierungen (bei Textanalyse) keine angemessene Wortwahl, erhebliche Wortschatzlücken nur einfachste Satzmuster bzw. sprachuntypischer Satzbau keine textstrukturierenden Mittel

angelehnt an die Anlagen 3a, 3b, 3d aus: https://www.isb.bayern.de/download/20392/kms_abitur_in_den_modernen_fremdsprachen_ab_2020_samt_anlagen.pdf (letzter Zugriff: 02.09.2019)

outline	point out / state	give the main features of a topic, omitting details	present the main aspects clearly and briefly
examine / analyze	justify	describe and explain sth. in detail	show reasons for a decision or conclusion
describe	discuss	give a detailed account of sth. without explaining it	give reasons for and against
explain	comment (on)	make sth. clear	state your opinion on the topic and support it with arguments
sum up / summarize	interpret	give a concise account of the main points	explain the meaning or purpose of
compare / contrast		show similarities and differences	

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Basierend auf den grundlegenden Operatoren des IQB: <https://www.iqb.hu-berlin.de/abitur/dokumente/englisch> (letzter Zugriff: 12.07.2019)

<p>article</p>	<ol style="list-style-type: none"> 1) headline and introductory sentence 2) main body 3) outlook
<p>comment/convincing speech</p>	<ol style="list-style-type: none"> 1) interesting opening 2) statement/argument supported by evidence 3) outlook
<p>e-mail to a friend</p>	<ol style="list-style-type: none"> 1) informal form of address 2) relevant information 3) formal goodbye
<p>letter of application</p>	<ol style="list-style-type: none"> 1) formal form of address 2) information about yourself and about why you are best suited to the job 3) formal ending
<p>letter to the editor</p>	<ol style="list-style-type: none"> 1) formal form of address 2) reference to article and your opinion about it 3) formal ending
<p>picture/cartoon analysis</p>	<ol style="list-style-type: none"> 1) description 2) interpretation 3) comment

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1 Structuring a text</p> <ul style="list-style-type: none"> • Firstly / Secondly • To begin with • Furthermore / Moreover / As well as • In addition to / On top of that
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2 Expressing an opinion</p> <ul style="list-style-type: none"> • To my mind • He/She is convinced that • He/She holds the view that • He/She supports
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3 Expressing a contrast</p> <ul style="list-style-type: none"> • ... on the one hand / On the one hand • However • Even though • Whereas
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4 Expressing an opposing opinion</p> <ul style="list-style-type: none"> • In opposition to • He/She does not agree with • On the contrary
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5 Drawing conclusions</p> <ul style="list-style-type: none"> • Thus • Therefore • As a result • Hence it can be concluded
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6 Finishing a text language-wise</p> <ul style="list-style-type: none"> • Finally • In conclusion • To sum up • To put it in a nutshell

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1 Making a difference – individuals and society

1.1 The zero waste lifestyle

○ Tasks:

- 1 Analyze the function of the first five lines of the text.
- 2 Bea Johnson gives examples of three of her five rules. Sum up these examples and match each of them with one of the rules she mentions in l. 13.

The zero waste lifestyle

by Sylvia Thompson, *The Irish Times*, 25. May 2017

1 Do you buy stuff because you need it or just because you want it? Do you think about the amount
2 of clothes, furniture, books and even food that you've accumulated? Do you regularly embark on
3 enormous cleaning sprees to declutter your home? Questions like these are more common as
4 initiatives to combat waste gain momentum – and living sustainably has even become fashionable in
5 some circles.

6 [...] [Bea] Johnson, a French woman based in California, is a pioneer of the zero-waste lifestyle.
7 The Zero Waste Ireland Facebook group, which has more than 4,000 members, invited her to
8 Dublin to change the way people think about waste. Showing photographs of her sparse home,
9 Johnson enthralled a packed theatre of zero-waste wannabes at Trinity College Dublin with anec-
10 dotes about her approach to zero-waste shopping, cleaning and living. Her book, *Zero Waste*
11 *Home*, has been published in 15 languages, she has talks all over the world, and she explains
12 it all on her website and blog, at zerowastehome.com.

13 “We have five rules – refuse, reduce, reuse, recycle and rot – in that order,” she explained. She
14 spoke about how she, her husband and their two teenage sons learned to refuse everything from
15 free pens to party bags. “It actually takes more time to say no to these things, but every time you
16 accept something for free you’re giving permission to create more,” she said. The Johnson
17 family learned the art of decluttering when they moved into a rented apartment while relocating.
18 “We only brought what was necessary into the rented apartment and realised we hadn’t missed
19 80 per cent of our belongings during that year. [...]” Johnson’s zealous approach to food shop-
20 ping is possibly the most striking aspect of her zero-waste lifestyle. She brings cloth bags for dry
21 goods, Kilner jars¹ for meat and cheese, and returnable bottles for juices and milk. [...]

22 On trips abroad she encourages people to open bulk-buying shops, of the kind that offer every-
23 thing from cereal, rice and pasta to spices and sweets loose, in big tubs that you take scoops
24 from, rather than packets, boxes or jars, which allow this form of zero-packaging food shopping
25 to thrive. [...] She is also an advocate of buying second-hand and giving away stuff you don’t use.
26 She avoids plastic as much as possible, as she claims that once it’s recycled into, say, a park
27 bench, the material is no longer recyclable.

28 Her endeavours have reduced her household bills by 40 per cent and allowed her to create a new
29 life. She charges up to €2,000 for each speaking engagement – in which she and her family
30 give themselves experiences rather than stuff and rent their home out when travelling abroad.

31 “When I heard people said, ‘What you do doesn’t really matter. What really matters is what politi-
32 cians and manufacturers do.’ But we’ve been able to prove the opposite,” Johnson says. [...]

(491 words)

Source: <https://www.irishtimes.com/news/environment/the-zero-waste-lifestyle-1.3020305> (last accessed: 24.04.2019)

Making a difference – individuals and society

1.1 The zero waste lifestyle

Annotations:

- 1 glas jars with a rubber-sealed screw top used to store or preserve food

Writing tasks:

Choose **one** of the following tasks (at least 250 words):

- A** A new second-hand shop has just opened in your part of town and you want to take your friend there for a shopping trip. Your friend doesn't want to go, because she thinks second-hand clothes shops only provide clothes for the poor. Convince your friend that buying and wearing used clothes has many advantages and that it's definitely worth trying this. Use at least three arguments.

or

- B** Describe, interpret and comment on the following cartoon.



International relations and political challenges

7.2 The rise of the autocrats

△ Tasks:

- 1 Sum up the main reasons why autocratic forms of government are currently on the rise worldwide.
- 2 Analyze the author's tone and choice of words, and comment on the effectiveness of the author's arguments.

The rise of the autocrats

by Mihir Sharma, *Huffpost*, Dec 06, 2017

1 Across the world, nations are seeking out leaders who promise stability. What explains the
 2 sudden resurgence of the autocrats, 25 years after the end of the Cold War appeared to have
 3 heralded the final triumph of liberal democracy?

4 The answer unquestionably lies in the specific economic and political transformations that the
 5 world has undergone since. The autocrats have risen again in response to the very specific
 6 anxieties and displacements born of an increasingly globalized and digitalized world economy.

7 Liberal democracy is premised on coalition-building, minority vetoes, on the atomization of
 8 power. It was, historically, the ideological project of a period in which nation-states could build up
 9 enormous power over the individual. But, today, the currents of the global economy have instead
 10 served to reduce the power of nation-states. The mobility of capital to flow across borders has
 11 meant states struggle to maintain sovereign monetary and fiscal policies; the ability of individuals
 12 to cross the same borders has meant the notion of national community and shared values faces
 13 constant challenges; and the internationalization of ideas, whether of religious fanaticism or of
 14 “godless” popular culture, threatens long-held national beliefs. The turn to national saviors in country
 15 after country reflects, perhaps, a desire to reinvent national power and salvage national pride
 16 in a world where nations seem to be becoming irrelevant.

17 Naturally, almost all of these saviors, in the past or not, seek to restore a national pride
 18 somehow lost in the age of globalization. Erdogan consciously seeks to recreate the glory of the
 19 Ottoman Empire; Shinzo Abe, the grandson of a minister in Japan's wartime cabinet, is defensive
 20 of the record of the Japanese empire; India's Narendra Modi constantly speaks of the glories
 21 of ancient Indian culture; and Vladimir Putin is building a cult of strong Russian potentates from
 22 Catherine to Peter to Nicholas.

23 But there is more to them than that. Responding as they do to global currents, autocrats across
 24 nations also tend to share certain economic and social policy principles. On social matters, most
 25 promise to preserve and rigorate the national consensus over public and private behavior
 26 that appears to be under threat from liberal minorities and permissive global culture. Putin presents him-
 27 self as the defender of the Orthodox Church. Both Modi in India and Erdogan in Turkey challenge
 28 the liberal, secular regimes that monopolized power in their respective countries for decades.
 29 Even Shinzo Abe, the liberal Japan used his first speech as prime minister to call for “family
 30 values” in the international system. The autocrats seek to restore a national pride somehow lost
 31 in the age of globalization.

32 Part of the reason why autocrats strongly emphasize traditional values is also economics.
 33 Autocrats are often seen as figures who root out corruption. [...] This corruption is interpreted
 34 as a sign of decay in the moral order, one that can be righted by the restoration of lost traditional
 35 values.

International relations and political challenges

7.2 The rise of the autocrats

36 The second characteristic is that today's autocrats are almost all economic nationalists. Many
 37 seek to roll back the deleterious impact of globalization on the state's power and the domestic
 38 economy. [...] Market forces that transcend borders are uncontrollable. [...] Even free mar-
 39 kets without free trade tend to decentralize power. If anything, today's autocrats are tiny and large
 40 "national capitalists." [...] Thus the economics behind their pledges can be magical –
 41 from Donald Trump's commitment to save \$10 billion worth of government waste," to Modi's
 42 commitment to double farmers' profits in a few years, to Erdogan's promise to raise Turkish per-capita
 43 income from \$11,000 to \$25,000 in eight years if granted presidential powers. In the end, it does
 44 not matter if their promises don't add up. What the autocrat actually promises is that old assump-
 45 tions about the economy will no longer hold once he is in charge.

46 In the end, one of the most important things to remember about the authoritarian leader in the
 47 21st century is that he seeks democratic legitimacy. The much of the promise of the early 1990s
 48 remains: Ratification of popularity through an election and other outward forms of liberal de-
 49 mocracy are still considered necessary by autocrats – perhaps because voters keep on voting for
 50 them. Traditional parties have failed to come up with imaginative solutions to deal with stagnation,
 51 displacement, security threats and the vanishing sense of community that many feel.

52 It appears that in a time of unprecedented and uncontrollable change on so many fronts, assur-
 53 ances of development and security are untrustworthy unless they are embodied in an individual.

54 [...] If liberal democrats of all shades do not learn from their errors of the past 25 years and work
 55 on creating a new economic consensus that restores the virtues of liberalism in the tired shibboleths of
 56 the post-war West, then the age of the autocrat is with us to stay. (812 words)

Source: https://www.huffingtonpost.com/mihir-sharma/autocrats_b_9621198.html (last accessed: 15.07.2019)

Writing tasks:

Choose **one** of the following tasks (250–300 words):

A Describe, interpret and comment on the cartoon

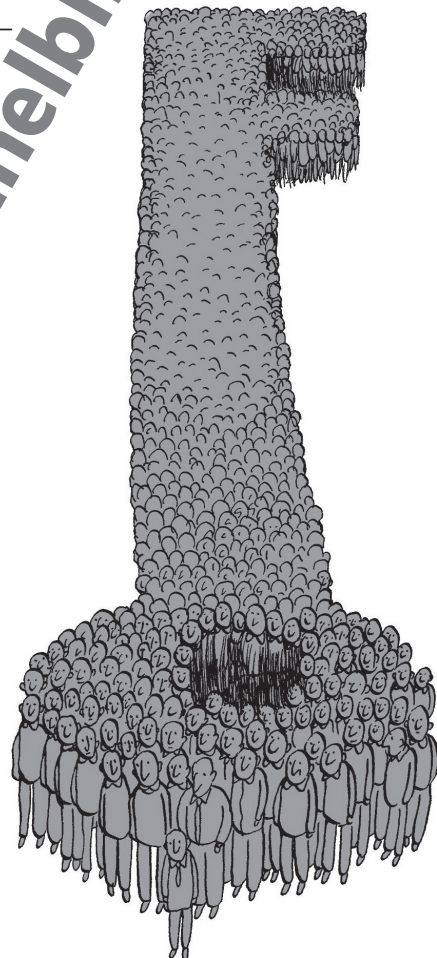
or

B Comment on this quote

"The best argument against democracy is a five-minute conversation with the average voter."

Winston Churchill (British prime minister,

1955)



R. M. S.

Globalisation and its effects

8.1 Has globalisation made us more catastrophe-prone?

○ Tasks:

- 1 Is a globalised society more or less stable than a less interconnected society? Give reasons from the text.
- 2 Explain what is meant by the “butterfly effect” (l. 16) and when, according to the author, it is especially dangerous.
- 3 Point out which factors could make a pandemic even worse today than in the past.

Has globalisation made us more catastrophe-prone?

By Andrew Marshall, *The Independent*, 27 April 2009

1 As the world grapples with [climate change, tariff wars and pandemics], a growing body of re-
 2 search suggests the complexity of the modern global economy may make us more vulnerable
 3 than ever to catastrophe. The [2007] financial crisis began with a hiccup in one small segment of
 4 the US mortgage market. Within months it had morphed into a global meltdown affecting almost
 5 everyone on earth. "The speed at which these events unfolded was unprecedented," said the
 6 World Economic Forum's [...] report on global risks. [...] It demonstrates just how tightly intercon-
 7 nected globalisation has made the world and its systems. [...] Disease, too, can spread faster than
 8 ever before. Modern air travel means that a contagious outbreak can be worldwide in a mat-
 9 ter of days. In the past, it would have taken months or years. The more complex and efficient a
 10 system, the faster and wider any contagion can spread. Yet this global dependence is by no means
 11 always negative. The complexity of the modern economy means risk can be more easily distribut-
 12 ed, and often more easily mitigated. [...] Complex systems can often be adaptable – if one part fails,
 13 other parts of the network can assume the burden.

14 Network theory suggests that more complex diversified systems can often bring greater stability. But
 15 only to a point. [...]

16 One key issue is the so-called “butterfly effect” – in highly complex systems, even a small event
 17 can be magnified and transmitted with highly unpredictable results. Edward Lorenz, a pioneer
 18 of chaos theory, noted that a butterfly flapping its wings in one corner of the world could cause
 19 a tornado far away. In network theory, one key finding is that complex interconnected systems
 20 organise themselves around key nodes. If one of these is hit, the whole house of cards can
 21 collapse. [...]

22 Analysts point out that when the Black Death plague hit Europe in the 14th century, killing around
 23 a third of the population, society did not collapse, because economic and social systems were
 24 relatively simple and so insulated from shocks. By contrast, a plague that hit the Roman Empire
 25 in the 2nd century, with a similar death rate, caused chaos – Roman society was much more
 26 complex and economically advanced.

27 In our case, if key nodes are taken out by disease, the impact could be magnified exponen-
 28 tially. These nodes could be people essential to the functioning of society and the economy –
 29 doctors, truck drivers, engineers, port workers.

International relations and political challenges

8.1 Has globalisation made us more catastrophe-prone?

30 And just as with financial crisis, herd behaviour, panic and the spread of inaccurate or incomplete
 31 information could provide negative feedback loops, making the catastrophe worse. [...]
 32 And beyond the immediate catastrophe, an overriding risk from both the financial crisis and any
 33 pandemic is that it causes a worldwide retreat from globalisation, with potential long-term conse-
 34 quences for the world economy. (470 words)

Source: <http://www.independent.co.uk/life-style/health-and-families/health-news/globalisation-made-us-more-catastrophe-prone-1674848.html> (last accessed: 08.07.2019)

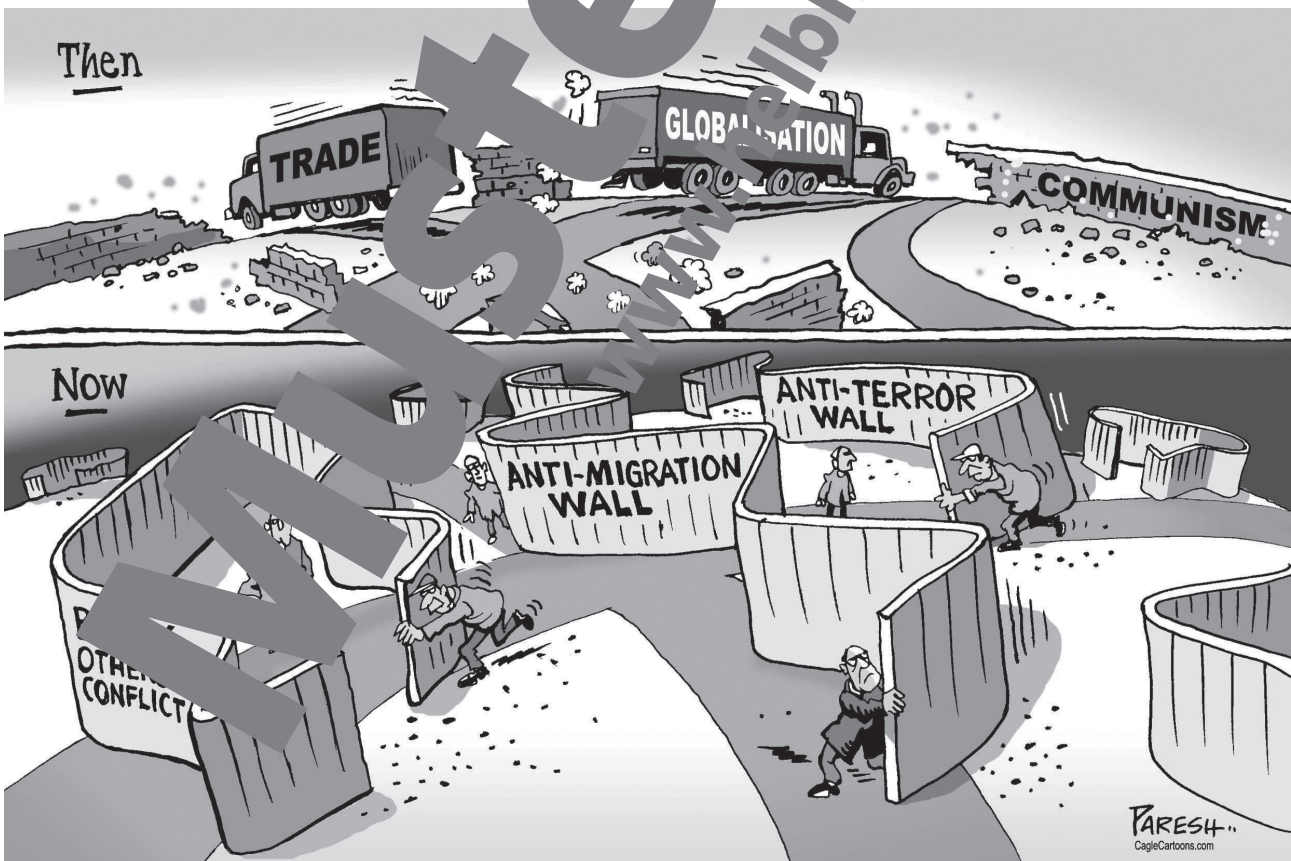
Writing tasks:

Choose **one** of the following tasks (at least 250 words):

A A global player in the fast-food industry is planning to open a western-style restaurant in Ubudu, a remote island in the South Pacific that sees little tourism. Your parent has been offered the position of restaurant manager there and would love to establish the brand on the island. You would love to live on Ubudu, but you think it is too remote for western brands worldwide. Convince your parent to decline the job offer. (Use three arguments.)

or

B Describe, interpret and comment on the cartoon.



Science, technology and visions of the future

13.2 The case against Mars colonisation

△ Tasks:

- 1 Outline the author's attitude towards the colonisation of Mars.
- 2 Examine the main reasons given in the text why humans should refrain from manned missions to Mars.

The case against Mars colonisation

by Zahaan Bharmal, *The Guardian*, 28 Aug 2018

- 1 Earlier this month, a group of 60 prominent scientists and engineers met behind closed doors at
 2 the University of Colorado Boulder. Their agenda: Mars colonisation. [...]
- 3 We have known for some time that the journey to Mars for humans would be hard. It's expensive.
 4 It's dangerous. It's boring. However, like so many advocates of Mars exploration, I've always
 5 thought the sacrifice was worth it.
- 6 But – to test this belief – I wanted to look at the case against Mars; three reasons humans should
 7 leave the red planet alone. [...]
- 8 If humans do eventually land on Mars, they would not arrive alone. They would carry with them
 9 their earthly microbes. Trillions of them. There is a real risk that some of these microbes could
 10 find their way onto the surface of Mars and, if not so, confuse – perhaps irreversibly so – the
 11 search for Martian life. This is because we wouldn't be able to distinguish indigenous life from
 12 the microbes we'd brought with us. Our presence on Mars could jeopardise one of our main
 13 reasons for being there – the search for life. Furthermore, there is no one way of knowing how
 14 our microbes may react with the vulnerable Martian ecosystem. In *Cosmos*, the late Carl Sagan¹
 15 wrote, "If there is life on Mars, I believe we should do nothing with Mars. Mars then belongs to
 16 the Martians, even if the Martians are only microbes. ... the preservation of that life must, I think,
 17 supersede any other possible objectives."
- 18 Of course, one easy way to minimise the risk of contamination is to send robots to Mars instead
 19 of humans – the second reason against a manned trip to Mars.
- 20 Robots have several inherent advantages. They are much cheaper than humans because they
 21 don't require a vast amount of infrastructure to provide things like water, food and breathable air.
 22 They are immune to the risks of cosmic radiation and other dangers inherent to space travel. And
 23 they won't get bored.
- 24 [...] With the rapid pace of progress in robotics and AI, it is likely that the effectiveness of these
 25 non-human explorers will only increase. Robots on Mars will be able to carry out increasingly
 26 complex scientific research, accessing craters and canyons that humans might find too difficult to
 27 reach – and perhaps even drilling for Martian microbes.
- 28 The main issue in the Mars debate is arguably the tension between those dreaming of
 29 a new home and those prioritising the one we have now. Before his death, Stephen Hawking
 30 made the bleak prediction that humanity only had 100 years left on Earth. Faced with a growing
 31 list of threats – climate change, overpopulation, nuclear war – Hawking believed that we had
 32 reached "the point of no return" and had no choice as a species but to become multi-planetary –
 33 starting with the colonisation of Mars. Elon Musk has also said on numerous occasions that we
 34 need a "backup planet" should something apocalyptic – like an asteroid collision – destroy Earth.

Science, technology and visions of the future

13.2 The case against Mars colonisation



35 However, not everyone agrees. [...] The billions – if not trillions – of dollars needed to colonise
 36 Mars could, for example, be better spent investing in renewable forms of energy to address cli-
 37 mate change or strengthening our planetary defences against asteroid collision. And of course,
 38 if we have not figured out how to deal with problems of our own making here on Earth, there is
 39 no guarantee that the same fate would not befall Mars colonists. Furthermore, if anything truly
 40 horrible were to happen on Earth, it's not clear Mars would actually be an effective salvation.
 41 Giant underground bunkers on Earth, for example, could protect far more people more easily than
 42 a colony on Mars. And in the event of apocalyptic scenarios, it is possible that the conditions on
 43 Earth – however horrific – may still be more hospitable than the Martian wasteland. Let's not
 44 forget that Mars has next to no atmosphere, only one third gravity, and is exposed to surface
 45 radiation approximately 100 times greater than on Earth. The arguments above show that we
 46 are perhaps not ready to go to Mars – at least, not today. We need to first update our policies
 47 on planetary protection and apply them fairly to both public and private sector entities. We need
 48 to understand humans' unique role in exploration, beyond profit, and we can't lose sight of
 49 challenges on Earth, nor use the promise of Mars as an opportunity to deflect responsibility from
 50 Earth.

51 But for me, the issue comes down to timing. The next blog will not be ready to send a human
 52 to Mars for at least another 10, perhaps even 20 years. That's a good thing. We should use this
 53 time carefully to make sure that, by the time we can go to Mars, we really should.

(796 words)

Source: <https://www.theguardian.com/science/blog/2018/07/28/the-case-against-mars-colonisation> (last accessed: 10.09.2019)

Annotations:

- 1 Carl Sagan (1934–96): A well-known astronomer in the 1970s and 1980s. He studied extraterrestrial intelligence and advocated for nuclear disarmament. He co-wrote *Cosmos: A Personal Voyage*, a book that was turned into a TV-show he hosted as well.

Writing tasks:

Choose **one** of the following tasks (at least 250 words):

A Describe, interpret and evaluate the cartoon on the cartoon.

or

B Your exchange partner from Wisconsin read an article about commercial space tourism and wants to know your opinion on it. Write an e-mail in which you explain what you think about it. Give reasons for your opinion.



1 Making a difference – individuals and society

1.1 The zero waste lifestyle

○ Tasks:

- 1 Analyze the function of the first five lines of the text.
- 2 Bea Johnson gives examples of three of her five rules. Sum up these examples and match each of them with one of the rules she mentions in l. 13.

Writing tasks:

Choose **one** of the following tasks (at least 250 words):

A A new second-hand shop has just opened in your part of town and you want to take your friend there for a shopping trip. Your friend doesn't want to go, because he/she thinks second-hand clothes shops only provide clothes for the poor. Convince your friend that buying and wearing used clothes has many advantages and that it's definitely worth going there. Use at least three arguments.

or

B Describe, interpret and comment on the following cartoon.

Erwartungshorizont

Keywords: consumer society, environment, waste

- 1
 - Examples taken from everyday life and rhetorical questions help the reader to relate to the text, because most people can probably identify directly with at least one of the given situations readers feel personally addressed.
 - In ll. 3–5 the topic is placed into the context of modern society, so that readers know that they can expect practical tips as well as an analysis of the problem of waste in our society.
- 2
 - Johnson and her family don't accept any free gifts they have no use for because if they did accept them, they would directly support their production (ll. 13–16) → refuse.
 - For a year they lived in a small flat and only took with them what they thought was absolutely necessary and realized that they didn't really need anything else (ll. 16–19) → reduce.
 - Johnson takes reusable containers and bags with her when shopping for food (ll. 19–21) or she prefers second-hand clothing and gives away/donates things she doesn't need, so they can be reused by someone else (l. 25) → reuse.

Making a difference – individuals and society

1.1 The zero waste lifestyle



Writing tasks:

A Possible arguments:

- In a second-hand shop clothes are cheaper and you can afford to buy high quality.
- You help prevent more production and the environmental consequences.
- You might find very special and individual pieces that are not in team fashion.
- You don't support sweatshops with inhumane working conditions and labour.
- You help local shops instead of big international clothing companies.

B Description:

- The setting is a climate conference with three speakers, one of whom is standing up as he addresses the audience. The speakers are behind a desk. In the centre of the picture, there is a map of the world in the background and the audience is seated in the foreground.
- The speaker in the middle is holding a piece of paper that says 'Time to act!' and he names two reasons for climate change: human activity and human inaction.

Interpretation

- On first sight the speaker's statement seems to be a contradiction in terms: is the climate changing because humans are active or because humans are inactive?
- Human activity is to blame: since the industrial revolution, the need for energy and the use of fossil fuels has increased tremendously. Growth of the world population and the rising living standards in some parts of the world also led to climate change.
- Human inaction is to blame: the search and development of alternative sources of energy is not pushed enough; mobility needs to be rationalised to minimise the use of vehicles powered by combustion engines; our lifestyles should be critically reassessed and consumption in general should be reduced.

Comment

- The cartoon is about a real and relevant problem that should concern everybody.
- Talking about the problem in conferences is just not enough; everybody needs to be active within his/her direct environment and daily life.

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International relations and political challenges

7.2 The rise of the autocrats

△ **Tasks:**

- 1 Sum up the main reasons why autocratic forms of government are currently on the rise worldwide.
- 2 Analyze the author's tone and choice of words, and comment on the effectiveness of his argument.

Writing tasks:

Choose **one** of the following tasks (250–300 words):

A Describe, interpret and comment on the cartoon.

or

B Comment on this quote.

"The best argument against democracy is a five-minute conversation with the average voter."
Winston Churchill (British prime minister, 1940–45 and 1951–55)

Erwartungshorizont:

Keywords: democracy, changes in the modern world

- 1
 - Globalization and digitalization have transformed the world and led to a feeling of insecurity (II. 4–6).
 - Nation-states are crumbling and don't provide the same level of identification for their citizens as they used to (II. 9–14).
 - People turn to "national saviors" in order to make their nations proud and powerful again (I. 14f.).
 - Most of them promote traditional values and promise to stop corruption (I. 32ff.).
 - Most of them promote deindustrialization and a return to a local economy (I. 36–45) and raise false hopes for a miraculous economic development (II. 40–45).
 - Autocrats make sure they are seen as legitimate leaders elected by the people (II. 46–51).
- 2
 - The tone of the text is predominantly serious and neutral.
 - The author uses a variety of examples to support his view.
 - The examples are taken from countries all over the world to make him appear unbiased.
 - He writes in a formal style and his choice of words is formal, too (e.g. "shibboleth" in I. 55) because he wants to reach the readers on a cognitive level and not influence their opinion affectively.

International relations and political challenges

7.2 The rise of the autocrats

Writing tasks:

A Description:

- A crowd of people is seen from a bird's-eye view.
- The people are standing in the shape of a key.
- Only the people in the front can be identified as individuals; the rest has melted into one mass.
- One person is standing outside of the shape and is smaller than the others.
- In front of this person there is a key on the floor, ready to be picked up.

Interpretation:

- In a democracy, everybody has to work together to find the solution (key) to problems.
- Leaders serve the common good and are empowered by the support of the majority of their voters.
- In a democracy, individuals can hide behind others who share the same opinion, but they don't have to.
- At the same time, one single person can convince others of a cause and kick off a whole movement in a society.

Comment:

- Democracies offer the possibility for all types of political participation, from active involvement to being part of a silent majority.

B Comment on a quote about democracy

Churchill doesn't trust the intelligence and understanding of the average voter. He thinks democracy is characterized by the rule of many unintelligent people over a few intelligent ones. Is that true?

- No: democracies encourage people to get involved and actively change the quality of their lives.
- No: politicians are accountable to voters for their actions; that leads to more transparency.
- No: as each vote counts the same, it promotes equality and the decentralization of power.
- Yes: it only focuses on the interests of the majority, no matter how intelligent it is.
- Yes: politicians can be elected because they are the most popular, not the most able.
- Yes: voters can easily be influenced by false promises.

Globalisation and its effects

8.1 Has globalisation made us more catastrophe-prone?

○ Tasks:

- 1 Is a globalised society more or less stable than a less interconnected society? Give reasons from the text.
- 2 Explain what is meant by the “butterfly effect” (l. 16) and when, according to the author, it is especially dangerous.
- 3 Point out which factors could make a pandemic even worse today than in the past.

Writing tasks:

Choose **one** of the following tasks (at least 250 words):

A A global player in the fast-food industry is planning to open the first western-style restaurant in Ubudu, a remote island in the South Pacific that sees little tourism. Your parent has been offered the position of restaurant manager there and would have to help to establish the brand on the island. You would love to live on Ubudu, but you think it is wrong to expand western brands worldwide. Convince your parent to decline the job offer. (Give three arguments.)

or

B Describe, interpret and comment on the following cartoon.

Erwartungshorizont:

Keywords: globalisation, globalisation, butterfly effect

- 1 Researchers found out that a globalised society is less stable for the following reasons.
 - Financial markets are interdependent, so if one market has a problem, it also affects all other markets connected to it (ll. 4–7).
 - As it is now so much easier to travel, internationally, diseases can also spread all around the world at an extremely fast pace (ll. 9–10).
 The author points out that a globalised world is more stable for the following reasons.
 - Risks can be distributed among many shoulders (l. 11f.).
 - A system that is made up of many parts can adapt more easily to necessary changes; if one part fails, another one can take the job (l. 12f.).
- 2 • The “butterfly effect” is a relatively minor event can be made worse by setting off a chain of other events and have unpredictable and major effects in the long run (ll. 16–21).
- 3 • If several links in a complex system like modern-day society are hit, the whole system might be disabled, e.g. if truck drivers who take medication to hospitals are taken out by an epidemic, it could spread faster and faster (ll. 27–29).
 - Incorrect information about a disease can be spread quickly in modern society and might lead to panic (ll. 30–31).

Globalisation and its effects

8.1 Has globalisation made us more catastrophe-prone?

Writing tasks:

- A** Convince your parents that establishing a fast-food restaurant on Ubud is not a good idea (convincing informal speech).

Introduction:

- It is a really exciting job opportunity, but there are some points to be aware of.

Main part:

- Bringing a globally active fast-food restaurant to an island where regional food is currently on offer could harm local restaurants and small businesses.
- Western infrastructure might attract more tourists to the island, and this could harm the environment.
- Fast food is unhealthy. Why would you want to introduce this kind of food to people to this kind of food, which is almost certainly less nutritious than local food?

Conclusion:

- If you really want to move to the South Pacific, try to get a job in which you don't harm the island but promote its unique beauty, local cuisines and interesting culture.

- B** Description:

- The picture is divided horizontally into two parts.
- The upper half is entitled "Then" and shows two men labelled "trade" and "globalism", which are just breaking through a wall named "conflict".
- The lower half of the picture is entitled "Now" and throughout this part of the picture, several walls meander in irregular shapes. One of the main walls a name is printed: "anti-terror wall", "anti-migration wall" and "block others' conflict".
- In the bottom part of the picture, several people are trying to move the walls in different directions.

Interpretation:

- Globalisation has led to walls breaking down, i.e. trade barriers, as the upper half of the picture shows.
- Recently, problems caused by globalisation – such as increased migration and terror attacks – have led to new barriers being built.

Comment:

- Building barriers is not the solution to situations that threaten our globalised world: in difficult situations, cooperation has to be intensified, not atomised and allowed to break down.

Science, technology and visions of the future

13.2 The case against Mars colonisation

△ **Tasks:**

- 1 Outline the author's attitude towards the colonisation of Mars.
- 2 Examine the main reasons given in the text why humans should refrain from manned missions to Mars.

Writing tasks:

Choose **one** of the following tasks (at least 250 words):

A Describe, interpret and comment on the cartoon.

or

B Your exchange partner from Wisconsin read an article about commercial space tourism and wants to know your opinion on it. Write an e-mail in which you explain what you think about it. Give reasons for your opinion.

Erwartungshorizont:

Keywords: science, technology, space travel, vision, the future

- 1
 - He has always been in favour of humans going to Mars but decided to consider the arguments against a Mars mission (II. 4–6).
 - Doing this changed his opinion: now he knows that several problems have to be tackled first, before humans should go to Mars: our own planet must be better protected, technology must be further developed and the parameters for human space exploration must be defined more clearly (II. 45–50).
 - He predicts that all of that will take at least a decade (I. 51f.).
- 2
 - An enormous amount of money and resources would be needed for colonisation, money that could finance more reasonable projects like saving the environment or the protection of the planet (I. 35ff.).
 - The microbes we would inadvertently take with us to Mars might make our search for life forms on Mars difficult or even impossible (II. 8–13).
 - These microbes might react with possible life forms on Mars and harm them, so the planet should be protected to avoid destruction (II. 13–17).
 - We should focus on making earth a better place rather than looking for an alternative/a planet B (I. 51f. + II. 35–40).
 - The conditions on Mars are extremely inhospitable (II. 40–45).

Science, technology and visions of the future

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Writing tasks:

A Description:

- A US-American astronaut is planting the US flag on the moon.
- A Native American dressed in traditional clothes, but also wearing a space helmet, is watching him.
- There is a native American tepee in the background.
- A thought bubble coming from the Native American says "Oh no, not again".

Interpretation:

- Taking possession of the moon is being compared to the Europeans taking possession of the American continent.
- At the time of conquest, the Europeans assumed that it was their right to claim the new continent because the indigenous people had a different idea of property. They were not considered land-owners in the European sense.
- European conquest brought illness and destruction to the indigenous people of America.
- Although the US senate officially apologised to the Native Peoples (Defense Appropriations Act of 2010, H.R. 3326), it did not help the Native Americans to regain their land.

Comment:

- Discovering and claiming seemingly unowned land is always a bit problematic and has very often led, and still leads, to violence and bloodshed.

B Space travel (e-mail to exchange partner)

Pros:

- It would allow us to learn more about the universe and how it works.
- We would see how fragile our planet looks from space and might appreciate it more when back on Earth.
- It would be an exciting trip that not many people have experienced before.

Cons:

- Space travel would be a dangerous leisure activity.
- The travel time would be too long.
- Rocket launches would further ruin the climate.
- Space sickness would make the trip very unpleasant.