

English A-Levels

Transition/Qualifying Stage

Organisational matters

How-to guides

Language kit

Basic Information

PREFACE

Dear students,

For the next three years we are going to study English together. If you took English as your advanced class, this class will have a special priority for you, and for this purpose this reader has been designed in the first place. If you take English as a basic class, the information provided in the reader will nevertheless be useful for you.

We hope that we will not only have a great time together but also some profound, controversial and educative discussions. Moreover, we would like to encourage you to take part in these discussions. English is a language, a means of communication and it wants to be spoken and not only written. Do not be afraid of making mistakes (we make a lot of them ourselves) because making mistakes is the basis for learning things.

In general, be open to the language and expose yourselves to it as often as possible by reading, listening to or watching diverse media to improve and become better and more confident in using it. You will see, understanding English will become easier and easier the more often you are in contact with it. Use the technological possibilities to benefit from them.

This reader is designed to be a basic book of resources you may want to refer to for nearly all the basic questions that may come up during your time in the *Oberstufe*. You will find advice on how to tackle exams, basic information on all the topics dealt with in class and a How-To-Section of manuals we have designed in the English department as well as some (boring ☺) notes and advice from the ministry.

Yours,

The Laurenz English Department

TABLE OF CONTENTS

General Aspects	
Curriculum Secondary Level	4
Performance Assessment	5
Tackling Exams	6
Tackling Exams – Task Identifiers	14
Model Exam and Solution	16
Manual Section	
1 Common Stylistic Devices	24
2 List of connectives	25
3 Useful Phrases for Discussions	26
4 Analysing – Some Basic Ideas	27
5 Analysing Cartoons	28
6 Analysing (Political) Speeches	32
7 Analysing Fictional Texts	35
8 Mediation	44
9 Analysing – Dealing with Short Stories	46
10 Analysing – Characterisations	48
11 Analysing Songs and Poetry	50
12 Writing Comments	54
13 Writing – Letters	58
14 Writing – Speech Script	60
15 Writing – Dialogues/Interviews	62
16 Writing – Summaries	66
17 Writing – Newspaper Articles and Report	67
18 Analysing – Non-Fiction Texts	68
19 Notes on Vocab – General	74
20 Notes on Vocab – Transition Phase	77
21 Notes on Vocab – Qualification Phase	85
Basic Information on Class Topics – Transition Stage	
1 The Digital Age	91
2 Think Globally, Act Locally	93
3 Crossing Borders	97
Basic Information on Class Topics – Qualifying Stage	
1 The United Kingdom	99
2 India	106
1/2/3 Multiculturalism and Immigration	110
3 The United States	115
4 Globalisation	124
5 Visions of the Future – Science, Technology, Utopia and Dystopia	128
6 Shakespeare	132
7 The Media	136
8 Society and Democracy	140
Language Kit – Avoiding German-English Interference	145
Resource and Link Section	150

Transition Phase (Year 10)

1. The Digital Age
2. Teenage Dreams and Nightmares
3. Think Globally, Act Locally
4. Crossing Borders

Qualifying Phase (Years 11/12)

Topics in *italics* are dealt with by the advanced class only.

The United Kingdom: Tradition and change in politics and society

- monarchy and modern democracy (B1)
- *multicultural society (B1)*

India

- *from postcolonial experience to rising nation (B3) / Faces of a rising nation (B3)*

The United States

- Freedom and justice: myths and realities (B2)
- *The role of the United States in international politics at the beginning of the 21st century (C2)*

Globalisation

- Studying and working in a globalised world (A1; C2)
- Globalisation and global challenges: *economic and ecological issues (C1; C2) / lifestyles and communications (C2)*

Visions of the future:

- *ethical issues of scientific and technological progress (B4; C1)*
- utopia and dystopia (B4; C1)

The impact of Shakespearean drama on young audiences today:

- *study of extracts (tragedy) (B4)*
- study of film scenes (B4)

All these topics shall cover the following obligatory aspects

- A. Everyday realities and future prospects of young adults
 1. life plans, study, education, international professions – English as a *lingua franca*
- B. Political, social and cultural realities and their historical backgrounds
 1. The United Kingdom in the 21st century – self-understanding between tradition and change
 2. The American Dream – visions and everyday realities in the United States
 3. Postcolonialism – everyday realities in a further Anglophone cultural area
 4. The meaning of literature and media for the individual and society
- C. Global challenges and visions of the future
 1. Progress and ethics in a modern society
 2. Opportunities and risks of globalisation

The full PDF-file can be consulted at:

<https://www.standardsicherung.schulministerium.nrw.de/abitur-gost/fach.php?fach=3>

Your performance in this class will be assessed as following:

50 % written/oral exams

50% miscellaneous contributions to class or work („Sonstige Mitarbeit“/SoMi)

As the requirements for exams should be obvious, there are numerous options which will be taken into account to mark your SoMi-performances.

- oral contributions in class, taking part in discussions, active participation in group work
- use of English in class (this may seem a bit odd, but speaking German during group work or in class will not be regarded positively)
- presentation of homework
- (written) tests
- finalised elements of class work, such as
 - (oral) presentations
 - protocols
 - portfolios
 - essays or papers (e.g. book reviews, comments, argumentative texts)

Generally, you are expected to participate on your own initiative, only in rare cases I am going to ask you directly to present your results. However, you are encouraged to do any of the finalised elements whenever you want. In these cases, talk to me in advance and we will save some lesson time for you to present your work and discuss it.

TACKLING EXAMS

As 50% of your overall mark is based on how you perform in exams, here is a guideline on how to structure and survive them. The following guideline will be structured according to the expectations and criteria in the *Zentralabitur*. There will be a paragraph for each aspect and finally the expectations as they are presented in your final exams with further hints on what to consider.

But first, an overview about possible exam formats as presented in the official curriculum (*Kernlehrplan*).

Aufgabenart 1:		
Schreiben mit einer weiteren integrierten Teilkompetenz (Klausurteil A)		
Eine weitere Teilkompetenz in isolierter Überprüfung (Klausurteil B)		
Gewichtung: Klausurteil A ca. 70-80% – Klausurteil B ca. 30-20%		
1	Klausurteil A: Schreiben mit einer weiteren integrierten Teilkompetenz	Klausurteil B: Eine weitere Teilkompetenz
1.1	Schreiben – Leseverstehen <ul style="list-style-type: none"> schriftliche englischsprachige Textgrundlage(n), ggf. ergänzt um visuelle Materialien mehrgliedrige Aufgabenstellung, darunter mindestens eine Aufgabe zum integrierten Leseverstehen ggf. Aufgabe mit Bezug auf die Textgrundlage(n) des Klausurteils B (Sprachmittlung oder Hör-/Hörsehverstehen) 	Sprachmittlung <ul style="list-style-type: none"> schriftliche oder auditive Textgrundlage(n) aufgabengeleitete Wiedergabe eines oder mehrerer schriftlicher oder mündlicher Texte in der jeweils anderen Sprache Hör-/Hörsehverstehen <ul style="list-style-type: none"> auditive/audi visuelle englischsprachige Textgrundlage(n), Überprüfung des Hör-/Hörsehverstehens (mittels halboffener und/oder geschlossener Aufgaben) Sprechen <ul style="list-style-type: none"> ein oder mehrere kurze englischsprachige schriftliche, auditive/audi visuelle oder visuelle Impulse aufgabengeleitete Überprüfung des Sprechens (zusammenhängendes Sprechen und/oder an Gesprächen teilnehmen)
1.2	Schreiben – Hör-/Hörsehverstehen <ul style="list-style-type: none"> auditive/audi visuelle englischsprachige Textgrundlage(n) mehrgliedrige Aufgabenstellung, darunter mindestens eine Aufgabe zum integrierten Hör-/Hörsehverstehen ggf. Aufgabe mit Bezug auf die Textgrundlage(n) des Klausurteils B (Leseverstehen) 	Leseverstehen <ul style="list-style-type: none"> schriftliche englischsprachige Textgrundlage(n) Überprüfung des Leseverstehens (mittels halboffener und/oder geschlossener Aufgaben)

TACKLING EXAMS

Aufgabenart 2:	
Schreiben mit zwei weiteren integrierten Teilkompetenzen	
2	Schreiben – Leseverstehen – Hör-/Hörsehverstehen <ul style="list-style-type: none"> schriftliche englischsprachige sowie auditive/audi visuelle englischsprachige Textgrundlage(n) mehrgliedrige Aufgabenstellung, darunter mindestens eine Aufgabe zum integrierten Leseverstehen und eine Aufgabe zum integrierten Hör-/Hörsehverstehen

Aufgabenart 3:		
Schreiben sowie zwei weitere Teilkompetenzen in isolierter Überprüfung		
Gewichtung: Klausurteil A ca. 50% – Klausurteil B ca. 50% (je ca. 20-30%)		
3	Klausurteil A: Schreiben	Klausurteil B: Zwei weitere Teilkompetenzen
3	Schreiben <ul style="list-style-type: none"> Aufgabe mit Bezug auf die Textgrundlage(n) des Klausurteils B (Leseverstehen und/oder Sprachmittlung bzw. Leseverstehen und/oder Hör-/Hörsehverstehen) oder Aufgabe ausgehend von einem oder mehreren kurzen englischsprachigen schriftlichen, auditiven/audi visuellen oder visuellen Impulsen 	Leseverstehen <ul style="list-style-type: none"> schriftliche englischsprachige Textgrundlage(n) Überprüfung des Leseverstehens (mittels halboffener und/oder geschlossener Aufgaben) <p style="text-align: center;">UND</p> <p style="text-align: center;">entweder</p> Sprachmittlung <ul style="list-style-type: none"> schriftliche oder auditive Textgrundlage(n) aufgabengeleitete Wiedergabe in einem oder mehreren schriftlichen oder mündlichen Texten in der jeweils anderen Sprache <p style="text-align: center;">oder</p> Hör-/Hörsehverstehen <ul style="list-style-type: none"> auditive/audi visuelle englischsprachige Textgrundlage(n) Überprüfung des Hör-/Hörsehverstehens (mittels halboffener und/oder geschlossener Aufgaben) <p style="text-align: center;">oder</p> Sprechen <ul style="list-style-type: none"> ein oder mehrere kurze englischsprachige schriftliche, auditive/audi visuelle oder visuelle Impulse

The ministry has already announced that exam format 1.1 (Part A: Writing including reading comprehension; Part B: Mediation) will be the format for the *Zentralabitur*. This is the same format you encountered in Exam No.3 in form 10, so you are already familiar with this and we might focus on this format in the following.

TACKLING EXAMS

Language vs content

You can score points for your language performance and your content performance, the language part making 60% of the total and the content part 40%. This is how your language performance will be assessed in every exam.

Language

All three parts are awarded with maximum score of 21 points each, so there is a total of 63 points to score.

Text Composition (Kommunikative Textgestaltung)

First of all, you are expected to write one coherent and consistent text, i.e. your whole class test should be like an essay. **Do not** write "Task 1", start writing down what you think is right and continue with the other tasks in the same way. The reason for this is that we want you to be able to show your skills in what is called text composition ("*Kommunikative Textgestaltung*"). You are expected to write a text that shows that you are able to connect the tasks using connective structures, simply a text that can be understood easily and guides the reader through your stream of thought.

Anforderungen		
Der Prüfling		
1	richtet seinen Text konsequent und explizit im Sinne der Aufgabenstellung auf die Intention und den Adressaten aus.	6
2	beachtet die Textsortenmerkmale der jeweils geforderten Zieltextformate.	4
3	erstellt einen sachgerecht strukturierten Text.	4
4	gestaltet seinen Text hinreichend ausführlich, aber ohne unnötige Wiederholungen und Umständlichkeiten.	4
5	belegt seine Aussagen durch eine funktionale Verwendung von Verweisen und Zitaten.	3

So what does this mean?

1	AUFGABENBEZUG richtet seinen Text konsequent und explizit im Sinne der Aufgabenstellung auf die Intention und den Adressaten aus.	<ul style="list-style-type: none"> eindeutiger Aufgabenbezug durchgängig in allen Teilaufgaben Beachtung der Anforderungsbereiche (ausgewiesen durch die Operatoren)
2	TEXTFORMATE beachtet die Textsortenmerkmale der jeweils geforderten Zieltextformate.	<ul style="list-style-type: none"> Teilaufgabe 1: Quellenangabe zum Ausgangstext: Autor, Titel, Textsorte, Thema, Publikation, Ort und Jahr, ggf. Ausgabe/Auszug, Intention/Zielgruppe; keine Zitate und in der Regel keine Textverweise Teilaufgaben 1 und 2: sachlich-neutraler Stil/Register; verdichtendes Wiedergeben, Darstellen und Erläutern (expositorisch-darstellendes Schreiben) Teilaufgabe 3.1: subjektiv-wertender Stil/Register; Erörtern, Begründen, Schlussfolgern und argumentativ sinnvolle Textstruktur mit einem gewissen Maß an Rhetorisierung (argumentierendes Schreiben) Teilaufgaben 1 – 3.1: present tense als Tempus der Textbesprechung; keine short forms Teilaufgabe 3.2: Bezug auf klar definierte Normen der Textsorte (anwendungs-/produktionsorientiertes kreatives Schreiben), z.B. bei Rede/Debattenbeitrag: Adressatenbezug durch Bezugnahme auf das Vorwissen und den Erfahrungshorizont des Adressaten
3	TEXTAUFBAU erstellt einen sachgerecht strukturierten Text.	<ul style="list-style-type: none"> Geschlossenheit des Gesamttextes (Teilaufgaben 1, 2 und 3.1, bzw. Teilaufgaben 1 und 2 in Vorbereitung von 3.2) sach- und intentionsgerechte Untergliederung in grafisch erkennbare Sinnabschnitte

TACKLING EXAMS

		<ul style="list-style-type: none"> inhaltlich-thematische Geschlossenheit der Sinnabschnitte und Herstellung eindeutiger Bezüge leserfreundliche Verknüpfung der Sinnabschnitte und Gedanken (z.B. durch gliedernde Hinweise, Aufzählung, Vor- und Rückverweise, zusammenfassende Wiederaufnahme zentraler Punkte, Konnektoren)
4	ÖKONOMIE gestaltet seinen Text hinreichend ausführlich, aber ohne unnötige Wiederholungen und Umständlichkeiten.	<ul style="list-style-type: none"> Beschränkung auf relevante bzw. exemplarische Punkte/ Details/ Zitate Vermeidung von Redundanz, z.B. durch Rückverweis auf bereits Dargelegtes (statt Wiederholung) abstrahierende Zusammenfassung mit konkreten, exemplarischen Belegen (statt langwieriger, textchronologischer Bearbeitung) Bereitstellung und ggf. Erläuterung verständnisrelevanter Informationen
5	BELEGTECHNIK belegt seine Aussagen durch eine funktionale Verwendung von Verweisen und Zitaten.	<ul style="list-style-type: none"> Gebrauch von Textverweisen (Zeilenangabe, Hinweis auf Absatz) zur Orientierung des Lesers der Darstellungsabsicht angemessener Gebrauch wörtlicher Zitate aus dem Ausgangstext (Teilaufgaben 2 und 3) Konventionen des Zitierens: z.B. Zeilenangabe, Absatzangabe, wörtliches Zitieren, sinngemäßes Zitieren (Paraphrase), ggf. unter Kennzeichnung von Auslassungen oder Ergänzungen, Wechsel zwischen in den Satz eingebauten Zitaten, eingeleiteten Zitaten und Zitaten in Klammern

Language skills (Verfügbarkeit sprachlicher Mittel)

This refers primarily to the body of vocabulary you know. There are three types which are differentiated here. First, there is your general knowledge of vocab, which should be your basis. Then, there is topic-related vocabulary, which you should have learned in advance and which will be available in the Dropbox. Finally, there is vocabulary you should know for your analysis tasks. You can find this in the How-To section of this reader. Generally, you should constantly try to improve and expand your vocab through reading or watching English media.

Anforderungen		
Der Prüfling		
6	löst sich vom Wortlaut des Ausgangstextes und formuliert eigenständig.	4
7	verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten allgemeinen und thematischen Wortschatz.	6
8	verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten Funktions- und Interpretationswortschatz.	4
9	verwendet einen variablen und dem jeweiligen Zieltextformat angemessenen Satzbau.	7

So what does this mean?

6	EIGENSTÄNDIGKEIT löst sich vom Wortlaut des Ausgangstextes und formuliert eigenständig.	<ul style="list-style-type: none"> Wiedergabe von Inhalten/Sachverhalten in „eigenen Worten“ keine wörtliche Wiedergabe auswendig gelernter Textpassagen (z.B. aus der Sekundärliteratur) Hinweis: Ein punktuell das Sprachmaterial des Ausgangstextes kreativ verarbeitendes Vorgehen ist durchaus erwünscht.
7	ALLGEMEINER und THEMATISCHER WORTSCHATZ verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten allgemeinen und thematischen Wortschatz.	<ul style="list-style-type: none"> Inhalts- und Strukturwörter: treffende und präzise Bezeichnung von Personen, Dingen und Sachverhalten, Berücksichtigung von Bedeutungsnuancen (auch Modalitäten) stilistisch angemessene Wortwahl (register: formal, neutral, informal) Verwendung von Kollokationen, Redewendungen etc.

TACKLING EXAMS

		<ul style="list-style-type: none"> Variation der Wortwahl, Vermeidung von „Allerweltswörtern“ (z.B. think, want, good, thing)
8	TEXTBESPRECHUNGS- und TEXT-PRODUKTIONSWORTSCHATZ verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten Funktions- und Interpretationswortschatz.	<ul style="list-style-type: none"> Teilaufgabe 1: Vokabular zur Wiedergabe und Zusammenfassung von Inhalten Teilaufgabe 2: Vokabular der Textanalyse (auch Filmanalyse, Analyse von Karikaturen, Grafiken etc.) Teilaufgabe 3.1: Vokabular der Meinungsäußerung/Bewertung Teilaufgabe 3.2: Anpassung des Wortschatzes an das geforderte Textformat
9	SATZBAU verwendet einen variablen und dem jeweiligen Zieltextformat angemessenen Satzbau.	<ul style="list-style-type: none"> durchgängig klare Syntax, Verständlichkeit beim ersten Lesen (Überschaubarkeit, Eindeutigkeit der Bezüge, Satzlogik) dem jeweiligen Zieltextformat angemessene Satzmuster: z. B. Hypotaxe (Konjunkional-, Relativ-, indirekte Fragesätze), Parataxe, Aktiv- und Passivkonstruktionen, Gerundial-, Partizipial- und Infinitivkonstruktionen, Adverbiale

See also Manual 19: Notes on Vocab!

Linguistic correctness (Sprachliche Korrektheit)

This is quite obvious: Your essays should be as free from mistakes as possible.

	Anforderungen	
	Der Prüfling	
	beachtet die Normen der sprachlichen Korrektheit im Sinne einer gelingenden Kommunikation.	
10	Wortschatz	9
11	Grammatik	8
12	Orthographie (Rechtschreibung und Zeichensetzung)	4

So what does this mean?

10	WORTSCHATZ	<ul style="list-style-type: none"> 8-9 P.: Der Wortgebrauch (Struktur- und Inhaltswörter) ist fast über den gesamten Text hinweg korrekt. 6-7 P.: Vereinzelt ist eine falsche Wortwahl feststellbar. Abschnitte bzw. Textpassagen sind weitgehend frei von lexikalischen Verstößen. 2-5 P.: Einzelne Sätze sind frei von lexikalischen Verstößen. Fehler beim Wortgebrauch beeinträchtigen z.T. das Lesen und Verstehen. 0-1 P.: In nahezu jedem Satz sind Schwächen im korrekten Gebrauch der Wörter feststellbar. Die Mängel im Wortgebrauch erschweren das Lesen und Textverständnis erheblich und verursachen Missverständnisse.
11	GRAMMATIK	<ul style="list-style-type: none"> 7-8 P.: Der Text ist weitgehend frei von Verstößen gegen Regeln der Grammatik. Wenn Grammatikfehler auftreten, betreffen sie den komplexen Satz und sind ein Zeichen dafür, dass die Schülerin/der Schüler Risiken beim Verfassen des Textes eingeht, um sich dem Leser differenziert mitzuteilen. 5-6 P.: Es sind vereinzelt Verstöße gegen die Regeln der Grammatik feststellbar. Jedoch sind Abschnitte bzw. Textpassagen weitgehend frei von Grammatikfehlern. Das Lesen des Textes wird durch die auftretenden Grammatikfehler nicht erschwert. 2-4 P.: Einzelne Sätze sind frei von Verstößen gegen grundlegende Regeln der Grammatik. Grammatikfehler beeinträchtigen z.T. das Lesen und Verstehen. 0-1 P.: In nahezu jedem Satz ist wenigstens ein Verstoß gegen die grundlegenden Regeln der Grammatik feststellbar. Diese erschweren das Lesen erheblich und verursachen Missverständnisse.
12	ORTHOGRAPHIE	<ul style="list-style-type: none"> 4 P.: Der gesamte Text ist weitgehend frei von Verstößen gegen orthographische Normen. Wenn vereinzelt Orthographiefehler auftreten, haben sie den Charakter von Flüchtigkeiten, d.h. sie deuten nicht auf Unkenntnis von Regeln hin. 2-3 P.: Es sind zwar durchaus Orthographiefehler feststellbar, jedoch sind Abschnitte bzw. Textpassagen weitgehend ohne Verstoß gegen orthographi-

TACKLING EXAMS

		<p>sche Normen. Das Lesen des Textes wird durch die auftretenden Orthographiefehler nicht wesentlich beeinträchtigt.</p> <ul style="list-style-type: none"> 0-1 P.: Einzelne Sätze sind frei von Verstößen gegen orthographische Normen, Orthographiefehler beeinträchtigen z.T. das Lesen und Verstehen. 0 P.: In nahezu jedem Satz ist wenigstens ein Verstoß gegen die Regeln der Orthographie feststellbar. Die Orthographiefehler erschweren das Lesen erheblich und verursachen Missverständnisse.
--	--	--

Content

The content related performance depends on the subject and the operators given. Usually, Part A is constructed this way:

1. Comprehension (12 points)

2. Analysis (16 points)

3.1 Evaluation: comment (14 points) *or*

3.2 Evaluation: re-creation of text (14 points)

So, there is an overall number of 42 points to score for your content performance.

The mediation part will make up 45 points (see Manual 7!), so there will be an overall score of 150 points.

Important note: Your exam should be **one coherent essay** with **transitions** from one task to the next! Do **not** write "Task 1", "Task 2", "Task 3" as a heading! However, you may note down the task you refer to **with a pencil** at the margin.

Introduction:

Note: This is **not explicitly given in the assignments**, but **nevertheless expected of you**.

- first sentence: What type of text? Title? Published when and where? Author?
- state the topic of the text, not simply its content
- use your own words
- do not give too many details
- do not use quotations or direct speech
- do not give your personal opinion
- use the present tense
- connect the tasks, e.g. *The following text/ the given material is a summary/ description/ outline focusing on the author's views concerning the importance of Shakespeare today and the conclusions he draws for teaching Shakespeare. → refer to the tasks but do not copy them.*

1. Comprehension:

- do not simply summarize but keep the specific task you are working on in mind
- look at the operator
- use your own words, **no copying or quoting**

2. Analysis:

- key aspects to be looked at/explained in detail as set by task 2, e.g.: Analyse the way the author uses structure, argumentative techniques and language to attract and persuade his readers.
- connective sentences: *In order to persuade his readers the author makes use of (e. g.) a contrastive/antithetical ... structure.*
In the opening part of the text ...
When it comes to argumentative techniques, the author employs ...

TACKLING EXAMS

With regard to/concerning/with respect to language it becomes/is obvious that the author makes use of/concentrates on

- give examples (direct or indirect quotations) for important stylistic devices or other writing techniques, explain them/their meaning and analyse their effect
- some remarks on quoting
 - quoting line directly from the text:
 - (l. 5)
 - (ll. 5 – 7)
 - quoting lines using paraphrases:
 - (cf. l. 5)
 - (cf. ll. 5 – 6)
 - quoting multiple lines:
 - (l. 5, ll. 10-13, l. 25)
 - (cf. l. 5, ll. 10-13, l. 25)
 - quoting lines when you want to give examples of multiple passages (e.g. the personal pronoun "we" in a speech analysis):
 - (e.g. l. 5, l. 13, ll. 16-17).
- Do **not** write: *In line 3/in lines 3 to 5 the author says ... or: *Lines 5 – 10 say ...
- always combine findings on language/structure and content/message
- use connectives to link your ideas
- do not write about every detail
- use evidence from the text to support your findings
- use the present tense
- end with a conclusion that does not only sum up your findings, but also refers back to the task, states your results on a more abstract level

3.1 Evaluation – Comment:

- key aspects to be looked at as set by task 3, e.g.: Discuss the author's view on Shakespeare's relevance for young people. Refer to your background knowledge as well as texts by Shakespeare and film adaptations you know.
 - connective sentence from task 2 to 3: What is the question/topic you are going to discuss/comment on etc., which is usually the author's view on a certain problem. Referring to the example above, a good transition could look like this: *In the author's view/according to the author/ the author holds the view that it is not necessary for sixth-formers to read one of Shakespeare's plays. He argues that young people today are not capable of reading and understanding Shakespearean literature anymore. However, Shakespeare was and still is one of the greatest writers ever. This conflict leads to the question whether Shakespeare is still relevant for young people today.* (→after that, you start with your pros and cons, but do **not** use expressions like *My first pro argument/ My second pro argument/... Now I come to the con arguments.)
 - Do **not** start with your personal opinion, e.g. *I think/In my view/As far as I'm concerned...
 - if a decision is asked for: give reasons for and against the matter
 - give an example to support (each of) your points
 - in the last part, come to a logical conclusion and clearly state your own opinion of the topic based on your findings/experiences/statistics
 - conclusion: round your essay off with a final statement
- see also Manual "Writing Comments"

TACKLING EXAMS

or

3.2 Evaluation – Re-creation of text (Creative Writing)

- Write a connective sentence to this format as well. Example task: After the "incident" with Jess (and Jules), Joe stays in the street behind the disco and thinks about what happened. Write an interior monologue from his perspective.
 - A "recreation of text" transition could look like this: *Referring to the (ideas of the) text/dialogue/conversation/conflict ... a possible interior monologue/ could read as follows:*
- There are several text forms that have certain requirements. Here is a list of text formats, see the Manual section for detailed information.

Zieltextformate	Relevanz	Schreibkompetenz entwickeln unter Beachtung wesentlicher Merkmale der Textformate:		
		Kommunikationssituation	Inhalt & Struktur (Text/Aufgabe)	Sprache
letter (formal letter, letter to the editor; personal letter)	persönlicher u. beruflicher Alltag, Teilnahme am gesellschaftlichen Leben	Autor/ Adressat/ Schreibenanlass Kategorien: <i>informal</i> oder <i>formal</i> (z.B. letter to the editor)	Differenziert nach <i>formal/ informal</i> : • Adressen, Datum • Anrede, Schlussformel • Anfang: Small talk, Bezugnahme • Struktur (Themenverknüpfung, Argumentation)	gemäß Kontext/Kategorie: <i>informal vs. formal English</i>
speech script (talk, public/formal speech, [debate] statement)	Geplantes zusammenhängendes Sprechen in Studium/ Beruf/ Gesellschaft: <i>statement</i> (auch Debattenbeitrag), <i>talk</i> , <i>speech</i>	• Ort und Zeit • Anlass • Redner (ggf. rollengebunden) • Thema/Intention • Zuhörer/Publikum	Einleitung: Begrüßung, Einstieg, Zieltransparenz Hauptteil: • Struktur/ Verknüpfung • Fakten/Wertungen Abschluss: z.B. Zusammenfassung, Appell, Diskussion/Präsentation	gemäß Kontext: <i>informal vs. formal English</i> , rhetorische Mittel
newspaper article (report, comment)	Schreiben für Print- und Digitalmedien	Ort und Zeit Autor - Anlass Differenziert nach Medium sowie <i>report/comment</i> : • Zielgruppe • Intention • Themaufbereitung	Differenziert nach <i>report/comment</i> : u.a. hinsichtlich • Fakten, Wertungen • Objektivierung, Personalisierung/Dramatisierung • Einzelfall, Kontext	gemäß Kontext: <i>informal vs. formal English</i> , vgl. mediale Vorgaben: z.B. <i>Britain: popular paper/quality paper; school magazine</i>
(written) interview	strategisch geschicktes, strukturiertes Fragen / Antworten / (Re-)Agieren → Person/ Thema/ Meinung	Ort und Zeit Interviewer - Interviewpartner Anlass - Thema - Intention	Interviewer: neutral, unemotional, wertungsfrei • Einleitung (Thema, Gesprächspartner) • strukturierte Fragesequenz, Abschluss • Interviewpartner: rollen- und kontextgemäß	<i>spoken English</i> (kontextgemäß)
nur LK: Ausgestaltung, Fortführung oder Ergänzung eines literarischen Ausgangstextes (narrative Texte, dramatische Texte, <i>film script</i>)	kreatives Schreiben / literarisch-ästhetische Dimension der Sprachverwendung	z.B. Umschreiben mit neuer Erzählperspektive oder anderem Ende, Füllen von Leerstellen im Text (z.B. <i>interior monologue</i>) oder Fortführung der Textvorlage; hierbei Berücksichtigung des vorgegebenen Textes, z.B. bei narrativem Text: <i>action/characterization</i>		In der Regel Fortführung des Erzählstils/Sprachstils

TACKLING EXAMS – TASK IDENTIFIERS

Task Identifiers are central in almost every task you encounter in class, so here is a list of them. They tell you precisely what you are expected to do. They are matched with certain fields of requirement (“Anforderungsbereiche”), which are explained as well.

PART A: WRITING AND READING COMPREHENSION (INTEGRATED)

1. COMPREHENSION (FIELD OF REQUIREMENT I)		
TASK IDENTIFIER	EXPLANATION	EXAMPLE
describe	give a detailed account of what sb./sth. is like	Describe the soldier's situation as depicted in the text.
outline	give the main features, structure or general principles of sth.	Outline Panem's history as presented in this excerpt.
point out	find and explain certain aspects	Point out the aspects that underline.
state	present the main aspects of sth.	State the author's key reasons for taking a gap year briefly and clearly.
summarize, write a summary sum up	give a concise account of the main points or ideas of a text, issue or topic	Summarize/Sum up the information about green energy given in the text.
2. ANALYSIS (FIELD OF REQUIREMENT II)		
TASK IDENTIFIER	EXPLANATION	EXAMPLE
analyse	describe and explain in detail	Analyse the way(s) in which atmosphere is created in the opening scene.
characterise; give / write a characterisation of	provide a thorough analysis of a character	Give a characterization of the protagonist in the excerpt.
compare	show similarities and differences	Compare the opinions on education held by the experts quoted in the text.
examine	describe and explain in detail	Examine the opposing views on social class held by the two protagonists.
explain	make sth. clear by giving reasons for and details, aspects of sth.	Explain the protagonist's obsession with money.
illustrate	use examples to explain or make clear	Illustrate the way in which according to the author school life in Britain differs from that in Germany.
interpret	explain the meaning, purpose or message of sth.	Interpret the sonnet, focusing on the way structure and imagery are used to express the speaker's insight into the nature of time.
3.1 EVALUATION: COMMENT (FIELD OF REQUIREMENT III)		
TASK IDENTIFIER	EXPLANATION	EXAMPLE
assess	express a well-founded opinion on the nature or quality of sb./sth.	Against the background of the ideas put forward in the text, assess the importance of learning languages for a young person's future.
evaluate	express a well-founded opinion on the nature or quality of sb./sth.	Evaluate the success of the steps taken so far to reduce pollution as described in the text
comment (on)	state one's opinion clearly and support one's view with evidence or reasons	Comment on the writer's view on gender roles.

TACKLING EXAMS – TASK IDENTIFIERS

compare	show similarities and differences	Compare the opinions on education held by the experts quoted in the text.
discuss	give arguments or reasons for and against, especially to come to a well-founded conclusion	Discuss the message of the cartoon, referring to work done on the British monarchy.
3.2 EVALUATION: RE-CREATION OF TEXT (FIELD OF REQUIREMENT III)		
TASK IDENTIFIER	EXPLANATION	EXAMPLE
write (+ text type)	produce a text with specific features	Write the ending of the story / a letter to the editor / a dialogue, etc. Write an interior monologue that reflects the character's view of the situation and her / his feelings.

PART B: MEDIATION

The assignment for Mediation contains a situational context with advice on the addressee and the required form of text.

TASK IDENTIFIER	EXPLANATION	SAMPLE TASK
explain	make sth. clear taking into account culture-related differences if necessary	Based on the text on environmental policy explain the principle of waste separation in Germany in an email to your British friend.
outline	give a concise account of the main points or ideas of a text clarifying culture-related aspects if necessary	Outline Mr. Liu's career in Germany in an article for your international school project's website on <i>Successful Immigrants</i> .
present	give a concise account of the main points or ideas of a text clarifying culture-related aspects if necessary	For an international school project in the EU, present the relevant information on the image of migrants in German media in a formal email to your partner school in Spain.
summarize, sum up	give a concise account of the main points or ideas of a text clarifying culture-related aspects if necessary	Sum up Manuel's views on working and living as a gap year student in India for your blog. Where necessary add information which might help to avoid possible misunderstandings.
write (+ text type)	produce a text with specific features	Using the information in the German text write an article in English for your project website in which you inform your Polish partners how to get a sports scholarship at a German university.

MODEL EXAM AND SOLUTION

English Advanced Class 2 Gerling
Q1 Exam No. 3 – Option 2
11 April 2016

The 2016 American Presidential Elections

Tasks:

Part A: Writing with integrated reading comprehension (70 %, 105/150 points)

1. Outline Melissa Schwartz' view on Donald Trump's Presidential Election Campaign and possible consequences she mentions of Trump being elected President. (Comprehension: 12 points)
2. Analyse the way Melissa Schwartz tries to convince the reader of her view. Consider her line of argument, choice of words and stylistic devices. (Analysis: 16 points)
3. Choose one of the following tasks:
 - a) Discuss Schwartz' view on Donald Trump being President. Refer to the article as well as work done in class. (Evaluation: comment, 14 points)
 - b) Imagine you are an eighteen-year-old American and you are allowed to vote for the first time in this year's election. Write a letter to the editor of *The Huffington Post* in which you comment on Schwartz' article. (Evaluation: re-creation of text, 14 points)

Material: Factual text (comment of the international press).

Number of words: 553.

Source of text: Melissa Schwartz, "If Donald Trump Becomes President, It's on You", in: *The Huffington Post*, 07 March 2016. http://www.huffingtonpost.com/melissa-schwartz/if-donald-trump-becomes-President-its-on-you_b_8752730.html

Approved resources: Monolingual and bilingual dictionary

Part B: Mediation (30 %, 45/150 points)

4. Your American online pen friend Jenna is doing a school project on international opinions on the 2016 American Presidential elections and candidates. As she cannot speak German, she asked you to give her a random view from Germany on Bernie Sanders. You want to refer to a text by Karsten D. Voigt.
Write an e-mail to Jenna in which you summarise Voigt's opinion on Sanders and the political state of America in general. Where necessary add information which might help to avoid possible misunderstandings. (Mediation, 18 points)

Material: Factual text (comment of the international press).

Number of words: 244.

Source of text: Karsten D. Voigt, „Der Gegenentwurf“, in: *Cicero. Magazin für politische Kultur*, No.3/March 2016, p. 34.

Approved resources: Monolingual and bilingual dictionary

MODEL EXAM AND SOLUTION

Name: _____

Text basis Part A – Melissa Schwartz: If Donald Trump Becomes President, It's on You

Melissa Schwartz is Vice President of Strategy & External Affairs at The Bromwich Group, an American consulting firm. She published her article in the online newspaper The Huffington Post on 07 March 2016.

Enough is enough.

For months, political scientists have looked at the strange spectacle that is the Donald J. Trump for President campaign and have largely come away with one of two opinions.

- 5 For some, Trump is a caricature, a buffoon saying the most outlandish things to get screen time, debasing American politics, and pushing every possible limit of what should be appropriate for a Presidential campaign.

- 10 For others, he represents a very substantial part of the electorate that has had enough of both parties and the stalemates in Washington. They want change. They want radical change. And they believe that Trump will force that change by waking politicians up to the anger in the country and the risk that comes with maintaining the status quo.

Both groups might have been right a few months ago. But Trump's candidacy has morphed into something different and far worse.

- 15 In the past several months, Trump has called Mexican immigrants rapists and bragged about building a wall akin to the Great Wall of China to keep them out of the United States. In mid-November, he promoted inaccurate statistics suggesting that most white people are killed by black people. When a black protester was accosted when disrupting one of his political rallies, he stated that "maybe he should have been roughed up." Last month, he suggested a mandatory Muslim registry. This week, he called for a "total and complete" ban on all Muslims entering the United States.

- 20 Words matter. Proposals matter. This man is ahead in every national poll. People are flocking to attend his events. The media continues to give airtime to his antics.

Enough is enough.

Donald Trump is not just capturing the discontent of Americans who are sick of D.C. He's stirring the hatred that lies just beneath the surface of so many of our communities. [...]

30 He's not the cancer. He's a symptom, but a symptom capable of aggravating the underlying disease.

It's not just his hate speech that should alarm you. We have had candidates for decades that have based their campaigns on arousing hate and fear. But they have not been frontrunners.

35 If elected President, Donald Trump has the power to enact policies by executive action to round up people of a specific race and take unilateral action against them. If elected President, Donald Trump really can spend your taxpayer dollars to build walls, tear families apart, and deny federal benefits and protections to people of a specific race. [...]

40 Your voice matters. Your dollar matters. Your vote matters.

If Donald Trump is elected President, it will be my fault. Your fault. Your neighbor's fault. Your co-worker's fault. American voters have the opportunity to do something about this.

45 Instead of rolling our eyes and changing the subject because it seems absurd, local communities need to recognize the hate he is stirring and act now. Elected leaders should identify and address frustrations that are boiling just beyond view (or, more often than not, stop looking the other way when it is in plain sight). Educators should use this moment to teach their students about what responsible leadership does and does not look like. Members of the media should stop being entertained by his hate speech and call it what it is. They should stop making excuses to justify ratings. [...]

50 Enough is enough.

Annotations: **9** stalemate – a disagreement or a situation in a competition in which neither side is able to win or make any progress **14** (to) morph into – to change, or make somebody/something change, into something different **20** (to) rough sb. up – to hurt somebody by hitting or kicking them **24** airtime – time someone is shown on television, the internet or in print media **30** (to) aggravate – to make sth. worse than before **34** frontrunner – sb. who is in the lead of sth.

Text basis Part B: Karsten D. Voigt: Der Gegenentwurf

Karsten D. Voigt was the coordinator of German and American Cooperation for the German government from 1999 to 2010. He wrote his article in the political magazine Cicero in March 2016.

Bernie Sanders, 74, nennt sich einen „demokratischen Sozialisten“. Das ist nicht nur ein selbst gewähltes Etikett, sondern ein Versprechen, das er nicht müde wird zu wiederholen, und es bedeutet: Umverteilung. Den Reichen soll genommen, den Armen gegeben werden. Damit trifft der Senator aus Vermont vor allem den Nerv der jungen Amerikaner. [...] Seine Reformen – die europäischen Sozialdemokraten vertraut vorkommen dürften – bezeichnet er als „politische Revolution“. [...]

Wie das Rennen auch ausgehen mag, eines scheint jetzt schon klar zu sein: Sanders' Kandidatur wird die Demokratische Partei selbst dann verändern, wenn er sich trotz seiner Anfangserfolge am Ende doch nicht gegen Hillary Clinton durchsetzen sollte.

Bernie Sanders' Erfolge sind ebenso wie die Erfolge Donald Trumps bei den Republikanern Ausdruck einer tiefen Unzufriedenheit mit „Washington“ und dem dortigen politischen Establishment. Sie sind aber auch Ergebnis einer in den vergangenen Jahrzehnten immer größer werdenden Polarisierung in der amerikanischen Politik und in den amerikanischen Medien: Wenn im Zuge dieser Polarisierung die Demokraten einen Schritt nach links gingen, bewegten sich die Republikaner mindestens zwei Schritte nach rechts.

Ist diese Entwicklung der Ausdruck einer politischen Krise in den USA? Eindeutig ja! Aber nur dann, wenn man Krise nicht – wie in Deutschland üblich – als Scheitern definiert, sondern als Chance zur Erneuerung. In diesem Sinne ist die Mehrheit der Amerikaner der festen Überzeugung, dass ihr Land aus Streit und Krisen erneuert und gestärkt hervorgehen wird. Bernie Sanders verändert, selbst dann, wenn er nicht Kandidat werden sollte.

MODEL EXAM AND SOLUTION

Introduction (cf. language, aspect 2)	In this extract from the article "If Donald Trump Becomes President, It's on You" published by the online newspaper "The Huffington Post" on 07 March 2016 Melissa Schwartz deals with the consequences of a possible presidency of Donald Trump in the United States. Schwartz is Vice President of Strategy and External Affairs at The Bromwich Group, an American consulting firm. In her argumentative essay she draws an all in all negative scenario of a possible Trump presidency.
Bridge to task 1	This essay looks at the various consequences she presents if Donald Trump becomes President and her view on his presidency in general. This is followed by an analysis of her way of arguing and presenting her point of view. The essay concludes with a discussion, if her views on Trump are justified or not. / The essay concludes with a letter to the editor from the point of view of an American first time voter who comments on Schwartz' article.
Comprehension (AFB I) – Schwartz views on Trumps campaign	Schwartz presents the reader with quite a negative outlook on Donald Trump's campaign. She first refers to his controversial perception in the public discourse, stating that he is either seen as a buffoon or as a representative of those who are fed up with official Washington, yet his campaign has taken a negative course, according to the author. To prove this she refers to statements Trump has made over the past few months about his aims as President, including the closing of the border to Mexico and a ban on Muslims entering the US. She then accuses Trump of exploiting the people's hatred and taking advantage of it from his position as a frontrunner.
Consequences of a Trump presidency	Her outlook on the consequences of a possible Trump presidency is also quite alarming. She fears the discrimination of single races and taxes being used to treat people unequally. She appeals to the reader that they are responsible to prevent Trump from becoming President as well as to the media to throw light on Trump's real aims and give up good ratings for a better cause.
Bridging comprehension and analysis (tasks 1 & 2)	Having pointed out Schwartz' views on Trump's campaign as well as the possible consequences of him being President, this essay now focuses on the ways the author tries to convince her readers of her view, with special attention to her line of argument, choice of words and stylistic devices.
Analysis (AFB II) – Line of argument	Schwartz structures her essay in a linear way, trying to persuade the reader that a possible Trump presidency would be highly dangerous for America. She begins with the description of public views on Trump as a ridiculous candidate (ll. 1-7) as well as his depiction as a representation of the discontent of Americans with the current political elites (ll. 8-14). She then continues with an enumeration of measures Trump wants to employ if elected President (ll.15-22) and, foreshadowing the consequences, performs an entirely negative assessment of a possible Trump presidency (ll. 23-39). She concludes her essay with a fierce, almost accusing appeal to her readers that they will be to blame if Trump becomes President (ll. 40-43), not forgetting to request the media to enlighten the public about Trump's evil intentions and the disastrous consequences for America his presidency will have, in her view (ll. 44-52).
Choice of words	To underline her point of view, Melissa Schwartz makes use of a certain choice of words. Overall it can be stated that she uses extremely negatively connoted words to highlight Trump's dangerousness, e.g. "enough" (l.

MODEL EXAM AND SOLUTION

	1), "worse" (l. 14) "hatred" (l. 28), "aggravating" (l. 30) or "fault" (l. 41). Moreover, she addresses her reader directly using inclusive pronouns like "we" (e.g. l. 32,) and "our" (ll. 28, 44) to create a bond with her readers, but also "you" and "your" (e.g. ll. 32, 41) to remind the readers of the consequences of their choice in the elections. In addition, the author employs contrastive registers. Rather colloquial words like "spectacle" (l. 2), "buffoon" (l. 5) or "brag" (l. 16) show the public's downplaying of Trump's danger compared to formal words like "debase" (l. 6), "mandatory" (l. 20), "aggravate" (l. 30), "enact" (l. 35) or "unilateral" (l. 36) to highlight the serious consequences and her concerns about a possible Trump presidency.
Stylistic devices	Furthermore, the author uses stylistic techniques and devices to make her essay more readable and vivid. For example, she makes use of the metaphor "stir hatred" (l. 28), which shows that Trump is the cause of envy and hatred among the American people. Next to this she makes use of medical imagery. The terms "cancer", "symptom" and "disease" (ll.30 f) create a vivid picture of what she expects Trump to be like if elected President. Using a serious disease like "cancer", which is often terminal, she makes her point unmistakably clear. On the other hand, this metaphor is also an exaggeration as the American nation will also survive a possible Trump presidency. Through the use of enumerations and parallelisms (cf. ll. 15-22; l. 23; ll. 35-39; ll. 40-42) she makes her argumentation more memorable and dramatic. The triple repetition of the phrase "enough is enough" (ll. 1, 26, 52) in the beginning, middle and ending of the text has the same effect and further emphasises her view. Finally, her changeable sentence structure is striking. Schwartz especially uses short sentences when she wants to warn the readers of Trump as well as when she directly appeals to them (cf. ll. 23-25; ll. 40-43). This has the effect of a concise and urgent request and shows that preventing Trump from becoming President is of the utmost importance to her.
Summary of analysis Bridging analysis and comment	All in all Schwartz ensures that her arguments and examples justify her criticism of Trump. She depicts him as a real threat for America as we know it and that Americans should open their eyes and start taking him seriously. Yet, her point of view is very one-sided as she does not focus on the reasons why Trump "is ahead in every national poll" (l. 23). If Schwartz is right about her view on Trump shall be discussed in the following.
Comment (AFB III, 3.1) – briefly picking up the author's background and view Arguments challenging Schwartz' view	Schwartz argues from the position of a consulting firm and may have political interests in mind as well as economical, so she is biased. She does understand the need for change, referring to the many Americans who are unhappy with the political establishment. However, she strongly opposes a possible Trump presidency. On the one hand, we have to see that Trump clearly is an entertainer and self-promoter. He has come to fame through a reality TV-show and that is what he is known for best. It seems hard to believe that he is interested in doing serious politics and will depend on experts that will suggest far more realistic approaches. In addition, Trump is a businessman and not a politician. He constantly exaggerates to win votes. His success is also a clear sign that there is something going wrong in America, e.g. the gap between rich and poor and a widespread xenophobia. Otherwise a man like Trump would not be rising like this.

MODEL EXAM AND SOLUTION

Arguments supporting Schwartz' view	On the other hand, there is no doubt that Schwartz' is right about her assessment of Trump's comments as racist, homophobic and xenophobic. He cleverly uses the people's fears about the unknown like populists do, and Americans trust him. Let me give you an example. Quotes by Hitler were assigned to Trump and read out to random Trump supporters, and they supported these views because they took them for Trump's. This is a dangerous development if people trust politicians blindly. Moreover, his approach contradicts American core ideals and values, e.g. that everyone can make it in this country if they are willing to work hard, no matter their religious belief or ethnicity. How does this work if a whole religion should be banned from the country and the border to Mexico should be closed? America has always been a country of immigrants and would cease being one.
Conclusion / Decision	History has proven that agitators and populists should not be underestimated. Although Trump seems like a ridiculous caricature of a politician, he is constantly winning votes and delegates and should be seen as what he is, a frontrunner in a presidential election campaign. Therefore, I agree with Schwartz' assessment of Trump. He seems to be a dangerous choice as President. However, Schwartz' argumentation disregards the reasons for Trump's success. The next President should aim for more equality and fairness for all Americans, but I highly doubt that Trump is the right choice for this.
Summary of analysis Bridging analysis and re-creation of text	All in all Schwartz ensures that her arguments and examples justify her criticism of Trump. She depicts him as a real threat for America as we know it and that Americans should open their eyes and start taking him seriously. Yet, her point of view is very one-sided as she does not focus on the reasons why Trump "is ahead in every national poll" (l. 23). Imagining being a young American first time voter who likes to share his view on Schwartz' article, a letter to the editor could read as follows:
Date	11 April 2016
Salutation	To the editor,
Reference and intro	With reference to your article "If Donald Trump Becomes President, It's on You" by Melissa Schwartz, I would like to provide a different perspective. I am eighteen years old and this year's elections will be my first.
Line of argument	In her article dated 07 March 2016 the author states that Trump's presidency will be dangerous for America. After carefully studying the article, I am sorry to say that I disagree with Mrs Schwartz. The dangers she puts forward are not real dangers in my view. Immigration has been a problem for some time, and there are many illegals in the US waiting for their citizenship. We should deal with them first and make them part of our country before we let even more come across our borders. Moreover, this will have a positive impact on the economy as budgets will be back in balance and we will not need to spend much money on public coffers or social security. Furthermore, Trump's approach to lower taxes will benefit the poor as well as the economy. I myself come from a middle class family and it is sometimes hard to make ends meet, so a reduction of taxes would come in handy for us.

MODEL EXAM AND SOLUTION

Summary	This country has been most successful when there was only little state intervention in people's affairs, and I feel that it will continue to do so under Mr Trump. Furthermore, I would appreciate more objectivity in your future articles on this matter. What I agree with, however, is Mrs Schwartz' criticism on the ban on Muslims proposed by Trump. This is indeed discriminating, and I hope that Mr Trump is going to change his view on this in the future. I have a lot of Muslim friends myself and therefore I cannot support Mr Trump's proposal at all. All in all, the problem of illegal immigration has to be tackled properly and Mr Trump seems to be the best choice to manage this.
Closing phrase	Sincerely,
Name and address	Gregory House 221b Baker Street 08544 Princeton, NJ
Mediation (task 4) Subject	Subject: Project on Presidential Campaign
Salutation	Dear Jenna,
Intro and reference to project	Thank you for your latest e-mail. I hope you're getting on well with your project. I did some research and came across an article by Karsten D. Voigt, a former coordinator of German and American cooperation for the German government. He wrote an article in the political magazine "Cicero" in March 2016. So, as you asked for, here are his views on Bernie Sanders.
Summary of Voigt's article – description of Sanders' political style	Sanders' self-perception as a "democratic" socialist" is a promise he wants to live up to. He wants to take money from the rich and give it to the less fortunate, and that is why he is extremely popular with young Americans. He refers to his reform plans, which are similar to the views European social democrats hold, as a political revolution.
The political state of America	Even if Sanders might not become the Democratic candidate, he has already achieved to change the party. People are dissatisfied with the political establishment, and that is why American politics have undergone a huge polarisation over the past decades. This includes the further diverging gap between the two big parties.
Voigt's view on Sanders	These tendencies are, according to Voigt, on the one hand a manifestation of a political crisis, but on the other hand seen as a chance in America and not as a failure, like it is typical of Germany. Americans believe that their country will emerge stronger from this crisis, and Bernie Sanders has changed political America even if he might not become President.
Conclusion	This is basically what Voigt has to say about Sanders. I hope this is going to help you with your project. Good luck with it! I look forward to hearing from you soon.
Closing phrase	Love, – Name –

COMMON STYLISTIC DEVICES

literary term	explanation	example	effect on the reader
alliteration	recurrence of initial sound	The fair breeze blew, the white foam flew.	draws attention to the phrase and is often used for emphasis, also makes speech more rhythmic, gives it an almost musical rhythm
allusion	a reference to an event, literary work or person	I can't do that because I am not Superman.	used to explain or clarify a complex problem by sth. the reader is familiar with
amplification	repeats a word or expression	Love, real love, takes time.	emphasis
analogy	compares two different things that have some similar characteristics.	He is flaky as a snowstorm.	illustration that sticks in the reader's mind
anaphora	repeats a word or phrase in successive phrases	In every town, in every house in every man, in every woman and in every child...	attention is drawn directly to the message of the sentence
enumeration	makes a point with details	renovation included a spa, tennis court, pool and lounge.	emphasis and/or inclusion of the reader
euphemism	figure of speech intended to hide the real nature of s.th. unpleasant or taboo by using a mild or indirect expression	"the underprivileged" for "the poor"	makes a problem seem less bad than it actually is, used to weaken possible counter-arguments
hyperbole	an exaggeration	Not even a thousand soldiers could keep me away from her.	Used sparingly, hyperbole effectively draws the attention to a message that you want to emphasise
metaphor	compares two things by stating one is the other (key words are forms of "(to) be", unlike a simile)	The eyes are the windows of the soul.	figurative expression that illustrates and emphasizes, sticks in mind
onomatopoeia	words that imitate the sound they describe	plunk, whiz, pop	makes a text more lively and interesting
oxymoron	a two word paradox	joyful trouble, seriously funny	cause the reader to pause and think for a bit, makes a seeming contradiction somewhat sensible
parallelism	uses words or phrases with a similar structure	Tell me and I forget. Teach me and I may remember. Involve me and I will learn.	makes it easier to focus on the message
personification	figure of speech in which inanimate object, abstract concepts or living things (plants, animals) are referred to as if they were human beings	"The sun stepped out of the clouds and smiled momentarily"	makes a narration more interesting and lively
repetition	A word or a phrase gets repeated numerous times in a text.	Free at last, free at last, thank God almighty we are free at last	emphasis on certain aspects and ideas
rhetorical question	an assertion in the form of a question which strongly suggests a particular response	"Who does not love chocolate?"	to provoke, emphasise or argue
simile	an explicit comparison (using <i>as</i> or <i>like</i>) between two distinctly different things which have at least one feature in common	... like a bull in a china shop My friend is as good as gold.	illustrative use of emphasis that sticks in mind

LIST OF CONNECTIVES

Before you start writing: What is the task? Read the instruction carefully! Make some notes about what you want to say. These phrases will help you to structure your text and to organize your ideas.

Giving evidence	Adding ideas	Comparison	Order
<ul style="list-style-type: none"> for instance, look at ... take ... , for example to illustrate this point, ... statistics/surveys show ... most scientists now agree that ... there is strong evidence that ... I saw this from first-hand experience I would like to draw your attention to the fact that ... 	<ul style="list-style-type: none"> moreover further also likewise similarly equally in the same way besides again in addition 	<ul style="list-style-type: none"> likewise both whereas the former (latter) but while the first (the second) similarly as ... as equally as well on the one hand ..., but on the other hand 	<ul style="list-style-type: none"> to begin with to start with next above all there are three points I would like to make I'll focus on three issues First of all, ...secondly,... then
Reason	Conclusion	Counter-argument	Condition
<ul style="list-style-type: none"> therefore that is why for this (that) reason hence because (of) so consequently for this reason as a result the logical consequence is that ... based on these figures/facts ... this implies that ... 	<ul style="list-style-type: none"> hence consequently accordingly as a result it follows that ... finally in conclusion as a final point, I'd like to ... 	<ul style="list-style-type: none"> however nevertheless otherwise on the contrary yet, still, but, maybe, perhaps except for in spite of that is certainly true, but at the same time it is obvious that ... 	<ul style="list-style-type: none"> if unless suppose that ... in case that ... provides that ... on the condition that ...

USEFUL PHRASES FOR DISCUSSIONS

<ul style="list-style-type: none"> • Stating your case <p>Beginning</p> <ul style="list-style-type: none"> • I would like to start by asking/saying/telling... • Let me begin with... • As a start,... 	<ul style="list-style-type: none"> • Defending your case <p>Defending your point</p> <ul style="list-style-type: none"> • That's not what I was trying to say. • My point is that... • I see your point, but I still feel... • That's not quite what I mean. • What I am saying is that... 	<ul style="list-style-type: none"> • Interacting with others <p>Picking up sb's statement</p> <ul style="list-style-type: none"> • I would like to comment on what X said about/come back to... • If I may just remind you of what X said about... • As we have just heard from...
<ul style="list-style-type: none"> • Giving an opinion <ul style="list-style-type: none"> • In my opinion/view,... • To my mind,... • I am of the opinion that... • I am sure/convinced that... 	<ul style="list-style-type: none"> • Making suggestions <ul style="list-style-type: none"> • What about (+gerund)? • If I were you, I would... • I would suggest/recommend... • I call for/request... 	<ul style="list-style-type: none"> • Interrupting politely <ul style="list-style-type: none"> • May I interrupt you for a second? • Excuse me, could you explain that again please? • Sorry, can I just make a point?
<ul style="list-style-type: none"> • Giving an example <ul style="list-style-type: none"> • For instance, look at... • Take ..., for example. • Let me give you an example of what I mean by... • To illustrate this point... 	<ul style="list-style-type: none"> • Dealing with interruptions <ul style="list-style-type: none"> • I haven't finished yet, if you don't mind. • If I might just finish... • I haven't got to my point yet. • Excuse me, could you just... 	<ul style="list-style-type: none"> • Arguing against something <ul style="list-style-type: none"> • I strongly criticise... • I completely disagree with you on... • I would question that argument.
<ul style="list-style-type: none"> • Giving evidence <ul style="list-style-type: none"> • Statistics/surveys show... • Most scientists now <i>agree</i>/There is strong evidence that... • I know this from first-hand experience./I'd like to draw your attention to the fact that ... 	<ul style="list-style-type: none"> • Balancing <ul style="list-style-type: none"> • On the one hand ..., (but) on the other hand... • Although we mustn't forget that... • That is certainly true, but at the same time it is obvious that ... 	<ul style="list-style-type: none"> • Disagreeing <ul style="list-style-type: none"> • I'm sorry, but I don't agree at all. • I think you might be mistaken... • I'm not sure it is as simple as that. • I believe X was mistaken when he/she... • I'm afraid things are not simple as X would have us believe.
<ul style="list-style-type: none"> • Structuring <ul style="list-style-type: none"> • There are three points I would like to make. • First of all,... Secondly,... Thirdly,... Finally,... 	<ul style="list-style-type: none"> • Playing for time <ul style="list-style-type: none"> • To be quite honest,... • What I'm trying to say is... • So you mean that... • I'm glad you asked me that. 	<ul style="list-style-type: none"> • Asking for an opinion <ul style="list-style-type: none"> • How do you feel about this? • What is your view/position on... • I would be very interested to hear X's opinion on this.
<ul style="list-style-type: none"> • Adding <ul style="list-style-type: none"> • I'd like to add that ... • It is also important to know... • Another reason is that... 	<ul style="list-style-type: none"> • Giving in (to some extent) <ul style="list-style-type: none"> • Even if that is so... • That's probably true, but... • Possibly/I agree in principle, but... 	<ul style="list-style-type: none"> • Checking understanding <ul style="list-style-type: none"> • Do you really mean to say ...? • So, if I understand you correctly,... • What exactly do you mean by...
<ul style="list-style-type: none"> • Introducing a new point <ul style="list-style-type: none"> • I would like to raise another point. • What we haven't discussed yet is the question whether/if... • We should also discuss what this means for ... 	<ul style="list-style-type: none"> • Correcting misunderstandings <ul style="list-style-type: none"> • I'm afraid there has been some misunderstanding. • What I actually said was... • That's not quite what I meant by... • Don't get me wrong, I meant... 	<ul style="list-style-type: none"> • Supporting someone <ul style="list-style-type: none"> • That's a good idea. • I fully support X's view. • I wholeheartedly support X's statement. • That sounds very convincing.
<ul style="list-style-type: none"> • Emphasising <ul style="list-style-type: none"> • I would like to emphasise that... • Let me repeat what I said earlier. • What I strongly believe is that... 	<ul style="list-style-type: none"> • Drawing conclusions <ul style="list-style-type: none"> • That's why .../For this reason,... • The logical consequence is... • This leads to/implies that... 	<ul style="list-style-type: none"> • Agreeing <ul style="list-style-type: none"> • Absolutely/Exactly/ I totally agree. • I can go along with that. • I think you're right to a point.

ANALYSING – SOME BASIC IDEAS

Always start with an **introduction**:

- name text type/title/author/year of publication
- refer to the task(s) you have to do (e.g.: "In the following, the atmosphere which is created in this extract will be analysed by looking at a variety of stylistic devices and the narrative style.")
- present your hypothesis/hypotheses (your ideas/answers to the task, which you have to prove in the main part of the analysis (e.g. "The atmosphere in this extract is very tense and menacing. The protagonist feels threatened by the upcoming events. This atmosphere is created by the use of a variety of adjectives, metaphors and similes. On top of that, the use of a first-person narrator strengthens the impression of an imminent danger."))

Main part:

- prove your hypothesis/hypotheses by analysing the text
- remember the three obligatory steps of an analysis:

1. quote the text (WHERE?) Don't forget:

- o "inverted commas"
- o the line numbers: l. for a specific line; ll. for more than one line
- o write down "cf." (=vgl.) after the *indirect quote*.

2. identify the stylistic/rhetorical device, narrative technique, cinematic device (in films), line of argumentation (structure) etc. (WHAT?)

3. analyse the function of it (questions you could ask here: Why does the author use this technique/device here and not a different one? What is the effect on the reader/listener?) (WHY/HOW?)

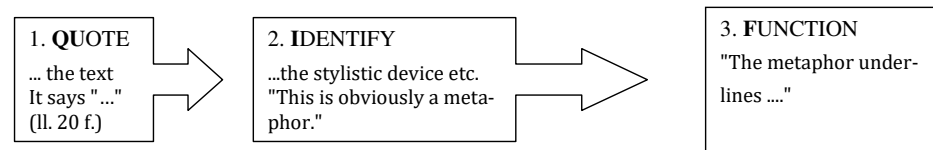
- Always be sure that your analysis refers to your hypothesis, i.e. also to the task that you are working on.

Conclusion:

- here you could summarize the results of your hypothesis. (E.g.: "By using many negatively connotated adjectives, illustrative metaphors and some similes the author manages to create an atmosphere of menace and threat. The reader can feel the danger that the situation poses for the protagonist, because his thoughts and feelings are directly mediated to the reader by the use of a first-person narrator.")

- you could also look behind the scenes (e.g. why does the speaker have this or that intention)

You always have to try and **analyse** each stylistic means (in more or less detail) **within its specific context**. The concept of **QUIFFing** (double f because the function aspect is the most important one) can help you remember this:



NOTE: Of course you may also start with the identification (step 2) and then quote the stylistic means ("We can find an interesting example of irony. It says, '...' (l. 5)). However, you cannot leave out any of the 3 steps. It helps a lot to imagine that your reader does **not** have the original text in front of him!

ANALYSING - CARTOONS

Purpose

Describing cartoons is a rather advanced activity. In doing so, it is important to include the picture's impact and the artist's intention.

A cartoon is a comical or satirical drawing in a newspaper or a magazine. Its aim is to criticise current, especially political, events in a humorous and funny way. It usually consists of a drawing (pictorial part) and a comment or caption (a short title), which is usually placed below the drawing (textual part).

1.1 Preparation

Take a close look at the cartoon and make up your mind how you want to structure your description. What is your first impression of the picture? What is important, what is especially or obviously striking? Is there anything else that should be considered?

1.2 Content and Structure

Step 1: Author and source

- What is the title or the caption of the cartoon/picture?
- Who is the artist/photographer (if known)?
- Where was it published?

Step 2: Description

- Describe the people, objects and the setting in the cartoon/photo in detail: What action is taking place?
- Which visual elements are employed?
- Which (historical, political, social) events or issues may have inspired the cartoon?

It is difficult to follow a picture description if you jump randomly from one aspect to another. It is therefore important that you make sure that your description is logically structured, e.g.:

- from the left to the right (or the other way round)
- from the front to the back (or the other way round)
- from the centre to the outside (or the other way round)
- from generals to details

ANALYSING - CARTOONS

Step 3: Symbols, functions and effects

Cartoonists often use pictures and words to express their personal opinions. What tools are used to convey a certain message?

- humour
- caricature
- symbols
- stereotypes
- labels
- analogy to another historical or current event
- references to popular culture, art, politics, etc.
- speech bubbles

→ What do the symbols stand for?

→ Which group/person does the cartoon focus on?

Note: For this step see also Manual 1 – Common Stylistic Devices

Step 4: Meaning and Evaluation

- What is the message of the cartoon?
- Do you think the cartoon is effective in conveying its message? Is the pictorial presentation convincing?
- What do you think about the author's view on the issue? Do you agree with him/her? Why/why not?

1.3 Tense

When describing and analysing a cartoon, use the present progressive and the simple present.

The use of the passive form is also recommended.

1.4 Practice

There is an uncountable number of cartoons available on the internet. You might google the keywords "cartoons", "political cartoons" "cartoon [topic you search]". Three examples of cartoon collections are

www.cartoonbank.com (Cartoon archive from "The New Yorker")

www.cartoonstock.com (huge database, high resolution cartoons cause charges)

www.glasbergen.com (Website of cartoonist Randy Glasbergen, sorted by topic)

**ANALYSING - CARTOONS****Source:** <http://www.ego4u.de/de/cram-up/writing/picture-description>**Bildarten und Perspektiven**

Betrachter	viewer
Bild	picture, image
Gemälde	painting
Foto	photograph / photo
Porträt	portrait
Landschaftsbild	landscape painting
Froschperspektive	worm's eye view
Vogelperspektive	bird's eye view

Aufteilung

Vordergrund	foreground
Hintergrund	background
im oberen Teil	in the upper part
im unteren Teil	in the lower part
im linken Teil	in the left part
im rechten Teil	in the right part
im mittleren Teil	in the central part
davor	in front of
dahinter	behind
neben ...	next to ...
rechts	on the right
links	on the left
in der Mitte	in the middle
von vorn	from front
von hinten	from behind
von oben	from above
von unten	from below
der 2. von links/rechts	the second from left/right

Sonstiges

künstliches Licht	artificial light
Tageslicht	daylight
gedämpftes Licht	subdued light
helle Farben	light colours
dunkle Farben	dark colours
grelle/laute Farben	loud colours
kontrastreich	contrasty
Fluchtpunkt	vanishing point
Fluchtlinie	vanishing line

Infos zum Künstler und Entstehungsjahr

... (Bild) ist ein Gemälde von ... (Maler), das ... (Jahr) entstand.	... (image) is a painting by ... (artist), painted in ... (year).
... (Bild), ... (Jahr) gemalt, ist eine Arbeit von ... (Maler).	... (image), painted in ... (year), is a work by ... (artist)
... (Maler) malte ... (Bild) im Jahre ... (Jahr).	... (artist) painted ... (image) in ... (year).

**ANALYSING - CARTOONS**

... (Bild) ist ein berühmtes Gemälde von ... (Maler).

... (image) is a famous painting by ... (artist).

Beschreibung der Szene

Das Foto wurde in ... (Ort) aufgenommen.	The picture was taken in ... (place).
Das Foto wurde bei ... (Feier) gemacht.	The photo was taken at ... (party).
Das Bild zeigt eine Szene aus ...	The picture shows a scene from ...
Es ist ein Bild von ... (Ort, Person, Szene).	It's an image of ... (place, person, scene).
Das Bild beschreibt ... (Szene).	The picture describes ... (scene).
Das Bild zeigt ... (Ort, Person, Szene) aus der Ferne.	The picture shows ... (place, person, scene) from a distance.
... (Ort, Person, Szene) wird aus ... (Vogelperspektive/...) gezeigt.	... (place, person, scene) is shown from ... (a bird's eye view/...).
Man sieht von ... (oben/hinten/...) auf ... (Ort, Person, Szene).	You look at ... (place, person, scene) from ... (above/behind/...).

Was ist zu sehen

Auf dem Bild kann man ... sehen.	In the picture you can see ...
... (Position: links/rechts/...) ist / sind (position: on the left/right/...) there is / are ...
... (Position: links/rechts/...) kann man ... sehen.	... (position: on the left/right/...) you can see ...
... ist ... (Position: links/rechts/...)	... is ... (position: on the left/right/...)

Wirkung

... verleiht dem Bild Tiefe.	... gives the impression of depth.
... (Person) scheint den Betrachter anzusehen.	... (person) seems to look at the viewer.
Seine / Ihre Augen scheinen dem Betrachter zu folgen.	His / Her eyes seem to follow the viewer.
Die Figuren sehen aus, als wären sie dreidimensional.	The figures look as if they exist in three dimensions.
Der Betrachter hat den Eindruck, dass die Personen auf dem Bild lebendig sind.	The viewer has the impression that the people in the picture are alive.
Die Aufmerksamkeit des Betrachters richtet sich auf ...	The viewer's attention is focused on ...
Der aufmerksame Betrachter wird feststellen, ...	To the alert eye it will become apparent ...
Die Blicke des Betrachters werden auf ... gelenkt.	The viewer finds it difficult to withdraw his eyes from ...
Das Bild wirkt lebendig / fröhlich / ausdrucksstark.	The painting is vivid / happy / expressive.
Das Bild stimmt den Betrachter ... (traurig/fröhlich).	The picture makes the viewer feel ... (sad/happy)
Das Bild regt den Betrachter an, über ... nachzudenken.	The picture inspires the viewer to think about ...

Intentionen

Der Künstler verwendet hauptsächlich ... (Farben/Formen/...)	The artist mainly uses ... (colours/forms/...)
Wichtige Elemente werden hervorgehoben.	Important elements are highlighted.
Der Künstler / Fotograf / Maler verwendet ..., um ... auszudrücken.	The artist / photographer / painter uses ... to express ...
Er / Sie will (wahrscheinlich) ... kritisieren / ausdrücken / darstellen.	He / She (probably) wants to criticise / express / show ...
Es ist offensichtlich, dass der Künstler ... kritisieren / ausdrücken / darstellen will.	It is obvious that the artist wants to criticise / express / show ...
Was der Künstler / Fotograf / Maler kritisieren / ausdrücken / darstellen will, ist ...	What the artist / photographer / painter wants to criticise / express / show is ...
Worauf der Künstler / Fotograf / Maler aufmerksam machen will, ist ...	What the artist / photographer / painter wants to point out is ...
Ich denke / glaube / bin mir sicher, dass ...	I think / believe / am sure that ...
Mir scheint es, dass ...	It seems / appears to me that ...
Das hier dargestellte Problem ist ...	The problem illustrated here is ...
... symbolisiert symbolises ...
... ist typisch für is typical of ...

ANALYSING – (POLITICAL) SPEECHESGeneral aspects of political rhetoric

The purpose of most political speeches is persuasion rather than information. There is always a (hidden, underlying) message involved, often related to certain attitudes and values of the speaker. A political statement intends to affect the listeners by making use of diverse structural and rhetorical devices. In order to understand and to be able to evaluate a political speech, one should consider the following aspects:

First (general) impression	<ul style="list-style-type: none"> topic, subject matter, general tone, issues and Purpose of the speech
Contents and structure	<ul style="list-style-type: none"> salient and striking topics, important aspects organization of the text, arrangement of parts (e. g. introduction, main part or body, conclusion) train of thought, composition, line of argument
Circumstances of the speech/political context	<ul style="list-style-type: none"> time and place/medium (e.g. TV, radio, face-to-face, internet) position of the speaker (President, leader of a political party, leader of a protest movement, etc.) audience (mass audience, a limited group of people) occasion (election campaign, protest demonstration, political debate, informal gathering) genre and type (Presidential address to the nation, sermon, speech at a demonstration, campus speech, testimony)
Formal and stylistic devices	<ul style="list-style-type: none"> keywords and phrases word groups/clusters related to a certain topic different registers for different addressees (e. g. sophisticated language to address rich and/or educated people, use of dialect, etc.) choice of words (colloquialisms, slang expressions, poetic expressions) sentence structure/syntax (use of main-/sub-clauses) use of grammatical tenses (indirect references to history future, etc.) use of rhetorical questions and answers use of contrast and oppositions (positive/negative, familiar/alien, near/ distant, etc.) use of key symbols, slogans, stereotypes abstractions and generalizations use of grammatical persons (I, us, we-you, they: patterns of identification and solidarity or vice versa) metaphors, personifications allusions and references to history (American Dream, important political/ historical issues, good/bad times, tradition, future, etc.); quotations
a) language	
b) grammar	
c) rhetoric	

ANALYSING – (POLITICAL) SPEECHES

d) manner of speaking/voice	<ul style="list-style-type: none"> repetitions (alliterations, anaphora); parallelisms comparisons, numbers, factual information irony, exaggerations, simplifications imperatives, emotionally-loaded words concentration on essential points vs. wordy insertions volume, tempo, stress, intonation, abrupt changes, pauses, rhythm
Evaluation	<ul style="list-style-type: none"> → Comment on the personal integrity of the speaker, the general political circumstances, the impact on the listeners. → Compare the speech/speaker to other political speeches/speakers. Was he/ she convincing?)

1.5 The Most Important Thing to Analyse: The Speech Objectives

Knowing the speaker's objective is critical to analysing the speech, and should certainly influence how you study it.

- What is the speaker's goal? Is it to **educate**, to **motivate**, to **persuade**, or to **entertain**?
- What is the primary message being delivered?
- Why is **this person** delivering **this speech**? Are they the right person?
- Was the objective achieved?**

1.6 The Audience and Context for the Speech

A speaker will need to use different techniques to connect with an audience of 1500 than they would with an audience of 15. Similarly, different techniques will be applied when communicating with teenagers as opposed to communicating with corporate leaders.

- Where and when** is the speech being delivered?
- If known*: What are the **key demographic features of the audience**? Technical? Students? Elderly? Athletes? Business leaders? How large is the audience?
- In addition to the live audience, is there an **external target audience** (e.g. on the Internet or mass media)? This is almost always the case with political speeches.

1.7 Speech Content and Structure

The content of the speech should be selected and organised to achieve the primary speech objective. Focus is important — extraneous information can weaken an otherwise effective argument.

The Speech Opening

Due to the primacy effect (i.e. things said in the beginning can be remembered better), words, body language, and visuals in the speech opening are all critical to speaking success.

- Was a hook used effectively to draw the audience into the speech? Or did the speaker open with a dry "It's great to be here today."

ANALYSING – (POLITICAL) SPEECHES

- Did the speech open with a **story**? A **joke**? A startling **statistic**? A **controversial statement**? A **powerful visual**?
- Did the speech opening clearly establish the intent of the presentation?
- **Was the opening memorable?**

→ Give reasons and examples

The Speech Body

- Was the presentation **focused**? i.e. Did all arguments, stories, anecdotes relate back to the primary objective?
- Were examples or statistics provided to **support the arguments**?
- Were **metaphors and symbolism** used to improve understanding?
- Was the speech **organized logically**? Was it easy to follow?
- Did the speaker **bridge** smoothly from one part of the presentation to the next? (Be careful in exam situations: if asked to analyse a political speech, these are almost exclusively abridged for time reasons. Therefore, omit this aspect if you encounter an abridged speech.)

The Speech Conclusion

Like the opening, the words, body language, and visuals in the speech conclusion are all critical to speaking success. This is due to the **recency effect (i.e. the general impression and key message the listener is supposed to take along)**.

- Was the conclusion **concise**?
- Was the conclusion **memorable**?
- If appropriate, was there a **call-to-action (i.e. a direct invitation to the reader to do something)**?

ANALYSING – FICTIONAL TEXTS**1. What are fictional texts?**

There are 3 basic types of fictional texts:

- Narrative texts (e.g. novel, short story, fable)
- Dramatic texts (e.g. drama / play, screenplay / script)
- Poetry / lyrics

2. How do I analyse fictional texts in general?

First, it is of course important what the task wants you to do. Often, you have to deal with the use of language and so-called narrative techniques. This is what we like to focus on.

A – Use of Language

This often refers to the way a character speaks or how his/her thoughts are presented. What is important is the effect of the used means: usually, they amplify a character's views and actions and tell the reader something about the character itself.

Category	Examples
register	vulgar, slang, colloquial/informal, normal, formal, academic, technical; also sentence structure and grammar
choice of words	negatively connoted words (mind the context!); positively connoted words (mind the context!); euphemisms; idioms
stylistic devices	see manual 1
communicative strategies (even if not explicitly asked for, some of these can occur)	<ul style="list-style-type: none"> • use of contrasts: illustrating differences between two issues, things or circumstances to highlight and support a certain view • use of personal experiences and anecdotes • use of stereotypes and generalisations • use of humour, irony or sarcasm, exaggerations / hyperbole

B – Narrative Techniques and Narrative Perspective**Narrative Techniques**

The goal of every piece of fiction is to keep the reader interested in the story. Central elements here are the characters (who is involved?), the setting (where and when do the events occur? → time and place) and the plot (what happens?).

Structure	<ul style="list-style-type: none"> • (How) is the text structured? • What timespan does the narration cover? • What is the relation between acting time and narrating time? • Which conflict is the story based on? • How does the action develop - or stagnate? • Are there any leitmotifs?
Characters	flat/round characters, protagonist vs. antagonist, minor character(s), hero(ine), antihero, outward appearance, behaviour, relationship to other characters, di-

ANALYSING – FICTIONAL TEXTS

	rect or indirect characterisation (see also Manual Characterisation)
Setting (=time and place)	scenery, mental climate, basic mood, social environment, atmosphere <ul style="list-style-type: none"> • Does the scenery/setting itself imply any symbolism (e.g. thunderstorm = danger, large city = liveliness, anonymity, etc.) • What is the effect on the audience? • What intention might the author/playwright have had?
Language/style	level of speech, manner of speaking, style, syntax, choice of words, inner monologue, chain of associations, stream of consciousness, register

Narrative Perspective

You have probably dealt with this in your German lessons already. Yet, there are technical terms () in English which cannot simply be translated from German. Let's take a look at them.

Questions to ask:

1. From whose point of view is the story told?
2. How much can/does the narrator know?
3. Whose feelings are revealed?

Definitions:

Narrator (Erzähler): The "voice" that tells a story. Unless it is an autobiography, the narrator is *not* identical with the author/writer.

Point of view (Erzählperspektive): The perspective from which characters, events, etc. are presented in a fictional text. The chosen point of view has a strong effect on the reader; for example, we tend to respond more sympathetically to a character whose mind we "enter", as we experience for ourselves what the character goes through. In the course of many stories the point of view changes to make reading more interesting.

	First person narrator (NOT: I narrator!)	Third person narrator (NOT: personal narrator!)
German	Ich-Erzähler	personaler Erzähler
His function in the story	The narrator is a character in the story and uses the first person singular ("I"). This narrator may be either the protagonist or a minor character, who is just a kind of observer/witness	The narrator stands outside the story and uses the third person ("he", "she" or "they") to refer to the characters.
Point of view: limited	As first person narration presents the action through the eyes of only one character, the narrator has a limited point of view . The reader tends to identify with the narrator, but the narrator is unreliable . That means, as the narrator is highly subjective, we cannot always trust his words.	If the narrator presents the events mainly <u>from the perspective of only one character</u> , he is called a third person limited narrator , i.e. he "limits" himself to the perspective of this character and has therefore a limited point of view . The character from whose perspective the story is told is called focaliser .

ANALYSING – FICTIONAL TEXTS

Point of view: unlimited	inexistent	If the narrator can (at least theoretically) look into the minds of all characters and tell us about their thoughts and feelings, he is called a third person omniscient (allwissend) narrator , with an unlimited point of view . He can look into the past, tell about the present and also anticipate the future.
Point of view: objective	inexistent	If the narrator knows or reveals nothing about the characters' internal thoughts, feelings, and motivations but sticks to the external facts of the story only, the narrator is called objective third person narrator . (Not very common!)

Introduction	Einleitung
• The text deals with/is about...	Der Text handelt von...
• The theme of the text is...	Das generelle Thema des Textes ist ...
• The text is composed of/consists of...	Der Text besteht aus...
• Three/two different parts can be distinguished	Man kann drei/zwei Abschnitte unterscheiden
• The first part runs from line ... to line ...	Der erste Teil geht von Zeile ... bis Zeile ...
• At the beginning of the text, ...	Am Anfang des Textes ...
• The author begins by saying...	Der Autor/Die Autorin beginnt damit, dass...
• At the end of the text./Finally./Lastly,...	Am Ende des Textes.../Schließlich.../Letztendlich...
• The first part forms the introduction	Der erste Abschnitt bildet die Einleitung.
• The author's main/central/principal idea is ...	Die Kernthese des Autors ist...
• In the conclusion, the author states that ...	In seinem Fazit sagt der Autor, dass...
• In the final part, the author concludes that...	Im letzten Abschnitt schließt/schlussfolgert der Autor (damit), dass ...

The Author	Der Autor
• The author thinks/says/believes that ...	Der Autor denkt/sagt/glaubt, dass...
• According to the author, .../In his/her view, ...	Laut Autor... /Seiner/Ihrer Meinung nach...
• The author illustrates his/her point of view with ...	Der Autor veranschaulicht seine Sichtweise/Ansicht mit...
• The author makes a comment on ...	Der Autor kommentiert / äußert sich dahingehend /bemerkt, dass...
• The author is convinced that ...	Der Autor ist davon überzeugt, dass... / ist der Überzeugung, dass...
• The author's judgements are (un)realistic/(not) objective/unfounded/well-founded	Die Beurteilungen /Das Urteil des Verfassers ist (un)realistisch/(nicht) objektiv/nicht fundiert/sehr fundiert
• The reader can sympathise with the author's view on...	Der Leser kann für die Meinung des Verfassers zu ... Verständnis aufbringen.
• The author expresses doubts on/questions regarding...	Der Autor äußert Zweifel an/ Fragen bezüglich...
• The author makes remarks on ...	Der Verfasser bemerkt zu / merkt zu... an
• The intention/aim/objective of the author is	Ziel / Aussageabsicht des Autors ist...
• The author portrays believable characters.	Der Autor zeichnet glaubhafte Charaktere.
• The author gives a detailed/vague description of...	Der Autor bietet eine genaue/vage Beschreibung von/der/des...

The text/plot/story	Der Text / Die Handlung / Die Geschichte
• The story is told from the perspective of...	Die Geschichte wird aus ... Perspektive/Sicht erzählt.
• The plot is set in ...	Die Handlung spielt in (Zeit und/oder Ort)
• The text is written in an ironical tone.	Der Text ist ironisch geschrieben.

**ANALYSING – FICTIONAL TEXTS**

• The text contains comical elements.	Der Text beinhaltet komische Elemente.
• The setting of the action is unreal/imaginary.	Der Ort der Handlung ist unwirklich / bildlich / phantasiahaft.
• The action becomes more/less intense	Die Ereignisse werden intensiver / spannender.
• The situation seems quite absurd...	Die Situation erscheint recht absurd / irrwitzig / abwegig
• Suspense is created because/by	Spannung wird durch ... erzeugt.
• The ending of the story is believable	Das Ende der Geschichte ist glaubhaft.

The structure	Struktur
• The exposition gives information about...	Die Exposition / Einführung informiert über...
• The first scene introduces...	Der erste Satz stellt ... vor.
• The starting point for the action is	Die Handlung beginnt...
• The conflict reaches its climax in ...	Der Konflikt erreicht seinen Höhepunkt am / bei...
• The turning point is indicated by	Der Wendepunkt wird durch ... angedeutet / angezeigt
• In the last scene, ...	In der letzten Szene / Situation
• This play/story has a happy/tragic ending.	Das Stück / Die Geschichte hat ein glückliches / tragisches Ende

Purpose (of texts)	Zweck eines Textes
• The author wants to arouse the reader's interest.	Der Autor möchte das Interesse des Lesers wecken / erregen
• The text appeals to ...	Der Text spricht ... an.
• He tries to manipulate ...	Er versucht, ... zu beeinflussen / manipulieren.
• He wants the reader to become aware of ...	Er möchte den Leser auf ... aufmerksam machen.
• The text addresses young/poor/... people ...	Der Text richtet sich an junge / arme / ... Leute ...
• It is the author's objective to create a feeling of ...	Es ist das Ziel des Autors, ein Gefühl der / des ... zu erschaffen.
• The author attempts to influence the reader.	Der Autor versucht, den Leser zu beeinflussen.
• The advert suggests to the reader that ...	Die Werbeanzeige suggeriert dem Leser ...

The characters	Figuren
• The main/principal character (or: The protagonist) in the story is	Die Hauptfigur der Geschichte ist...
• The author characterises him/her as	Der Autor charakterisiert / kennzeichnet ihn als
• He has many positive traits such as ...	Er hat viele positive Eigenschaften, wie z. B. ...
• His behaviour is marked by	Sein Verhalten ist geprägt / gekennzeichnet von...
• Another essential quality is	Eine weitere zentrale Eigenschaft ist...
• She shows her superiority by saying that ...	Sie zeigt ihre Überlegenheit dadurch, dass sie ... sagt
• The protagonist lacks...	Der Hauptfigur fehlt...
• As far as his outward appearance is concerned,	Soweit es sein Äußeres betrifft,
• She plays an important/a secondary / minor role	Sie spielt eine wichtige /nebensächliche / untergeordnete Rolle

The action	Die Handlung
• The action takes place in ...	Die Handlung spielt in ...
• The action develops in ... stages	Die Handlung entwickelt sich über ... Phasen
• The action progresses fast.	Die Handlung schreitet schnell voran.
• The scene contains a flashback.	Die Szene enthält eine Rückblende.
• The action is interrupted by	Die Handlung wird durch ... unterbrochen.
• This is one of the central scenes.	Dies ist ein der zentralen Szenen / Vorfälle.
• The development of the action is slowed down by	Durch ... wird die Entwicklung der Handlung verlangsamt.

Vocabulary	Wortschatz / Wortwahl / Vokabular
• The vocabulary contains many colloquial expressions/technical terms ...	Das Vokabular enthält viele umgangssprachliche Begriffe / Fachbegriffe...
• This word/term expresses fear / ...	Dieses Wort /Dieser Ausdruck drückt Angst / ... aus.
• This word has a negative meaning/negative associations ...	Dieses Wort hat eine negative Bedeutung / negative Assoziationen/Verbindungen

**ANALYSING – FICTIONAL TEXTS**

• These phrases belong to the spoken language.	Diese Sätze gehören der gesprochenen Sprache an.
• The choice of words gives the text its romantic/ technical/... character.	Die Wortwahl gibt dem Text seinen romantischen / technischen/fachlichen Charakter.
• These expressions are typical of...	Diese Ausdrücke sind typisch für...

Criticising the author	Kritische Auseinandersetzung mit dem Autor
• I (dis-)agree with the author on ...	Ich stimme dem Autor bei ... (nicht) zu.
• I don't understand why he/she ...	Ich verstehe nicht, warum er/sie...
• I consider it to be wrong/difficult to ...	Ich erachte es als falsch / schwierig zu...
• This/ ... cannot be taken seriously because ...	Dies / ... kann nicht ernst genommen werden, weil...
• I'd like to comment on ...	Ich würde mich gerne zu ... äußern.
• It has to be pointed out that ...	Man muss herausstellen / hervorheben, dass...
• This statement contradicts his view of ...	Diese Aussage widerspricht seiner Ansicht von...
• There is a contradiction in ...	Es gibt einen Widerspruch bei...
• It goes without saying that ...	Man muss nicht erst erwähnen, dass...
• It is essential that ...	Es ist essentiell/wesentlich, dass
• This raises the question as to why he/she ...	Dies wirft die Frage auf, warum er/sie...
• What really matters is ...	Was wirklich wichtig ist, ist...
• This problem has nothing to do with ...	Diese Problem hat nichts mit ... zu tun.
• This is of no importance/significance for ...	Dies ist für ... ohne Belang /Wichtigkeit.
• As far as ... is concerned, ...	Soweit es ... betrifft, ...
• From this point of view, ...	Von diesem Standpunkt aus
• Generally speaking, ...	Im Allgemeinen / Allgemein gesehen...
• As a matter of fact, ...	Eigentlich / Tatsächlich / In Wahrheit
• In theory, ..., but in reality, ...	Theoretisch ..., aber tatsächlich ...

Further useful expressions	Weitere hilfreiche Formulierungen
• To give an explanation for..., he...	Um ... zu erklären, ... er ...
• The author pretends to know ...	Der Autor gibt vor, zu wissen,...
• The author describes the characteristics of ...	Der Autor beschreibt die Eigenschaften /Charakteristika von...
• The article is based on ...	Der Artikel stützt sich auf...
• The author makes an allusion to ...	Der Autor spielt auf ... an / macht eine Anspielung auf...
• This sentence reveals the true character of ...	Dieser Satz offenbart den wahren Charakter ...
• He/She appeals to emotions rather than ...	Er/Sie spricht eher Emotionen als ... an.
• He quotes some experts as an example of ...	Er zitiert einige Experten als Beispiel für...
• The article relates/refers to ...	Der Artikel bezieht sich auf...
• The text conveys the impression that ...	Der Text vermittelt den Eindruck, dass
• The writer establishes a relationship between ...	Der Autor begründet eine Beziehung zwischen...
• The author's theses are ...	Die Thesen des Autors sind...
• He supports his thesis with ...	Er unterstützt sein These / Kernaussage mit/durch...
• His/Her outlook on life is ...	Seine Perspektive auf das Leben ist ...
• He takes a positive/negative view of...	Er nimmt eine positive / negative Haltung zu ... ein.
• The author generalizes about ...	Der Autor pauschalisiert / verallgemeinert...
• This is a great simplification of ...	Dies ist eine starke Vereinfachung der/des/von...

**ANALYSING – FICTIONAL TEXTS****a) narrative texts (e.g. novel, short story fable)**

structure and plot	
plot	the author's selection and structure of action as a set of events connected by cause and effect that are meant to create suspense
exposition	the very beginning of a fictional text which introduces the main character(s), the theme, the setting and the atmosphere
rising action	an increase in suspense
climax	the moment when the conflict is most intense
falling action	a reduction of suspense
denouement (resolution)	the final outcome, when the conflict is resolved
open ending	the conflict remains unresolved → the reader is left to reflect on possible resolutions
surprise ending	a sudden and unexpected turn of fortune/action
conflict	a struggle between different forces which produces suspense
internal conflict	a struggle between two opposing views/values which takes place in a character's mind
suspense	a feeling of tension/expectation
tension	the emotional strain caused by a conflict
foreshadowing	hinting at later events
flashback	an episode/event which interrupts the chronological order of a text and goes back in time to show what happened earlier
setting	place and time of a story/play
allegory	a text that may be understood on a superficial or factual level and a deeper, more philosophical level; the characters are often personifications of abstract ideas (e. g. evil, love, etc.)
epigram	a short, witty statement which may be written in prose or verse
(leit) motif	a theme/expression/object which recurs throughout the text and which refers to a certain person, situation or atmosphere

narration	
point of view/viewpoint	the perspective from which the characters, topics and events are represented (not the author!)
- unlimited point of view	- the reader can examine the action/characters from various angles
- limited point of view	- e.g. a first-person narrator who only has limited insight into the action/characters
narrator	person who tells the story (not the author!)
- omniscient narrator	- a narrator who seems to know everything
- third-person narrator	- a narrator who stands outside the story and describes events in the third person
- first-person narrator	- a narrator who is a character in a story; this is a limited point of view
- witness/observer narrator	- a narrator who is a character in a story (protagonist or minor character)
- objective/reliable	- a narrator who the reader can trust
- subjective/unreliable	- a narrator who the reader is critical of
stream of consciousness	the presentation of experience through the mind of one character in a text
interior monologue	a technique used within the stream of consciousness; a special kind of scenic presentation, often not in chronological order
mode of presentation	the way the writer narrates events; <i>Darstellungsart</i> *
- panoramic presentation	the narrator tells the story as a condensed series of events, summarizing in a few sentences what happens over a longer period of time
- scenic presentation	- the narrator shows an event in detail as it occurs, using dialogue, depicting thoughts and emotions, describing a scene, etc.
narrating time (= reading time)	the time it takes to relate an episode in a text (= reading time); it depends on the mode of presentation; <i>Erzählzeit</i>

**ANALYSING – FICTIONAL TEXTS**

acting time	the time from the beginning to the end of an episode in a text, this is usually longer than the narrating time because the writer can describe the passing of years in just a sentence; <i>erzählte Zeit</i>
-------------	--

b) drama (any work meant to be performed on stage or as a film)

play	any dramatic work intended to be presented on stage, in film or on TV
act	the major division of a drama; an act consists of scenes
scene	a subdivision in a drama
setting	the place and/or time in which an action takes place
comedy	a drama which deals with a (light) topic in a more amusing way; it always has a happy ending
tragedy	a drama in which the protagonist undergoes a series of misfortunes until he or she finally falls; the hero(ine) has to experience a reversal of fortune, i. e. from happiness to misery
one-act play	a short drama consisting of only one act
short play	a short drama which takes about 30 minutes to perform
comic relief	a comic episode in a serious drama which aims at relieving tension by amusing the audience
dialogue	two or more people speaking to each other in a text
monologue	an extended speech by one character in a text; it might address other characters or the audience
soliloquy [sa'lrakwi]	a speech delivered by a character alone on stage (used to reveal the character's thoughts, feelings or motives to the audience)
stage directions	a playwright's notes about how the drama is to be performed

characters	
protagonist (= main character)	the main character in a drama/play
hero (ine)	the principal male or female character in a drama; he/she is usually in conflict with another character, fate and/or society
antagonist	the opponent of the protagonist
anti-hero (ine)	a protagonist who does not have the qualities of a typical hero, and is either more like an ordinary person or is morally bad and does not fit into society
flat character	a minor character who does not develop in the course of the action
minor character	a character of less importance for the course of the action
round character	a character who develops in the course of action and therefore has the ability to change
characterization	the way of presenting a character in a text
- direct characterization	- the narrator or another character describes the character; alternatively, the character may describe him- or herself
- indirect characterization	- the reader/audience learns about the character through action and dialogue

MEDIATION1. WHAT IS THE DIFFERENCE BETWEEN “MEDIATION” AND “TRANSLATION”?

Mediation is normally used as the umbrella term for any task that has to do with the transfer of information between two languages. In some cases it specifically describes the method of summing something up in a different language.

Translation, on the other hand, describes the process of transferring ideas and text literally, i.e. word for word, between two languages.

You have met both concepts throughout your English course at school as well as when speaking or writing English in everyday situations; you might also encounter them in exams. In an exam you have to understand, evaluate and render at least one complex text or a complicated situation into a different language. This will either take the form of a (literal) translation or summed-up version of the original text.

Make sure you know what you are expected to do: Are you supposed to mediate or translate?

If you are given the choice between a mediation and a translation task, read both alternatives thoroughly before you decide which to do.

Do not start straightaway but apply the special skills and methods you have practised and used before, e.g. highlighting complicated words or constructions, annotating the text(s), making notes.

For mediation: Find out about the **addressee** of your mediation and adapt your **style** and **register** to them. The accompanying setting or situation gives you an idea of who you are mediating for. Try to evaluate the communicative situation by looking for hints in the task line or introduction.

Mediation focusses on important information only, but don't forget to mention the sources.

For translation: Have you included the headline, every sub clause and all the “little” words in your translation?

Take time to check your answer again, if possible after a break. If you are in a conversation situation, ask your addressee if you should provide any further information.

2. GUIDELINE FOR A GOOD MEDIATION

Mediating is a technique used to make communication possible between persons who do not share a common language. More specifically, it means summarising (either orally or in writing) a spoken or written text in another language.

- Make sure you know what information your addressee (= the person you are mediating for) needs.
- Get the gist of what somebody is saying or has written and pass it on without giving your personal opinion.
You will often have to deal with quite big chunks of text, sometimes even full newspaper articles. Your aim should be to summarise but don't forget to give the original source in a written mediation. Leave out any information that is not relevant to the addressee and rearrange the structure of the given text if necessary. You may find it helpful to write the most important points of the text on index cards. You can then arrange and rearrange the order of these cards. As you are doing so, you might find some cards which would make good key points in the summary or some that are not relevant which you can remove.
- Adapt your language, style and register to your addressee. You may, for example, be asked to write a (relatively formal) report on a specific topic for your school magazine or to tell a friend (informally) what a text is about.

MEDIATION

- If you are mediating from German for an English-speaking person, paraphrase words or phrases if you don't know the English equivalents. With a written text, you should look up any unknown keywords (often of a technical nature) in a dictionary.
- Sometimes it may be necessary to provide additional information to clarify certain points. You may also have to describe a concept typically found in one language/culture but not in the other, e.g. *'Patientenverfügung'* (= a written and legally binding document in which an adult defines the medical treatment they would be willing to accept in emergency situations).

3. TEN TIPS TO HELP YOU MEDIATE A WRITTEN OR ORAL TEXT

1. Don't translate the text word by word.
 2. Listen/watch out for keywords and the most relevant/most useful information.
 3. Leave out minor details and irrelevant information (→summarising).
 4. Try to understand the gist of the text and put it into your own words (but don't change the facts).
 5. Sometimes, there are words that can't be translated into German/English because they also imply cultural differences (e. g. Homecoming, Gap Year, cheerleading or *Schützenfest*, *Abi-Sturm*, etc.). In such cases, give examples to illustrate the situation, or add information on the cultural background if necessary.
 6. Don't interpret or evaluate the text, just mediate it.
 7. Express difficult passages more simply; technical terms should be replaced by everyday language.
 8. Make use of paraphrases (e. g. a cheerleader is a girl who ...).
 9. If you don't know a word, use a synonym (= a word or expression that has the same or nearly the same meaning as another in the same language).
 10. If the right word doesn't come to mind, try simply using the opposite.
- Be careful with the word order; German and English word order may differ greatly.
- Proverbs often reveal a great deal of cultural background. Try to find the equivalent proverb rather than trying to translate literally (e.g. *vom Regen in die Traufe* → out of the frying pan and into the fire).
- Beware of false friends, i.e. English words that sound like German ones but differ in meaning (e.g. become, actual, sensible, etc.).

ANALYSING – DEALING WITH SHORT STORIES

introduction text type/title/author/year of publication setting (=place + time of action) theme	The short story/extract from the novel "...", written by [author's name] and published in [year], ... <ul style="list-style-type: none"> deals with the theme of ... has a single setting (is set in a certain location at a certain time) describes (a meeting/an event/ ...) presents a problem/a conflict between ... and ... shows a development/a relationship/a crisis/a critical situation or scene focuses on a decisive moment (in the life of the protagonist)
readers	The story is written for ... people/readers who ... The target group of the story are ... The readers may identify with a character
setting	The setting ... <ul style="list-style-type: none"> creates a certain atmosphere (e.g. calm, romantic – tense, gloomy) may have a symbolic meaning
plot structure	The plot of a story is a brief summary of what happens and why. The story ... <ul style="list-style-type: none"> is divided into ... parts/consists mainly of dialogue begins slowly with an introduction (of the main characters, the theme and the setting) starts off immediately with the action in the first sentence reaches its turning-point or climax near or at the end finishes with a surprise/(un)happy/open ending emphasizes the fast-moving/suspenseful action or the development of a character focuses on one scene only is told chronologically/includes a flashback
characters	fictional characters (not part of real life; invented) protagonist = main character; minor characters characterization (direct/indirect) The reader learns about the physical appearance, personality, behavior, attitudes, social background, mood etc. of a character through ... <ul style="list-style-type: none"> direct characterization: i.e. by what he/she, other characters or the narrator say about him/her directly in the text indirect characterization: i.e. by drawing conclusions from what he/she says or does in the story (communication/behavior) A "flat" character <ul style="list-style-type: none"> can be described in one sentence does not change/learn/develop in the story A "round" character <ul style="list-style-type: none"> has a more complex personality

ANALYSING – DEALING WITH SHORT STORIES

	<ul style="list-style-type: none"> learns something/develops in the story and may surprise the reader
point of view narrator	<ol style="list-style-type: none"> The story is told by the narrator, who is usually not identical with the author. The first-person narrator speaks as "I" and is a character in the story. This point of view is limited and the information may not be reliable. The third-person narrator stands outside the story. He/she may describe the thoughts and feelings of all characters (omniscient narrator – unlimited perspective/information) or only one character (selective narrator – limited perspective/information).
symbols	A place or object becomes a symbol if it stands for something else. A rose may symbolize love, a wall may represent separation.



ANALYSING – CHARACTERISATIONS

Some general information about characters in fictional texts:

A character is any person in a fictional text/story. A **major character** is somebody without whom the story could not be told. A **minor character** is somebody who may have quite a lot to say, but is in fact only there to make what is happening to the major character(s) possible or believable. An **extra** is somebody who is only present for the sake of realism. A **principal character** is a major character and **subordinate character** a minor one. A **protagonist** is the most important single character in a story. A protagonist is also sometimes called a **hero** (male) or **heroine** (female).

You can usually distinguish between round and flat characters:

Round characters are those that are very detailed. They are so detailed that they seem as if they were real. (Usually the protagonists and often antagonists are round characters.) A round character in a work of fiction often encounters conflict and is changed by it. Round characters tend to be more fully developed and described than flat characters.

A **flat character** is distinguished by its lack of detail. Though the description of a flat character may be detailed, the character itself barely has detail and usually just follows one characteristic. Flat characters are minor characters in a work of fiction that do not tend to undergo substantial emotional change or growth.

Characterisation comprises any technique used by an author to present, describe and analyse a person. Characterisation does not only deal with character or personality, but also with everything that has to do with a person, such as outer appearance, attitudes, virtues, state of mind, mood and lifestyle.

Characters in fictional texts can be presented in two different ways:

direct / explicit characterization

the narrator or a character tells the reader directly what sort of a person a character is

indirect / implicit characterization

the reader has to draw conclusions about what a character is like by a character's appearance or by what the character says or does



Preparation

- Step 1: Mark all relevant passages and make notes on
 - what the narrator or other characters say about the character you are dealing with
 - what the character says about himself or herself
 - the character's appearance (what he or she looks like)
 - how the character acts
 - the character's relationship to others

Step 2: From your notes draw conclusions about the character. Collect your ideas in a network or chart. Always note down examples from the text!



ANALYSING – CHARACTERISATIONS

Writing a characterization

Introduction:

Your introduction should include:

- the character's name
- how he or she is related to other characters in the story
- the role he or she plays in the story
- a general statement about the character

Main part:

In the main part you should:

- give details about the character (major and minor characteristics)
- say what the character's actions reveal about him or her
- give examples from the text (quotations)
- use as many adjectives as possible to describe what the character is like

Conclusion:

In your conclusion you should:

- summarize what the reader learns about the character and if the character has developed or stayed the same during the story.

Words and phrases to use

He/she seems/appears to be ...	From this you could conclude that ...
He/she is described as ...	Her behaviour suggests/shows that ...
One can assume that ...	From what he/she says it can be assumed that ...
It would appear that ...	

Word bank

absent-minded, active, affectionate, ambitious, arrogant, assertive, boastful, brave, cautious, cheeky, cheerful, compassionate, confident, conscientious, considerate, cowardly, cunning, generous, hard-working, haughty, humble, impolite, impulsive, indifferent, irresponsible, jealous, just, likeable, materialistic, mean, modest, naïve, obedient, obstinate, optimistic, patient, pessimistic, possessive, pretentious, proud, reserved, rude, ruthless, self-centered, self-confident, self-conscious, selfish, sensitive, shallow, shy, sociable, superficial, tactless, talkative, tolerant, vain, witty.

ANALYSING SONGS AND POETRY

Poetry (from the Greek "poiesis" = making, creating) is a type of literature in which ideas, experiences and feelings are expressed in compact, imaginative, and often musical language. Poets arrange words in ways designed to touch readers' senses, emotions and minds. Lyrics are a set of words that accompany music, either by speaking or singing.

The word lyric derives from the Greek word "lyrikos" (= a song sung by the lyre). Most poems and lyrics are written in lines that may contain patterns of rhyme and rhythm to help convey their meaning. They often use figures of speech and imagery to appeal to the readers' and listeners' emotions and imagination. The poet or songwriter usually invents a speaker from whose point of view the feelings, ideas, experiences, etc. are expressed. Poems and songs may be divided into stanzas (groups of lines) or sections and can greatly vary in structure, theme and atmosphere.

GUIDELINE ON ANALYSING A SONG OR A POEM

COMPREHENSION	
General meaning / Content	<ul style="list-style-type: none"> • What situation/topic is presented? • What is the theme; are there any (striking) leitmotifs? • What is the author's/singer's Intention; what is the message of the poem/song? • What kind of register of English has been chosen (poetic, colloquial, archaic, slang, etc.)? • What is the melody like (harmonious, rhythmical, tuneful, staccato, etc.)?
FORMAL ANALYSIS	
a) structural devices	<ul style="list-style-type: none"> • Examine <ul style="list-style-type: none"> - the structure of the poem/song (stanzas, lines, (lack of) punctuation, refrain(s), break(s), enjambements, chorus, etc.) - the use of repetitions and/or enumerations/parallelisms - the use of contrast(s)/antithesis - the use of an illustration (= an example to make an idea clear) - the rhyme scheme (e.g. pair rhyme aa bb cc; cross rhyme abab; enclosed rhyme abba) - the use of free verse
b) sense devices	<ul style="list-style-type: none"> • Examine <ul style="list-style-type: none"> - (How) are objects and ideas/thoughts brought together? - What type(s) of sentence(s) is/are used (hypotactical/paratactical sentences, questions, commands, etc.)? - Are there allusions/references to a certain topic (e.g. nature, city, love, etc.)? - Check on the use of simile (a direct comparison: "like, as"), metaphor (an implied comparison without a connective word: "an ocean of tears"), personifications (something non-human is given human characteristics: "the frosty cliffs looked cold"), or symbols (an object that also stands for some abstract idea: a red rose- symbol of love, beauty). - the use of grammatical tenses the speaker's point of view - the employment of hyperbole/exaggeration

ANALYSING SONGS AND POETRY

c) sound devices	<ul style="list-style-type: none"> • Examine <ul style="list-style-type: none"> - the use of alliteration/anaphora - the use of rhymes and/or assonances (= imperfect rhymes) - the use of a particular rhythm, beat - the use of onomatopoeia (= words that imitate a sound: buzz, cuckoo, etc.) - the instrumentation, beat, vocal/instrumental type of music, vocals, etc. - Show how these devices support, stress/emphasize the meaning/content of the poem/song (- function/effect). - Show how style and content are connected. - Show how sound and lyrics match and support each other.
FINAL COMMENT AND EVALUATION	
Message of the song and personal assessment	<ul style="list-style-type: none"> • Try to classify the given poem/song (refer to other poems/songs by the same author or authors of the same background). • Evaluate the poem/song (is the poem/song convincing? Has the author/singer succeeded in conveying his/her message? etc.). • What do you consider to be the final message of the poem/song? • What do you consider to be the effect on the reader/listener?

GLOSSARY OF LITERARY TERMS FOR POETRY

Note: Stylistic devices that occur in fictional and non-fictional texts can occur in poetry as well, of course. However, there are some devices that are especially (or only) found in poems or songs. For songs/lyrics, there are some additional devices relating to musical aspects. Here is a list. Common devices of poetry also used in songs are marked by a *.

Poetry	
Literary term	Explanation
poem	a composition which contains a structured line sequence and a special arrangement of words/ a special rhythm/the use of imagery
concrete poem	a type of poem in which the words form a shape or picture
connotation *	additional meaning of a word beyond its dictionary definition, for example, due to the associations that are formed through personal experience
denotation *	the actual definition of a word
stanza	a major division in a poem consisting of several lines
line	a structural unit in a poem; it is usually classified by a certain number of feet
enjambement (= run-on line) *	a sentence which runs from one line to another without a pause/break
verse *	a stanza in a poem or song; poetry written in metre
free verse	a poem written without a particular rhyme scheme or regular metre
speaker / singer	the fictional Person who is imagined as saying the text of a poem (not identical with the poet!)
rhythm	the arrangement of stressed or unstressed syllables in writing
metre	the regular rhythmic patterns of a poem/the arrangement of words according to stressed and unstressed syllables
foot	a group of stressed and unstressed syllables within a line of poetry which forms a metrical unit

ANALYSING SONGS AND POETRY

iamb	metrical foot of two syllables (unstressed - stressed) e.g. become '-'
trochee	metrical foot of two syllables (stressed - unstressed) e.g. happen '--'
dactyl	metrical foot of three syllables (stressed - unstressed - unstressed): e.g. merrily '---'
anapaest	metrical foot of three syllables (unstressed - unstressed - stressed): e.g. underneath '-'-'
rhyme	using words that repeat syllable sounds
end rhyme	a rhyme at the end of two lines
rhyme scheme	the arrangement of rhymes in a poem
<ul style="list-style-type: none"> rhyming couplets alternate rhyme embracing rhyme 	<ul style="list-style-type: none"> two consecutive lines with the same rhyme: aa bb lines with the rhyme scheme ab ab lines with the rhyme scheme abba
sonnet poem	poem consisting of 14 lines, usually written in iambic pentameter; e.g. the Shakespearean sonnet consists of three quatrains and a couplet with the rhyme scheme abab cdcd dede gg
<ul style="list-style-type: none"> quatrain sonnet couplet 	<ul style="list-style-type: none"> a stanza of four lines (e.g. in a sonnet) two successive rhyming lines (e.g. at the end of a sonnet)
imagery term *	term for the use of images created by words and that are used to appeal to the reader's imagination, often metaphors and/or similes
Lyrics / songs	
Literary term	Explanation
rhythm, beat	the regular pattern of long and short notes in music
onomatopoeia	words that imitate a sound associated with the thing being named, e.g. buzz, cuckoo, hum, etc.
instrumentation	selection and combination of the musical instruments that are used in a song, e.g. electronic instruments, percussion, violin, etc.
vocals	the part of a piece of music that is sung, for example, by a lead singer; a choir, etc.
genre of music	a particular type or style of music, e.g. jazz, Rap, Funk, Heavy Metal, Protest Song, etc.
registers of English	the words, style and grammar used, e.g. poetic, formal, slang, non-standard, in order to express a certain message or Set of values

Other stylistic devices (revision)

literary term	explanation	example
alliteration	recurrence of initial sound	The fair breeze blew, the white foam flew.
allusion	a reference to an event, literary work or person	I can't do that because I am not Superman.
amplification	repeats a word or expression for emphasis	Love, real love, takes time.
analogy	compares two different things that have some similar characteristics.	He is flaky as a snowstorm.
anaphora	repeats a word or phrase in successive phrases	In every town, in every house in every man, in every woman and in every child...
enumeration	makes a point with details	renovation included a spa, tennis court, pool and lounge.
euphemism	figure of speech intended to hide the real	"the underprivileged" for "the

ANALYSING SONGS AND POETRY

	nature of s.th. unpleasant or taboo by using a mild or indirect expression	poor"
hyperbole	an exaggeration	Not even a thousand soldiers could keep me away from her.
metaphor	compares two things by stating one is the other	The eyes are the windows of the soul.
onomatopoeia	words that imitate the sound they describe	plunk, whiz, pop
oxymoron	a two word paradox	near miss, seriously funny
parallelism	uses words or phrases with a similar structure	I went to the store, parked the car and bought a pizza.
personification	figure of speech in which inanimate object, abstract concepts or living things (plants, animals) are referred to as if they were human beings	"The sun stepped out of the clouds and smiled momentarily"
repetition	A word or a phrase gets repeated numerous times in a text.	Free at last, free at last, thank God almighty we are free at last
rhetorical question	an assertion in the form of a question which strongly suggests a particular response	"Who does not love chocolate?"
simile	an explicit comparison (using <i>as</i> or <i>like</i>) between two distinctly different things which have at least one feature in common	... like a bull in a china shop

WRITING –COMMENTS**Strategy box: Writing a comment**

In a **comment**, you usually have to express your personal opinion on a topic or statement from a text. You can best do this in five steps:

1. In the **introduction**, repeat in your own words the topic/statement of the text or the author's opinion.
2. In step two, look at the **arguments in favour** of the statement. ("pros")
3. In step three, look at the **arguments against** the statement. ("cons")
4. In step four, weigh the arguments and give **your own opinion**.
5. In the **conclusion**, sum up your opinion.

"Do you agree with the author's opinion that a stay in Britain is the ideal way to learn English? Why, why not?"

The five steps of the line of argument	5-sentence mini-comment
1. Repeating the author's statement	☞ <i>In the text, the author argues that it is worth going to Britain to study English.</i>
2. Argument in favour of the statement	☞ <i>Undoubtedly, some students learn a lot about language and culture when studying in Britain.</i>
3. Argument against the statement	☞ <i>There are students, however, who develop their command of English to a high level without ever visiting an English-speaking country.</i>
4. Your own opinion	☞ <i>To sum up, the success of a stay abroad depends very much on the individual student.</i>
5. Summary/conclusion	☞ <i>To my mind, progress in a foreign language is strongly influenced by talent, interest and learning opportunities outside school.</i>

"According to the statistics, books are still very important in modern society. In your opinion, what could be the reasons for this?"

☞ In a "**first-second-third**"-comment, you have to list up reasons or arguments for a thesis. Again, you can do this in five steps in a mini-comment:

1. The results of the opinion poll are clear: Most people believe that there are many reasons why books will always be an important part of modern society, and 60 per cent even expect that books will never really be replaced by other media.
2. The first reason for this strong support for books is that this medium
3. Secondly, people _____
4. Thirdly, and most importantly, books _____
5. In conclusion, books will _____

WRITING –COMMENTS

A mini-comment expresses and summarizes the whole line of argument in **five sentences**. A longer comment uses these five sentences as **topic sentences** to begin **five paragraphs** which develop these ideas in more detail with supporting ideas and/or examples.

Language box: Writing a comment*Repeating someone's opinion (in a text)*

The **author/speaker/...**

- believes/claims that ...
- holds the view/is of the opinion that ...
- argues/suggests that ...

According to the **text**, it is a serious problem that ...

Expressing your criticism

Although the **author** gives some strong arguments for ... I feel very different about ...

Unlike the speaker, I find it hard to believe that ...

To be quite honest,

- I do not think that ...
- I cannot (fully) agree with ...
- I am not convinced by ...

In my opinion/view ...

- this argument is wrong / weak / not convincing
- the author ignores a fact / forgets to say sth. / concentrates too much on sth. / does not realize that ...

Making concessions

Basically, I can accept ...
However, we shouldn't forget that ...
I agree in principle, but ...
Personally, I would not say that ...
Although ..., we must admit that ...
In spite of all this, ...

Expressing your support

The **author** is right in saying that ...

The speaker has my full support when he points out that ...

In fact,

- I believe it is right to say that ...
- I fully agree when the speaker says that ...
- I am of the same opinion as ...

To my mind, ...

- this argument is very strong / powerful / convincing
- the author presents a convincing argumentation / discusses the topic in detail

Giving arguments/reasons

One reason for my criticism is that ...
Another/A second/ A further argument I would like to present is that ...
I would also argue that ...
Another point I would like to make is that ...
The main reason, however, is that ...
The most convincing argument is that ...

Your conclusion / summary

To sum up, ... In short, ...
I would conclude that ... I have come to the conclusion that ...
I would support the view that ... My suggestion is that ...

WRITING –COMMENTSSOURCE: <http://www.ego4u.de/de/cram-up/writing/comments>Meinung äußern (allgemein)

It seems to me that ...	Mir scheint, dass ...
In my opinion, ...	Meiner Meinung nach ...
I am of the opinion that .../ I take the view that...	Ich bin der Meinung, dass ...
My personal view is that ...	Meine Meinung dazu ist, dass ...
In my experience ...	Meiner Erfahrung nach ...
As far as I understand / can see, ...	Soweit ich das beurteilen kann, ...
As I see it, ... / From my point of view ...	So wie ich das sehe, ...
As far as I know ... / From what I know ...	Soviel ich weiß, ...
I might be wrong but ...	Vielleicht liege ich falsch aber ...
If I am not mistaken ...	Wenn ich mich nicht täusche ...
I believe one can (safely) say ...	Ich glaube, man kann (mit Sicherheit) sagen ...
It is claimed that ...	Wie behauptet wird, ...
I must admit that ...	Ich muss zugeben, dass ...
I cannot deny that ...	Ich kann nicht leugnen, dass ...
I can imagine that ...	Ich kann mir vorstellen, dass ...
I think/believe/suppose ...	Ich denke/glaube/nehme an ...
Personally, I think ...	Ich persönlich denke ...
That is why I think ...	Deshalb denke ich ...
I am sure/certain/convinced that ...	Ich bin mir sicher, dass ...
I am not sure/certain, but ...	Ich bin mir nicht sicher aber ...
I am not sure, because I don't know the situation exactly.	Ich bin mir nicht ganz sicher, weil ich den Sachverhalt nicht genau kenne.
I am not convinced that ...	Ich bin nicht davon überzeugt, dass ...
I have read that ...	Wie ich gelesen habe ...
I am of mixed opinions (about / on) ...	Ich bin geteilter Meinung (über) ...
I am of mixed opinions about / on this.	Ich habe eine geteilte Meinung dazu.
I have no opinion in this matter.	Ich habe dazu keine Meinung.

Tatsachen herausstellen

The fact is that	Fakt ist, dass ..
The (main) point is that ...	Der Punkt ist, dass ...
This proves that ...	Das beweist, dass ...
What it comes down to is that ...	Letztlich läuft es darauf hinaus, dass ...
It is obvious that ...	Es ist offensichtlich, dass ...
It is certain that ...	Es ist sicher, dass ...
One can say that ...	Man kann sagen, dass ...
It is clear that ...	Es ist klar, dass ...
There is no doubt that ...	Es gibt keinen Zweifel daran, dass ...

Zustimmen

There are many reasons for ...	Es gibt viele Gründe für ...
There is no doubt about it that ...	Es gibt keinen Zweifel daran, dass ...
I simply must agree with that.	Ich stimme dem unbedingt zu.
I am of the same opinion.	Ich bin derselben Ansicht.
I am of the same opinion as the author.	Ich bin derselben Meinung wie der Autor.
I completely/absolutely agree with the author.	Ich stimme dem Autor absolut zu.

Teilweise zustimmen

It is only partly true that...	Es stimmt nur bedingt, dass ...
I can agree with that only with reservations.	Dem kann ich nur unter Vorbehalt zustimmen.
That seems obvious, but ...	Das liegt scheinbar auf der Hand, aber ...
That is not necessarily so.	Das ist nicht unbedingt der Fall.
It is not as simple as it seems.	Es ist nicht so einfach wie es scheint.
Under certain circumstances ...	Unter gewissen Umständen ...

WRITING –COMMENTSWidersprechen

There is more to it than that.	Man muss mehr berücksichtigen als das.
The problem is that ...	Das Problem ist, dass ...
I (very much) doubt whether ...	Ich bezweifle (sehr), dass ...
This is in complete contradiction to ...	Das steht völlig im Widerspruch zu ...
What is even worse, ...	Was sogar noch schlimmer ist, ...
I am of a different opinion because ...	Ich bin anderer Meinung, weil ...
I cannot share this / that / the view.	Ich kann diese Auffassung nicht teilen.
I cannot agree with this idea.	Ich kann diesem Gedanken nicht zustimmen.
What I object to is ...	Wo ich widersprechen muss, ist ...
Unlike the author I think ...	Im Gegensatz zum Autor denke ich ...

Argumente verknüpfen

First of all, I think ...	Zuerst einmal denke ich ...
Not only that, but I also think that ...	Nicht nur dies, ich denke auch, dass ...
Not only are they ..., they are also ...	Sie sind nicht nur ..., sondern auch ...
They are not ..., nor are they ...	Sie sind weder ... noch ...
There are various/several/many reasons for this.	Dafür gibt es verschiedene/mehrere/viele Gründe.
First, ... / Firstly, ...	Erstens ...
Second, ... / Secondly, ...	Zweitens ...
Moreover, ... / Furthermore, ... / In addition, ...	Außerdem ...
Another significant point is that ...	Ein weiterer wichtiger Punkt ist, dass ...
Finally, ...	Schließlich ...
On the one hand, ... On the other hand, ...	Einerseits ... Andererseits ...
In contrast to this is ...	Im Gegensatz dazu steht ...
Because of ...	Wegen ...
That is why ...	Deshalb ...
After all, ...	Schließlich / Immerhin ...
The reason is that ...	Der Grund dafür ist, dass ...
In that respect ...	In dieser Beziehung ...
The result of this is that ...	Das Ergebnis davon ist, dass...
Another aspect/point is that ...	Ein weiterer Aspekt ist ...
It is because ...	Das liegt daran, weil ...
Although it is true that ... it would be wrong to claim that ...	Obwohl ... wahr ist, wäre es falsch zu behaupten ...
That may sometimes be true, but ...	Das trifft in gewissen Fällen vielleicht zu, aber ...
One could argue that ..., but ...	Man könnte entgegnen, dass ... aber ...

Beispiele anführen

Take for example (the case of) ...	Nehmen wir z.B. (den Fall von) ...
Look at ...	Betrachten wir ...
For instance ... / For example ...	Zum Beispiel ...
Let me give you an example.	Ich möchte hier ein Beispiel anführen.

Ergänzungen und Schluss

Most probably ...	Aller Wahrscheinlichkeit nach ...
It appears to be ...	Es scheint ... zu sein.
It is important to mention that...	Es ist wichtig zu erwähnen, dass ...
As I already indicated ...	Wie ich bereits ankündigte, ...
In other words, ...	Anders ausgedrückt ...
I am most concerned about ...	Am meisten bin ich besorgt um ...
I should like to repeat once again that ...	Ich möchte noch einmal wiederholen, dass ...
I should like to emphasise that ...	Ich möchte betonen, dass ...
I would (just) like to add ...	Ich möchte (nur noch) hinzufügen ...
So all in all I believe that...	Alles in allem glaube ich, dass ...
(In) summing up it can be said that ...	Zusammenfassend lässt sich sagen, dass ...
Weighing the pros and cons, I come to the conclusion that ...	Wenn ich das Für und Wider abwäge, komme ich zu dem Schluss, dass ...

WRITING – LETTERS

There are basically three types of letters: a formal letter, a letter to the editor, and a personal letter. In the following, their characteristics will be explained.

1.1 Formal Letter

This is the type of letter you write to businesses, government offices or companies, or also to the editor of a newspaper to express your opinion about an article. The style is formal, factual and respectful, even if you are complaining about something.

Writing

- In the reference line, clarify the letter's topic.
- If you do not know the name of the person, write:
 - Dear Sir or Madam, and if you do know their name
 - Dear Mr/Ms/Dr Jones,

The first line begins with a capital letter.

- Summarise the most important point at the end.
- Finish a Sir letter with Yours faithfully, and a Dear Ms (Name) letter with Sincerely,/Yours sincerely, (or less formally, Best/Kind regards), then sign it and type your full name.
- If you have enclosed a document, write after your typed name Enclosures/Encl.: with its title or a description.

1.2 Letter to the Editor

For a letter to the editor, in which you state your opinion on a newspaper article, basically the same rules apply as for a usual formal letter. However, there are some exceptions.

- In the reference line, say exactly which article you are referring to (e.g. *Immigration Attitude Turn-around*, 30 November 2013).
- Write *Sir or Madam*, or simply *To the editor (of ...)*.
- Make the letter short, to the point and polite, even if you are criticising the article.
- Use strategies to make your opinion convincing.
- End the letter with your name and where you live. Do not use Yours faithfully/sincerely.

Useful phrases for formal letters

- Use formal and polite style.
- Introduce your theme and say why you are writing.
- Points and structure should be exact and clear.
- Offer the recipient the Option to contact you at the end of the email.

Starting the letter

I am writing regarding/to ask about/to thank you for...

In lastweek's/In reference to your letter dated...

Middle of the letter

I appreciate/apologise for/would be grateful if...

Please send me/Would you please be so kind as to...

Ending the letter

Please feel free to contact me if you have any questions.

Thank you very much in advance for your help/advice.

I am looking forward to meeting/hearing from you soon.

For your convenience I have enclosed ...

WRITING – LETTERS**In a letter to the editor**

- With reference/I am referring to your article of...
- In his/her article dated/from ..., the author stated that...
- After carefully studying the article, I am sorry to say that/ would like to express doubts about/to add that...
- I definitely support/agree with the author's opinion on...
- I am very glad that this topic has finally been...
- I was hoping for a more impartial treatment of/would appreciate more objectivity when...
- In my experience...
- An option the author did not consider would be to...
- Undoubtedly, it would be more acceptable if...

1.3 Personal Letter or e-mail

The language used in personal letters is your choice.

You can use:

short forms: I'm • we're • there's • they didn't

question tags: don't you? • couldn't they? • aren't we? • ok?

colloquial terms: Hi ... • No way! • guy • I'm fed up with

Start like this: Dear Ben, • Hi Jenny,

First line: Start with a capital letter!

Finish like this: Best wishes, • All the best, • Best regards, • Love, • See you soon, • Miss you, • Take care, • Hope to see you/hear from you soon, Tim/Lea (first name only).

Check emails with the automatic spell check, or for other mistakes or sentences which can be misunderstood, before you press Send.

WRITING – SPEECH SCRIPT

One option at task 3.2 in an exam is to prepare a speech script, but this can also occur as a task in class. This is how you can do it.

Three elements are often mixed in a speech, but depending on the purpose, one of them is dominant:

informative: telling people what you know about a topic

explanatory: showing people how something works or why it is effective

persuasive: trying to win people over and persuade them to take action

1. PREPARATION

- Check your purpose. Is your main Intention to inform, explain or persuade? Should the speech be entertaining or serious or both?
- Think about your audience. Does the topic interest or affect them? What do they know about it already?
- Organise points logically using connectives to link the sections.
- To make your speech convincing, find suitable rhetorical devices.

2. INTRODUCTION

- Greet the audience politely. Thank them for the invitation. State your topic and its importance.
- Catch your listeners' attention, for example with:
 - *a surprising fact or trend*
 - *a new discovery*
 - *an eye-opening experience*
 - *a provocative statement or question*
 - *an anecdote/joke/quotation.*
- State your aim and outline your speech structure.

3. BODY

- Hold your listeners' attention. Develop your ideas *step by step, e.g.:*
 - *in chronological order*
 - *from the least to the most important idea*
 - *alternating pros and cons*
 - *all arguments against and then for your idea*
 - *connecting problems with solutions.*
- Support your statements with facts, statistics or examples of personal experience.
- Clearly link the sections of your speech.
- Repeat and emphasise important ideas.

4. CONCLUSION

Round off your speech with one of the following:

- a short summary
- a rhetorical question
- a quotation
- a promise
- an appeal / a call for action
- a vision of this topic in the future
- ask whether anyone has any questions.

WRITING – SPEECH SCRIPTTIPS FOR PUBLIC SPEAKING

- Introduce yourself.
- Announce what you're going to talk about. Then say it. Then sum up what you have said.
- Speak in a slow, clear, natural way, using cue cards.
- Stress important words to emphasise key points.
- Pause at the end of each sentence.
- Make sure you don't talk for too long. Most people start to lose concentration after ten minutes.
- Rehearse your speech. Ask someone to listen and give you feedback.
- Do you need to allow time for questions? Have you prepared more information for your answers?

USEFUL PHRASESDealing with Problems

- ... is a serious/pressing/urgent problem.
- We can overcome this difficulty/ settle the conflict/ make a compromise/negotiate an agreement/ promote reconciliation by...

Looking into the future

- In the near future/short term/long term/ long run,...
- A short/long term solution would be to...
- I am hopeful/confident that...
- We should work towards...

Taking action

- We have to ensure/see to it that...
- We should take care not to...
- I am prepared/determined to...
- We should adopt a resolution to...

Special rhetorical devices for speeches

- direct address
- enumeration
- anaphora
- imagery
- rhetorical questions
- hyperbole
- alliteration
- contrast
- repetition
- appeal to the audience

**A. DIALOGUE**

Writing a dialogue between two characters is a task that requires taking their position and including background information you already know about them.

1. HOW TO START

Dialogue is when you let the reader listen in on a conversation between your characters. Just as every stranger you stop on a street corner will answer your question in a different way, every character involved in a dialogue will have a slightly different speaking style.

This may seem like a lot to manage as an author, but it's simple to learn.

1. Get in the habit of really listening to how people talk (not only what they say). Take every opportunity to eavesdrop, on the bus, on elevators, in line at the bank...
2. Get to know your characters deeply or at least as good as it is possible at your stage of reading.
3. Once you have a clear vision of your characters, you can play out their conversations in your head. Put the characters in an imaginary situation, and listen to what they would say. Try saying their lines out loud. And then write down what you hear.
4. Clean it up afterwards. Effective dialogue is not the same as the way people really speak. Repeat that three times. Then keep reading below for details.

2. WHAT TO KEEP IN MIND ABOUT YOUR CHARACTERS

How does each of your characters talk? The answer will depend on:

- Geographic background (a Texan doesn't speak the same as a Bostonian)
- Educational level
- Age (Like, is your character, like, a total teenager?)
- Personality (Is your character nervous, impulsive, aggressive, flirtatious, shy?)
- Your character's relationship with the person she's speaking with. She wouldn't talk to her boss the same way she speaks to a friend or to her five-year-old son.
- Your character's attitude to the conversation topic. Does it make him nervous, proud, defensive? Would he rather avoid the subject all together?

All this will affect his speaking style.

3. BASIC DOS AND DON'TS**DOs ☺**

- Pay attention to each character's different speaking style.
- Edit dialogue to trim off most of the fat. A lot of what people say is just blah-blah-blah, but you don't want to bore your reader.
- Show how the character speaks instead of telling it. If the character speaks angrily, you can make this come through in her words -- it's therefore often not necessary to add an expressive dialogue tag such as, "she said angrily." The same if a character is shouting or crying, etc. Keep the reader's attention on your character's speech, not your explanation of it.

**DON'Ts ☹**

- Don't get too colourful with the dialogue tags. "Hello," she shouted; "Hi there," he cried; "How are you?" she queried, "Fine thanks," he shrilled"... too much of this stuff gets distracting fast. Put your thesaurus away. The basic dialogue verbs "say," "tell," and "ask," have the advantage of fading in the background, letting the reader focus on what your character is saying.
- Don't feel obligated to add a tag to every bit of dialogue. If it's clear who's saying what without them, then you can leave them off.

Don't let your reader get disoriented. Use dialogue tags when they're needed to prevent confusion. There's nothing worse than stopping in the middle of an exciting scene to retrace the dialogue and try to figure out who's saying what ("Okay, it's the killer speaking here, so this must be the detective who's answering him, not his sister...")

4. SOME DIALOGUE NO-NOS

- Information stuffing: "Hey, is that your sister Kate, who dropped out of college to become a welder, causing your father to have a nervous breakdown?"
- Extended incoherent babbling: "Like, I was, you know. Like. Right. Okay, well. Um. What's that? Right. Anyway."
- Putting YOUR words in their mouths: "My Daddy won't let me play with Stevie's trucks, which makes me cry because I'm only four years old and I'm already the victim of gender stereotypes."
- Make your characters say important points, not needless chit-chat. Take a look at this:

5. SUMMARY

William Noble, a renowned scholar of writing, gives five things he thinks good dialogue should do:

- characterise the speaker;
- establish the setting;
- build conflict;
- foreshadow;
- explain.

Each line you include should have a very clear purpose. But you can't just force dialogue on your characters to meet your own ends as an author—it has to be dialogue that works for your characters and their desires. One of the most useful pieces of advice for writing dialogue comes from Kurt Vonnegut: "Every character should want something, even if it is only a glass of water." When your characters are talking, as a writer you should be very clear on what each character wants, even if they're not openly sharing that with each other.

Whether it's adding to characterization, to plot, or to foreshadowing, every line of dialogue should forward the story. Make it count!

**B. (WRITTEN) INTERVIEW**

This is a task that can occur in your final A-Level exams. As a lot of steps are already defined by the task, those steps that are required in an exam situation are marked with a *.

Introduction

An Interview is a direct and simple way of getting personal stories and opinions, expert explanations or other answers to questions on all kinds of topics. Interviews can be read as a text, heard on the radio or viewed on podcasts, TV news or talk shows. For the best results, an interviewer (interviewing sb, conducting the Interview) should prepare questions carefully, and the interviewee (being interviewed, giving the Interview) should be ready and able to reply.

STEP 1 - INITIAL PREPARATION

- Choose a topic. Think what you want to know.
- Create simple, precise and clear questions.*
- Sort them into **categories** in a systematic order.*
- **Choose who** you will interview. Asking **more than one** person these questions helps to fill knowledge gaps, show reasons for different opinions, compare results or check facts/explanations, e.g. in research for written work.
- Or consider conducting a survey.
- Choose **the interview method**: Will there be a video or audio recording, or will you take notes?

STEP 2 – BEFORE THE INTERVIEW

- **Contact** the interviewee in advance, so he/she has time to agree and think what to say.
- **Explain** the topic, give example questions. Ask for permission to make a recording/take photos.
- Say **how long** the interview will be to encourage the interviewee to give shorter, simpler answers.
- **Write questions** and framing phrases on cards. (*not on cards but on a separate sheet of paper)
- **Mark cards** which are most important and which are ok to leave out if time is running out.

USEFUL PHRASES FOR INTERVIEWERS**Starting the Interview**

- Mr/Ms , welcome to this Interview and thank you for coming/agreeing to share your thoughts on
- The/Today's topic isd like to find out/ask you why
- My name isI'm a reporter from ... May I ask you about your views on/some questions about ...?

Statements to introduce aspects

- Many people are saying at the moment/think that.. (an idea/person)
- We have been talking about/discussing ... in...
- You did some research/wrote a report on...
- You might already have heard of ...

**Direct, open questions (Avoid yes/no questions!)**

- To start with, please tell us how/why/when/what...
- What do you think about/is your opinion on ...?
- How do you feel about that? Do you agree/disagree?
- How important is it for you to ... /How does this influence you?
- What advice would you give to somebody who...
- What would you do/What would

Structuring, connecting questions (Be flexible!)

- You said/have argued that ... Does that mean ...
- We've heard about your experience of ... It would interest me very much to hear/know
- Let's pick up on your last statement. Do/did you...

Responding politely and neutrally (Don't judge!)

- Really? That's interesting/surprising/...But
- That is certainly an unexpected/unusual answer. Are you
- I see/Good point/Thank you for that insight. Ending the interview

USEFUL PHRASES FOR INTERVIEWEES**Gaining time/asking for help**

- That is a very good question. As a matter of fact,
- Let me think ... How shall I put this?
- I expected you to ask that/I'm not sure I understood that.

Not answering or changing direction

- This is a topic I'd prefer not to talk about. Actually...
- I'm afraid I don't know enough about ... to be able to...
- I must admit I'm not an expert

have happened if ...?

- When did you first...
- Some people consider your views as ... How would you respond?/What I'd like to know is why you...
- It may be right that ... but don't you think/wouldn't you agree that ... ?So would you prefer to ... /Why did you...

- Let's move on to/talk now about/... I'd like to know
- I'd also be really interested to hear your views on

- Thank you very much for your time/(being here and) speaking to me/sharing your views on ... with me/us.
- I'm sorry to say our time's (nearly) up./We've come to the end of the interview. It's been great talking to you.

- That's quite a difficult question to answer immediately.
- Could you please repeat/rephrase the question?

- on...
- That's probably a question an expert should answer.
- I think it's more important to look at...

WRITING - SUMMARIES

Writing a good summary demonstrates that you clearly understand a text...and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following this 8-step method, you will be able to summarize texts quickly and successfully for any class or subject.

- 1. Divide...and conquer.** First off, skim the text you are going to summarise and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.
- 2. Read.** Now that you've prepared, go ahead and read the text. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.
- 3. Reread.** Rereading should be *active* reading. Underline topic sentences and key facts. Mark those parts that you want to refer to when you write your summary. Also mark those parts that should be avoided because the details—although they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points.
- 4. One sentence at a time.** You should now have a good understanding of the text you will be summarising. In steps 1–3, you divided the piece into sections and worked out the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details.
- 5. Write a thesis statement.** This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.
- 6. Ready to write.** At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (then, however, also, moreover) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:
 - Write in the present tense.
 - Make sure to include the author and title of the work.
 - Be concise: a summary should not be equal in length to the original text.
 - If you must use the words of the author, cite them.
 - Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
- 7. Check for accuracy.** Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.
- 8. Revise.** Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.

WRITING – NEWSPAPER ARTICLE AND REPORT

There are three basic types of news articles:

1. reports (news)
2. features (news and background)
3. comments or leaders/editorials (including the writer's opinion)

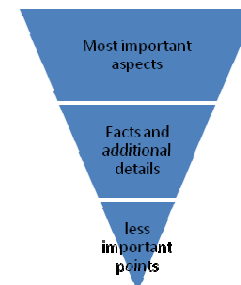
News reports inform the public about interesting and important events in an unbiased way. As total objectivity is not possible, they should at least be fair, with all the relevant points and aspects included, even if the writer does not agree with them.

STEP 1: PREPARATION

- Research the topic and make sure you can answer the wh-questions: **Who? What? When? Where? Why?** – and sometimes **How?** and **So What?**
- Remember the ABC of news writing:
 - Accuracy: Be exact, all the facts have to be correct.
 - Brevity: Keep it short and to the point, but leave out nothing important.
 - Clarity: make sure everyone can understand your text.

STEP 2: WRITING

- Attract the reader's attention with the headline and the lead-in (usually the first sentence or paragraph). This contains the most important or exciting point and makes the reader want to go on reading.
- Make use of topic sentences at the beginning of every paragraph, stating what it will be about.
- The structure of a newspaper article is an inverted pyramid with the most important aspects at the top. More facts and additional details follow, with the least important ones at the end, so readers can stop reading when they feel they have enough information. If the story is written well, however, he/she will read on.

STEP 3: EDITING AND CHECKING

- Make time to read through your draft and check for mistakes. Take a break before, if possible.
- Check for your most frequent mistakes first.
- Concentrate on one aspect, then read again for the next. Read aloud to check the flow of the text. The latter point does not apply in exams as it irritates people...
- Make overly complex sentences simpler or shorter.
- Check for correct content and logical structure. Is an important point missing?
- Check for spelling, grammar, punctuation mistakes and variety of words and sentences.
- In an exam, write a neat and tidy final version. Note: as time is often short in exams, focus on your most common mistakes.

ANALYSIS OF NON-FICTIONAL TEXTSWHAT ARE NON-FICTION TEXTS?

Non-fiction is a type or genre of writing based on facts and real life rather than a made-up or fictional story. Non-fiction includes any kind of text designed to give information. There are a range of **forms** for non-fiction including:

- Information leaflets
- Newspaper or magazine articles (reports (factual) and comments (argumentative))
- Travel writing
- Biographies
- Company websites
- Advertisements and advertorials
- Film and book reviews

Mostly, you will have to deal with newspaper, magazine or online articles. Thus, we are focusing on these in the following. There are basically two types: factual texts and argumentative texts.

1. HOW TO ANALYSE A NON-FICTION TEXT

Most texts you encounter are **argumentative texts** which have the purpose to **convince or persuade** the reader of the author's point of view. Therefore, the first step is to identify the author's audience and the purpose of the text. Once you know what kind of text you are looking at, you need to know two more key details:

- **Audience** - who is the text aimed at (e.g. men or women, adult or youth)?
- **Purpose** - what is the text trying to do (e.g. inform, persuade/convince, argue or advise)?

After that, you will have to summarise the main idea of the text, i.e. precisely identify the author's intention and his point of view. The next step is to look at the task you are expected to do: what exactly should you take a look at? The following table will help you to tackle this. The fourth column refers to the model exam in your readers (p. 16-23).

Step	Goal	What to do / general remarks / points of interest	Example from model exam
1. Identify the audience and the purpose of the text	<ul style="list-style-type: none"> • to find out who the author aims at • to find out what type of text we deal with 	<ul style="list-style-type: none"> • The audience can be deduced by the topic and the means of direct addressing: who is most likely to feel addressed by what the text conveys? • The purpose of a text can be determined by the use of language and the forms of addressing the reader. Informative texts usually do not include figurative and vivid language and do not address the reader directly. They also do not include personal opinions. On the 	<ul style="list-style-type: none"> • Audience: Readers of the <i>Huffington Post</i>, the American public in general and especially those entitled to vote • Purpose: Argumentative text and persuading her readers of her point of view that...

ANALYSIS OF NON-FICTIONAL TEXTS

		contrary, persuasive or argumentative texts try to make a point and convince the reader. However, these texts are often very one-sided and lack impartiality: counter-arguments are often left out entirely or only used if they can be refuted directly by an even stronger pro-argument.	
2. Looking at the task: what to do with certain aspects of analysis Now take a close look at the points of interest. Example from your reader: <i>Analyse the way Melissa Schwartz tries to convince the reader of her view (3). Consider her line of argument (4), choice of words (5) and stylistic devices (6).</i>			
3. her view	<ul style="list-style-type: none"> • to precisely point out the author's point of view • to say how she tries to convince the reader 	<ul style="list-style-type: none"> • This is basically the essence of the text: what is the author's core intention? • Here you can copy what you are about to analyse in detail. 	<ul style="list-style-type: none"> • ... voting Donald Trump in the 2016 Presidential Elections is wrong and will have serious negative effects on America's future. • She supports her view using a clear line of argument, a supportive choice of words as well as a number of stylistic devices to make her article more readable and vivid.
4. line of argument	<ul style="list-style-type: none"> • to examine the structure of a text • to transfer the content onto an abstract level 	<ul style="list-style-type: none"> • Identify which paragraphs go together thematically. • You have to characterise the paragraphs and what she writes about in a general sense, not focusing on details. • The basic question is: What does the author do in the paragraph(s)? Possible categories are: <ul style="list-style-type: none"> • presenting facts or figures • sharing personal experience • presenting expert opinions • describing outside points of view 	<ul style="list-style-type: none"> • Lines 23-39 consist of several paragraphs in which the author assesses a possible Trump presidency • Schwartz presents the reader with the consequences of Trump being President and provides an all in all negative outlook.

ANALYSIS OF NON-FICTIONAL TEXTS

		<ul style="list-style-type: none"> performing an assessment appeal to the reader making predictions giving arguments or counter-arguments ... 	
5. choice of words	<ul style="list-style-type: none"> to analyse the effect of the language used 	<p>There are also certain categories you can group words in:</p> <ul style="list-style-type: none"> formal language / register (words of Latin origin, loan words from other languages) informal language / register (colloquial expressions, often used to present complicated issues in a more comprehensible way, to exaggerate or to ironise) technical terms (words that can be allocated to a certain topic or are frequently used when talking about a certain subject) positively connoted words to support a certain point of view negatively connoted words to refute or rebut opposing points of view generally: a judgmental choice of words 	<ul style="list-style-type: none"> “debase”, l. 6; “mandatory”, l. 20; “aggravate”, l. 30; “enact”, l. 35; “spectacle”, l. 2; “buffoon”, l. 5 “brag”, l. 16 “unilateral”, l. 36 “enough”, l. 1; “worse”, l. 14; “hatred”, l. 28; “aggravating”, l. 30; “fault”, l. 41
6. stylistic devices	<ul style="list-style-type: none"> to explain the effect of creatively used language 	<ul style="list-style-type: none"> to make a text more readable and vivid to intensify the effect of the core idea see also Manual 1, Common Stylistic Devices 	<ul style="list-style-type: none"> metaphors (“stir hatred”, l. 28; medical metaphors “cancer”, “symptom”, “disease”, ll. 30 f.); enumerations and parallelisms (cf. ll. 15-22; l. 23; ll. 35-39; ll. 40-42); repetition (“enough is enough”, ll. 1, 26, 52).
7. sentence structure	<ul style="list-style-type: none"> to explain the effect of syntax 	<ul style="list-style-type: none"> Sentence length: Short sentences may be used to build up tension. Longer sentences may be used for explanation. Sentence types: Questions and rhetorical ques- 	<ul style="list-style-type: none"> a changeable sentence structure (short sentences when she wants to warn the reader of Trump as well as when she directly appeals to the reader, ll. 23-25; ll.

ANALYSIS OF NON-FICTIONAL TEXTS

		<p>tions might be used. An exclamation such as <i>How amazing!</i> can be used to indicate a strong emotional reaction.</p> <ul style="list-style-type: none"> Inversion: Where the normal word order is reversed, usually in order to place emphasis on a particular word. Contrast: Individual words or groups of words can be placed side by side – in juxtaposition – to stress the contrast between ideas. Parenthesis: Where extra information is included in the middle of a sentence, contained within dashes, brackets or commas. 	40-43);
8. persuasive techniques / communicative strategies	<ul style="list-style-type: none"> to analyse the ways and means the author attempts to manipulate the reader 	<ul style="list-style-type: none"> use of contrasts: illustrating differences between two issues, things or circumstances to highlight and support a certain view use of personal experiences and anecdotes use of examples, facts, statistics etc. use of pros and cons (balanced, one-sided, making concessions...) direct address of the reader: <ul style="list-style-type: none"> using inclusive pronouns like “we”, “you”, “our” appeals / requests (rhetorical) questions (see also sentence structure) reduction of complex issues to short and simple slogans (see also sentence structure) use of stereotypes and generalisations use of humour, irony or sarcasm, exaggerations / hyperbole 	

**ANALYSIS OF NON-FICTIONAL TEXTS**3. **USEFUL PHRASES**

Introduction	Einleitung
• The text deals with/is about...	Der Text handelt von...
• The theme of the text is...	Das generelle Thema des Textes ist ...
• The text is composed of/consists of...	Der Text besteht aus...
• Three/two different parts can be distinguished	Man kann drei/zwei Abschnitte unterscheiden
• The first part runs from line ... to line ...	Der erste Teil geht von Zeile ... bis Zeile ...
• At the beginning of the text, ...	Am Anfang des Textes ...
• The author begins by saying...	Der Autor/Die Autorin beginnt damit, dass...
• At the end of the text,/Finally,/Lastly,...	Am Ende des Textes.../Schließlich.../Letztendlich...
• The first part forms the introduction	Der erste Abschnitt bildet die Einleitung.
• The author's main/central/principal idea is ...	Die Kernthese des Autors ist...
• In the conclusion, the author states that ...	In seinem Fazit sagt der Autor, dass...
• In the final part, the author concludes that...	Im letzten Abschnitt schließt/schlussfolgert der Autor (damit), dass ...

The Author	Der Autor
• The author thinks/says/believes that ...	Der Autor denkt/sagt/glaubt, dass...
• According to the author, .../In his/her view, ...	Laut Autor... /Seiner/Ihrer Meinung nach...
• The author illustrates his/her point of view with ...	Der Autor veranschaulicht seine Sichtweise/Ansicht mit...
• The author makes a comment on ...	Der Autor kommentiert / äußert sich dahingehend /bemerkt, dass...
• The author is convinced that ...	Der Autor ist davon überzeugt, dass... / ist der Überzeugung, dass...
• The author's judgements are (un)realistic/(not) objective/unfounded/well-founded	Die Beurteilungen /Das Urteil des Verfassers ist (un)realistisch/(nicht) objektiv/nicht fundiert/sehr fundiert
• The reader can sympathise with the author's view on...	Der Leser kann für die Meinung des Verfassers zu ... Verständnis aufbringen.
• The author expresses doubts on/questions regarding...	Der Autor äußert Zweifel an/ Fragen bezüglich...
• The author makes remarks on ...	Der Verfasser bemerkt zu / merkt zu... an
• The intention/aim/objective of the author is	Ziel / Aussageabsicht des Autors ist...
• The author portrays believable characters.	Der Autor zeichnet glaubhafte Charaktere.
• The author gives a detailed/vague description of...	Der Autor bietet eine genaue/vage Beschreibung von/der/des...

Purpose (of texts)	Zweck eines Textes
• The author wants to arouse the reader's interest.	Der Autor möchte das Interesse des Lesers wecken / erregen
• The text appeals to ...	Der Text spricht ... an.
• He tries to manipulate ...	Er versucht, ... zu beeinflussen / manipulieren.
• He wants the reader to become aware of ...	Er möchte den Leser auf ... aufmerksam machen.
• The text addresses young/poor/... people ...	Der Text richtet sich an junge / arme / ... Leute ...
• It is the author's objective to create a feeling of ...	Es ist das Ziel des Autors, ein Gefühl der / des ... zu erschaffen.
• The author attempts to influence the reader.	Der Autor versucht, den Leser zu beeinflussen.
• The advert suggests to the reader that ...	Die Werbeanzeige suggeriert dem Leser ...

**ANALYSIS OF NON-FICTIONAL TEXTS**

Vocabulary	Wortschatz / Wortwahl / Vokabular
• The vocabulary contains many colloquial expressions/technical terms ...	Das Vokabular enthält viele umgangssprachliche Begriffe / Fachbegriffe...
• This word/term expresses fear / ...	Dieses Wort /Dieser Ausdruck drückt Angst / ... aus.
• This word has a negative meaning/negative associations ...	Dieses Wort hat eine negative Bedeutung / negative Assoziationen/Verbindungen
• These phrases belong to the spoken language.	Diese Sätze gehören der gesprochenen Sprache an.
• The choice of words gives the text its romantic/technical/... character.	Die Wortwahl gibt dem Text seinen romantischen / technischen/fachlichen Charakter.
• These expressions are typical of...	Diese Ausdrücke sind typisch für...

Criticising the author	Kritische Auseinandersetzung mit dem Autor
• I (dis-)agree with the author on ...	Ich stimme dem Autor bei ... (nicht) zu.
• I don't understand why he/she ...	Ich verstehe nicht, warum er/sie...
• I consider it to be wrong/difficult to ...	Ich erachte es als falsch / schwierig zu...
• This/ ... cannot be taken seriously because ...	Dies / ... kann nicht ernst genommen werden, weil...
• It has to be pointed out that ...	Man muss herausstellen / hervorheben, dass...
• This statement contradicts his view of ...	Diese Aussage widerspricht seiner Ansicht von...
• There is a contradiction in ...	Es gibt einen Widerspruch bei...
• It is essential that ...	Es ist essentiell/wesentlich, dass
• This raises the question as to why he/she ...	Dies wirft die Frage auf, warum er/sie...
• What really matters is ...	Was wirklich wichtig ist, ist...
• This problem has nothing to do with ...	Diese Problem hat nichts mit ... zu tun.
• This is of no importance/significance for ...	Dies ist für ... ohne Belang /Wichtigkeit.
• As far as ... is concerned, ...	Soweit es ... betrifft, ...
• From this point of view, ...	Von diesem Standpunkt aus
• Generally speaking, ...	Im Allgemeinen / Allgemein gesehen...
• As a matter of fact, ...	Eigentlich / Tatsächlich / In Wahrheit
• In theory, ..., but in reality, ...	Theoretisch ..., aber tatsächlich ...

Further useful expressions	Weitere hilfreiche Formulierungen
• To give an explanation for..., he...	Um ... zu erklären, ... er ...
• The author pretends to know ...	Der Autor gibt vor, zu wissen,...
• The author describes the characteristics of ...	Der Autor beschreibt die Eigenschaften /Charakteristika von...
• The article is based on ...	Der Artikel stützt sich auf...
• The author makes an allusion to ...	Der Autor spielt auf ... an / macht eine Anspielung auf...
• This sentence reveals the true character of ...	Dieser Satz offenbart den wahren Charakter ...
• He/She appeals to emotions rather than ...	Er/Sie spricht eher Emotionen als ... an.
• He quotes some experts as an example of ...	Er zitiert einige Experten als Beispiel für...
• The article relates/refers to ...	Der Artikel bezieht sich auf...
• The text conveys the impression that ...	Der Text vermittelt den Eindruck, dass
• The writer establishes a relationship between ...	Der Autor begründet eine Beziehung zwischen...
• The author's theses are ...	Die Thesen des Autors sind...
• He supports his thesis with ...	Er unterstützt sein These / Kernaussage mit/durch...
• He takes a positive/negative view of...	Er nimmt eine positive / negative Haltung zu ... ein.
• The author generalizes about ...	Der Autor pauschalisiert / verallgemeinert...
• This is a great simplification of ...	Dies ist eine starke Vereinfachung der/des/von...

NOTES ON VOCAB – GENERAL

This is an overview of commonly used words and alternatives as well as basic vocab for the central topics. For more detailed vocabulary, see the Dropbox.

Synonyms for frequently used words

Amazing — incredible, unbelievable, fabulous, wonderful, fantastic, astonishing, , extraordinary
Anger — enrage, infuriate, arouse, nettle, exasperate, inflame, madden
Angry — mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed
Answer — reply, respond, retort, acknowledge
Ask- — question, seek information from, demand, request, expect, inquire, query, interrogate, examine,
Awful — dreadful, terrible, abominable, bad, poor, unpleasant
Bad — evil, immoral, wicked, corrupt, sinful, depraved, rotten, contaminated, spoiled, tainted, harmful, injurious, unfavorable, defective, inferior, imperfect, substandard, faulty, improper, inappropriate, unsuitable, disagreeable, unpleasant, cross, nasty, unfriendly, irascible, horrible, atrocious, outrageous, scandalous, infamous, wrong, noxious, sinister, putrid, snide, deplorable, dismal, gross, heinous, nefarious, base, obnoxious, detestable, despicable, contemptible, foul, rank, ghastly, execrable
Beautiful — pretty, lovely, handsome, attractive, gorgeous, , splendid, magnificent, , fair, , elegant, fine, , pleasing, , stunning, glorious, heavenly, resplendent, radiant, glowing,
Begin — start, open, launch, initiate, commence, inaugurate, originate
Big — enormous, huge, immense, gigantic, vast, large, great, tall, broad, expansive, tremendous
Brave — courageous, fearless, dauntless, daring, heroic, valorous, audacious, bold, valiant
Bright — *hell*: shining, shiny, gleaming, brilliant, sparkling, shimmering, radiant, vivid, colorful, luminous *intelligent*: clever, intelligent, knowing, quick-witted, smart, intellectual
Calm — quiet, peaceful, still, tranquil, mild, smooth, , level-headed, unexcited
Come — approach, advance, near, arrive, reach
Cool — chilly, cold, frosty, wintry, icy, frigid
Cry — shout, yell, wowl, scream, roar, bellow, weep, wail, sob, bawl
Cut — gash, slash, prick, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce
Dangerous — perilous, hazardous, risky, uncertain, unsafe
Dark — shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad
Decide — determine, settle, choose, resolve
Definite — certain, sure, positive, determined, clear, distinct, obvious
Describe — portray, characterize, picture, narrate, relate, recount, represent, report, record
Destroy — ruin, demolish, raze, waste, kill, slay, end, extinguish
Difference — disagreement, inequity, contrast, dissimilarity, incompatibility
Do — execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain
End — stop, finish, terminate, conclude, close, halt, cessation, discontinuance
Enjoy — appreciate, delight in, be pleased, indulge in, luxuriate in, bask in, relish, devour, savor, like
Explain — elaborate, clarify, define, interpret, justify, account for
Fair — just, impartial, unbiased, objective, unprejudiced, honest
Fall — drop, descend, plunge, topple, tumble
False — fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious
Famous — well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious
Fast — quick, rapid, speedy, fleet, hasty, snappy, mercurial, swiftly, rapidly, quickly, snappily, speedily, lickety-split, posthaste, hastily, expeditiously, like a flash
Fat — stout, corpulent, fleshy, beefy, paunchy, plump, full, rotund, tubby, pudgy, chubby, chunky, burly, bulky, elephantine
Fear — fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension
Fly — soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise

NOTES ON VOCAB – GENERAL

Funny — humorous, amusing, droll, comic, comical, laughable, silly
Get — acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage
Go — recede, depart, fade, disappear, move, travel, proceed
Good — excellent, fine, superior, wonderful, marvelous, qualified, suited, suitable, apt, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable, satisfactory, well-behaved, obedient, honorable, reliable, trustworthy, safe, favorable, profitable, advantageous, righteous, expedient, helpful, valid, genuine, ample, salubrious, estimable, beneficial, splendid, great, noble, worthy, first-rate, top-notch, grand, sterling, superb, respectable, edifying
Great — noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty
Gross — improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low
Happy — pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed
Hate — despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate
Have — hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy
Help — aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet
Hide — conceal, cover, mask, cloak, camouflage, screen, shroud, veil
Hurry — rush, run, speed, race, hasten, urge, accelerate, bustle
Hurt — damage, harm, injure, wound, distress, afflict, pain
Idea — thought, concept, conception, notion, understanding, opinion, plan, view, belief
Important — necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known
Interesting — fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, though-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting, bewitching, appealing
Keep — hold, retain, withhold, preserve, maintain, sustain, support
Little — tiny, small, diminutive, shrimp, runt, miniature, puny, exiguous, dinky, cramped, limited, itty-bitsy, microscopic, slight, petite, minute
Look — gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness, perceive, spy, sight, discover, notice, recognize, peer, eye, gawk, peruse, explore
Love — like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor
Make — create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get
Move — plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse, mosey, jog, plug, trudge, slump, lumber, trail, lag, run, sprint, trip, bound, hotfoot, high-tail, streak, stride, tear, breeze, whisk, rush, dash, dart, bolt, fling, scamper, scurry, skedaddle, scoot, scuttle, scramble, race, chase, hasten, hurry, hump, gallop, lope, accelerate, stir, budge, travel, wander, roam, journey, trek, ride, spin, slip, glide, slide, slither, coast, flow, sail, saunter, hobble, amble, stagger, paddle, slouch, prance, straggle, meander, perambulate, waddle, wobble, pace, swagger, promenade, lunge
New — fresh, unique, original, unusual, novel, modern, current, recent
Old — feeble, frail, ancient, weak, aged, used, worn, dilapidated, ragged, faded, broken-down, former, old-fashioned, outmoded, passe, veteran, mature, venerable, primitive, traditional, archaic, conventional, customary, stale, musty, obsolete, extinct
Part — portion, share, piece, allotment, section, fraction, fragment
Place — space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state

NOTES ON VOCAB – GENERAL

Plan — plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, device, contrivance, method, way, blueprint

Popular — well-liked, approved, accepted, favorite, celebrated, common, current

Put — place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build

Quiet — silent, still, soundless, mute, tranquil, peaceful, calm, restful

Right — correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair

Run — race, speed, hurry, hasten, sprint, dash, rush, escape, elope, flee

Say/Tell — inform, notify, advise, relate, recount, narrate, explain, reveal, disclose, divulge, declare, command, order, bid, enlighten, instruct, insist, teach, train, direct, issue, remark, converse, speak, affirm, suppose, utter, negate, express, verbalize, voice, articulate, pronounce, deliver, convey, impart, assert, state, allege, mutter, mumble, whisper, sigh, exclaim, yell, sing, yelp, snarl, hiss, grunt, snort, roar, bellow, thunder, boom, scream, shriek, screech, squawk, whine, philosophize, stammer, stutter, lisp, drawl, jabber, protest, announce, swear, vow, content, assure, deny, dispute

Scared — afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive

Show — display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose

Slow — unhurried, gradual, leisurely, late, behind, tedious, slack

Stop — cease, halt, stay, pause, discontinue, conclude, end, finish, quit

Story — tale, myth, legend, fable, yarn, account, narrative, chronicle, epic, sage, anecdote, record, memoir

Strange — odd, peculiar, unusual, unfamiliar, uncommon, queer, weird, outlandish, curious, unique, exclusive, irregular

Take — hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, prefer, remove, steal, lift, rob, engage, bewitch, purchase, buy, retract, recall, assume, occupy, consume

Tell — disclose, reveal, show, expose, uncover, relate, narrate, inform, advise, explain, divulge, declare, command, order, bid, recount, repeat

Think — judge, deem, assume, believe, consider, contemplate, reflect, mediate

Trouble — distress, anguish, anxiety, worry, wretchedness, pain, danger, peril, disaster, grief, misfortune, difficulty, concern, pains, inconvenience, exertion, effort

True — accurate, right, proper, precise, exact, valid, genuine, real, actual, trusty, steady, loyal, dependable, sincere, staunch

Ugly — hideous, frightful, frightening, shocking, horrible, unpleasant, monstrous, terrifying, gross, grisly, ghastly, horrid, unsightly, plain, homely, evil, repulsive, repugnant, gruesome

Unhappy — miserable, uncomfortable, wretched, heart-broken, unfortunate, poor, downhearted, sorrowful, depressed, dejected, melancholy, glum, gloomy, dismal, discouraged, sad

Use — employ, utilize, exhaust, spend, expend, consume, exercise

Wrong — incorrect, inaccurate, mistaken, erroneous, improper, unsuitable

NOTES ON VOCAB – TRANSITION PHASE

Here is a list of basic terms you should be familiar with.

THE DIGITAL AGE	
to access sth.; (to have) access to sth.	auf etw. zugreifen; Zugriff haben auf
blog; blogger	Blog, Blogger
to broadcast	ausstrahlen, senden
cell phone (AE), mobile phone (BE)	Handy, Mobiltelefon
to communicate with sb.	mit jmd. kommunizieren
to connect; connected (to)	verbinden; verbunden sein mit
cyberbullying	Cybermobbing
to design a website	eine Internetseite erstellen
digital traffic	Datenverkehr; Zahl der Besucher auf einer Seite
to distribute sth via the internet	etw über das Internet verkaufen
podcast	Podcast
to post sth. online	etw im Internet veröffentlichen
on the internet	im Internet
(online) privacy	Privatsphäre (im Internet)
to reply	antworten
to revolutionise sth	etw revolutionieren, umwälzen
search engine	Suchmaschine
search term	Suchbegriff
to share	teilen, mitteilen
smart phone	Smartphone
social networking (service)	soziales Netzwerk
source of information	Informationsquelle
to subscribe	sich bei etw. anmelden; abonnieren
to unsubscribe	sich bei etw. abmelden; ein Abonnement kündigen
voice message	Sprachnachricht
to text	WhatsApp/Kurznachricht/SMS schreiben
text message	Kurznachricht (SMS, WhatsApp, etc)
WiFi ("Wireless Fidelity", pun upon the word hi-fi))	WLAN
wireless communication	drahtlose Kommunikation
(targeted) advertising	gezielte/personalisierte Werbung
app(lication)	Anwendungssoftware, "App"
to collect data	Daten sammeln
compatibility	Verträglichkeit, Kompatibilität
computer-literate	sich mit Computern auskennen; wissen, wie man Computer bedient
data	Daten
data preservation	Vorratsdatenspeicherung
data protection	Datenschutz
data theft	Datendiebstahl
GPS (global positioning system)	globales Positionierungssystem (Satellitentechnik zur Lokalisierung)
interactive media systems	interaktive Medien
to invade sb.'s privacy	in jds Privatsphäre eindringen
to violate one's privacy	jds Privatsphäre stören, beschädigen
to spy on sb.	jmd ausspionieren;
to track sb.	jmd verfolgen
to transfer data	Daten übertragen
virtual	virtuell, nicht real, künstlich
virus	(Computer-) Virus
24/7 news cycle	Nachrichten rund um die Uhr
breaking news	Eilmeldung
to comment on sth.	etw. kommentieren; seine Meinung zu etw äußern
infographic	Infografik

NOTES ON VOCAB – TRANSITION PHASE

news agency	Presseagentur
newsfeed	Nachrichteneinspeisung; Onlineweg zum Nachrichteneingang
newsworthy	berichtenswert
(press/news/sports/live) coverage	(Nachrichten/Sport-/Live-) Berichterstattung
to quote; quotation	zitieren; Zitat
short attention span	kurze Aufmerksamkeitsspanne
GROWING-UP / TEENAGE DREAMS AND NIGHTMARES	
YOUTH CULTURE	
adolescence	Jugend; Jugendalter
adolescent	Jugendlicher; Heranwachsender
youth	die Jugend (young people)
to criticize sb./sth	jmd kritisieren
to be in conformity with sth	sich an etw. halten
(non-)conformity	(Non-)Konformität; Übereinstimmung
deviant (behaviour)	abweichend (-es Verhalten)
difference of opinion	Meinungsverschiedenheit
grown-up	erwachsen (adj.); ein Erwachsener (noun)
to hang out	abhängen (mit Freunden)
identity	Identität
to lose one's temper	die Beherrschung verlieren, wütend werden
mature	reif, erwachsen
to moan about sb./sth	über etw klagen, stöhnen
to nag	nörgeln, meckern
puberty	Pubertät
to pursue an interest	ein Interesse verfolgen
to question sb./sth	jmd/etw hinterfragen
to rebel (against sb./sth.)	gegen jmd/etw rebellieren, aufbegehren
role model	Vorbild
to surf the Internet	im Internet surfen
teenage(d); teenager	im Alter von 13-18
youthful	jugendlich
youth (sub-)culture	Jugendkultur; Interessen und Lebensstil Jugendlicher
TEENAGE LOVE	
(to have an) abortion	Abtreibung; (abtreiben lassen)
to be in love	verliebt sein
to be heartbroken	todunglücklich sein, gebrochenen Herzens
to be jealous of sb	neidisch auf jmd sein
to be on the pill	die Pille nehmen
birth control	Empfängnisverhütung
to break up with sb	mit jmd Schluss machen
contraceptive	empfängnisverhütend (adj.); Verhütungsmittel (noun)
to date sb.	mit jmd zusammen sein; mit jmd gehen
to enjoy sb.'s company	die Gesellschaft eines anderen genießen
to fall in love with sb.	sich in jmd verlieben
to fancy sb. (<i>infrm.</i>)	auf jemanden stehen
to feel affection towards sb	Zuneigung gegenüber jmd fühlen
fertile	fruchtbar
to have sex with sb.; to make love to sb.	mit jmd Sex haben; mit jmd schlafen
to (mis)trust sb	jmd (miss)trauen
mutual	gegenseitig
pregnancy test	Schwangerschaftstest
premarital (sex)	vorehelicher Sex
promiscuous; promiscuity	viele Sexpartner haben; Promiskuität
to quit a relationship	eine Beziehung beenden

NOTES ON VOCAB – TRANSITION PHASE

sexual intercourse	Geschlechtsverkehr
maturity	Reife
STD (sexually transmitted disease)	Geschlechtskrankheit; sexuell übertragbare Krankheit
to throw up/to vomit	sich übergeben; kotzen (ugs)
PARTNERS AND PEER GROUPS	
to achieve sth	etw erreichen
achievement	Leistung, Erfolg, Errungenschaft
age of majority	Volljährigkeit
to aim to do sth	beabsichtigen, etw zu tun
eligibility to vote/to be eligible to vote	Wahlrecht/wahlberechtigt sein
to enter a new phase	eine neue Phase/Lebensabschnitt beginnen
to experiment with sth.	etw ausprobieren, mit etw experimentieren
to gain experience	Erfahrung(en) sammeln
gang/a gang of youths	Jugendgang; Jugendbande
to get through sth	etw durchstehen (z.B. schwierige Zeit)
to live up to sth	etw gerecht werden; Erwartungen erfüllen, Versprechen halten
peer group/peer(s)	Altersklasse /-gruppe, Gleichaltrige
peer pressure	Gruppendruck; Gruppenzwang
quest (for) sth	das Streben/die Suche nach etw
to search for one's own identity	seine Identität suchen
socialization	Sozialisierung; sich gesellschaftlich akzeptabel verhalten
to team up with sb	mit jmd zusammenarbeiten; sich mit jmd zusammentun
transition	Übergang, Wandel
VIOLENCE/DRUGS/TEMPTATION	
addiction	Sucht
to be addicted (to sth./sb.)	süchtig sein nach etw/jmd
aggression	Aggression, Angriff
alcoholic	alkoholisch (adj.); Alkoholiker (noun)
alcoholism	Alkoholsucht; Alkoholismus
anger at sb./sth	Zorn/Wut auf etw
to be in a bad temper	wütend sein, extrem schlechte Laune haben
to be tempted to do sth	verleitet/versucht sein, etw. zu tun
binge drinking	Alkoholexzess; bewusstes Rauschtrinken; "Komasaufen"
to bully sb	jmd schikanieren, mobben
bullying	Mobbing
drug abuse	Drogenmissbrauch
frightening	beängstigend, furchterregend
habit	Angewohnheit
habit-forming	suchterzeugend
miserable	elend, unglücklich
out of/under control	außer/unter Kontrolle
physical violence	körperliche Gewalt
to take drugs	Drogen nehmen
tempting	verlockend; versuchend
to threaten sb	jmd bedrohen
thrill	Nervenkitzel
victim	Opfer
violation (of rules)	Verstoß, Verletzung (gegen/von Regeln)
OUTWARD APPEARANCE AND EATING DISORDERS	
anorexia	Magersucht, Anorexie
anorexic	magersüchtig
appearance	Aussehen
physical attractiveness	körperliche Attraktivität
big	dick

NOTES ON VOCAB – TRANSITION PHASE

to binge on sth	sich mit etw vollstopfen
body weight	Körpergewicht
bulimia	Bulimie
chubby	mollig, pummelig
eating disorder	Essstörung
eating habit	Essgewohnheit
fat	fett, übergewichtig
to gain/lose weight	zunehmen/abnehmen
handsome (usually used with males)	gutaussehend, attraktiv
good-looking	gutaussehend
obese	übergewichtig, fettleibig
obesity	Fettleibigkeit
obsessive (about doing sth.)	zwanghaft; besessen sein (etw zu tun)
role model	Vorbild
skinny	mager, extrem dünn
slim	dünn
to starve oneself	hunger (um Gewicht zu verlieren)
well-being	Wohlbefinden
FAMILY/EDUCATION	
to acquire basic skills	Grundkenntnisse erwerben
A-levels	Abitur (in England)
attendance (at sth.)	Anwesenheit (bei etw)
to attend school	eine Schule besuchen
code of conduct	Verhaltensregeln, Verhaltenskodex
compulsory schooling	Schulpflicht
core subject	Hauptfach
curfew	Ausgangssperre
to cut/skip classes	blau machen
diploma	Diplom, Abschlusszeugnis
domestic quarrel	häuslicher Ärger
to drop out of school	die Schule abbrechen
graduation	Schulabschluss
to raise a child/children	Kinder erziehen
secondary education	Sekundarstufe 1
sixth form / key stage 5	Oberstufe
single-parent family	Einelternfamilie
THINK GLOBALLY, ACT LOCALLY – ENVIRONMENTAL ISSUES	
ENVIRONMENT	
to avert sth.	etw abwerten
to become extinct	aussterben
biodegradable	biologisch abbaubar
crude oil	Rohöl
to decompose	zerfallen, verrotten
deforestation	Abholzung
to dispose of sth	etw beseitigen, loswerden
environmentally-friendly / eco-friendly	umweltfreundlich
fossil fuel	fossiler Brennstoff
greenhouse effect	Treibhauseffekt
habitat	Lebensraum
to intensify sth	etw verstärken, intensivieren
(ir-)reversible	(un-)wideruflich
organic farming	Bioanbau; ökologische Landwirtschaft
ozone layer	Ozonschicht
to play a vital role in sth	ein zentrale Rolle bei etw spielen

NOTES ON VOCAB – TRANSITION PHASE

power station / power plant	Kraftwerk
precipitation	Niederschlag
to prevent sb./sth. from doing sth	jmd/etw davon abhalten, etw zu tun; etw verhindern
raw material	Rohstoff
to reduce sth	etw reduzieren, vermindern
reduction	Verminderung, Reduzierung
solar radiation	Sonneneinstrahlung
source	Quelle
to supply the demand for sth	den Bedarf an etw decken
unleaded petrol/fuel	bleifreies Benzin
vapour	Dampf
water supply	Wasserversorgung
POLLUTION	
carbon dioxide	Kohlendioxid
to contaminate	verschmutzen, kontaminieren
depletion (of the ozone layer)	Abbau der Ozonschicht
detergent	reinigend
to discharge sth	etw ablassen
to dump	etw wegschmeißen
emission	Emission, Ausstoß
to exploit sb	jmd ausbeuten
to expose sth./sb. to sth	jmd/etw einer Sache aussetzen
fertilizer	Dünger
fumes	Rauch, Dampf
to harm	beschädigen, verletzen
irrigation	Bewässerung
lead	Blei
to leak oil	Öl verlieren
living conditions	Lebensbedingungen
mercury	Quecksilber
pesticide	Pestizid
pollution	(Umwelt-) Verschmutzung
pollutant	Schadstoff
refrigerant	Kühlmittel
sewage treatment plant	Kläranlage
substance	Substanz, Stoff
waste	Müll
to waste	verschwenden, vergeuden
RECYCLING	
to address sth	etw angehen, behandeln
to contribute to sth	zu etw beitragen
to cope with a problem	mit einem Problem fertig werden
to donate	spenden
ecosystem	Ökosystem
energy-efficient	energieeffizient, kraftsparend, stromsparend
to recover sth	etw zurückgewinnen
to recycle waste	etw wiederverwerten
renewable	erneuerbar
solar energy	Sonnenenergie, Solarenergie
to sort rubbish	Müll sortieren
sustainable	nachhaltig
CITIES/COMMUNITIES	
accommodation	Unterkunft
affordable	leistbar, bezahlbar, erschwinglich
applicant	Bewerber

NOTES ON VOCAB – TRANSITION PHASE

to apply for sth	sich für etw bewerben
to be at risk	gefährdet sein, in Gefahr sein
countryside	Landschaft
to deteriorate	verschlechtern, verfallen
housing	Unterkunft
infrastructure	Infrastruktur
to meet sb.'s basic needs	jmd Grundbedürfnisse erfüllen
poor sanitation	unzureichende Sanitäranlagen
population density	Bevölkerungsdichte
residential area	Wohngebiet
rural	ländlich
set of criteria	Kriterienkatalog
urban (area)	städtisch(e Gegend)
urbanization	Verstädterung
FASHION/CLOTHING	
apparel	Kleidung, Bekleidung
brand	Marke
branding	Markenbildung
casual wear	Freizeitkleidung
to dye sth	etw färben
custom-made	individuell gefertigt
fabric	Gewebe, Stoff
fashion victim	“Modeopfer“; jmd, der immer die neusten Sachen trägt
garment	Kleidungsstück
to grow cotton	Baumwolle anbauen
locally produced	vor ort hergestellt; die Produktion wird nicht in andere (günstigere) Gebiete ausgelagert
mass production	Massenfertigung, -produktion
retailer	Einzelhändler
to sew	nähen
sweatshop	Ausbeuterbetrieb
tailor-made	maßgeschneidert
vintage	klassisch, traditionell, erlesen, altmodisch
CROSSING BORDERS	
EDUCATION	
admission/to admit sb.	Zulassung / jmd zulassen
A-levels	Abitur
competitive admission	Auswahl nach Wettbewerb (nur die Besten werden genommen)
compulsory (subject)	verpflichtend, (Pflichtfach)
diploma	Diplom, Abschlusszeugnis
to be eligible for sth	zu etwas berechtigt sein
entrance exam	Aufnahmeprüfung
extra-curricular activity	Fächer außerhalb des Stundenplan, AGs
fee	Gebühr
to fund sth	etw finanzieren, mit Geld unterstützen
graduate	einen Abschluss machen
higher education	höhere Bildung; Universitätsbildung
grade (AE) / mark (BE)	Note
to graduate from high school	die High School abschließen
optional (subject)	wahl- (Fach)
to pay tuition fees	Studiengebühren
proficient/proficiency	befähigt sein/Befähigung
report	Zeugnis
scholarship	Stipendium
social studies	Sozialkunde

NOTES ON VOCAB – TRANSITION PHASE

to pass an exam / test	einen Test/eine Arbeit bestehen
to fail an exam / test	einen Test/eine Arbeit nicht bestehen, durchfallen
to take a course/an exam	einen Kurs belegen / eine Arbeit schreiben
to take out a loan	sich Geld leihen
WORK	
basic requirement	Grundvoraussetzung
blind application	Initiativbewerbung; Bewerbung auf einen job, der nicht ausgeschrieben ist
competitive	wettbewerbsfähig, konkurrierend
computer literacy	die Fähigkeit, mit Computern umzugehen
CV (Curriculum Vitae) (BE)	Lebenslauf
to employ sb.	jmd einstellen
employee	Arbeitnehmer, Angestellter
employer	Arbeitgeber
employment legislation	Arbeitsrecht
to go freelance	freiberuflich arbeiten
to gain work experience	Arbeitserfahrung sammeln
job advert	Stellenausschreibung
job interview	Vorstellungsgespräch
job market	Arbeitsmarkt
job offer	Jobangebot
letter of application	schriftliche Bewerbung
qualification(s)	Qualifikation(en), Kompetenzen
to recruit sb./recruitment	jmd anwerben; einstellen / Anwerbung, Personalbeschaffung
to renew a contract	einen Vertrag verlängern
résumé (AE)	Lebenslauf
to retrain	umschulen
(un)skilled worker	(un)gelernter Arbeiter, Fachkraft
semi-skilled	angelernter Arbeiter
placement/internship	Praktikum
vocational training	Berufsschule
working environment	Arbeitsumgebung
work experience	Arbeitserfahrung
to work part-time	einen Nebenjob haben; Teilzeit arbeiten
VOLUNTEERISM	
after-school tutoring	Nachhilfe, Hausaufgabenbetreuung
civil service	öffentlicher Dienst, Beamtentum
community service	Gemeinschaftsdienst
disadvantaged	benachteiligt
gap year	das Jahr zwischen Schule und Universität, häufig im Ausland verbracht
to meet common challenges	den allgemeinen Anforderungen entsprechen
to mentor sb	jmd betreuen
to take the opportunity	eine Gelegenheit ergreifen
to participate in sth	an etw teilnehmen
to seize the opportunity	eine Chance nutzen
to serve a common purpose	dem Gemeinwohl dienen
(social) commitment	(soziales) Engagement
social justice	soziale Gerechtigkeit
social services	Sozialdienst, Sozialamt
voluntary	freiwillig, ehrenamtlich
volunteer	ein Freiwilliger, ein Ehrenamt
to volunteer	sich ehrenamtlich engagieren
GOING ABROAD	
to apply for a visa	ein Visum beantragen
certificate of vaccination	Impfpass

NOTES ON VOCAB – TRANSITION PHASE

cross-cultural communication	interkulturelle Kommunikation
developing country/world	Entwicklungsland / Dritte Welt
exchange student	Austauschschüler
first-aid courses/skills	Erste-Hilfe-Kurse
foreign currency	ausländische Währung
to get a briefing	eine Kurzeinweisung erhalten
international driving permit	internationale Fahrerlaubnis
international volunteering	freiwilliges Auslandsjahr / freiwilliger Auslandsdienst
reverse culture shock	Kulturschock, wenn man wieder ins Heimatland zurückkehrt
safety precautions	Sicherheitsvorkehrungen
to settle back in	sich wieder an zu Hause gewöhnen
stay abroad	sich längere Zeit im Ausland befinden
to study abroad	im Ausland studieren
travel insurance	Reiseversicherung
to travel overseas	nach Übersee reisen
CHARITY	
charity organization	gemeinnützige Organisation; Wohltätigkeitsorganisation
charitable	gemeinnützig
to donate/give sth. to charity	für einen guten Zweck spenden
to be engaged in sth	in etw tätig sein; mit etwas beschäftigt sein
to finance a project	ein Projekt finanziell unterstützen/finanzieren
funding	Geld für eine Sache zur Verfügung stellen
fundraising	Spendensammlung
fundraiser	Benefizveranstaltung; auch: Spendensammler
idealism	Idealismus; starker Glaube daran, dass etwas verbessert werden kann, obwohl es nicht besonders realistisch scheint
living conditions	Lebensbedingungen
NGO (non-governmental organization)	Nichtregierungsorganisation; häufig Wohltätigkeitsorganisationen
to take your chances	seine Chance nutzen; etwas wagen

NOTES ON VOCAB – QUALIFYING STAGE

THE UNITED KINGDOM	
act, bill, law,	Gesetz
the law	das Gesetz
agreement	Abkommen
citizen	Bürger
conservative	konservativ
Conservative Party ("Tories")	die Conservative Party
a conservative	ein Konservativer
constitution	Verfassung
delegate	Delegierter
democracy	Demokratie
elect	wählen
to be elected	gewählt werden
election	Wahl
electorate	Wählerschaft
election period	Wahlperiode
election campaign	Wahlkampf
executive	die Exekutive
federal	Bundes...
government	Regierung
to govern	regieren
house	Kammer des Parlaments
judiciary	die Judikative
labour	Arbeit
Labour Party	die Labour Party
legislature	die Legislative
legislative	gesetzgebend
minister	Minister
prime minister (the Prime Minister)	Premierminister
ministry	Ministerium
MP Member of Parliament	Abgeordneter
office	Amt, Ministerium
to hold office	ein Amt innehaben
Home Office/Foreign Office	Innenministerium, Außenministerium
parliament	Parlament
party	Partei
policy	politisches Ziel, Maßnahmen
economic policy	Wirtschaftspolitik
foreign policy	Außenpolitik
politics	Politik
political	politisch
politician	Politiker
poll	Abstimmung, Umfrage, Wahl,
polling-station	Wahllokal
referendum	Volksbefragung, Volksentscheid
representative	(Volks-) Vertreter
secretary	Minister
foreign secretary	Außenminister
the people	das Volk
to support	unterstützen
vote	Stimme
to vote	stimmen, wählen
voter	Wähler
wing	Flügel

NOTES ON VOCAB – QUALIFYING STAGE

right/left wing	rechter/linker Flügel
POST-COLONIALISM AND MIGRATION	
adapt to sth.	sich an etw. anpassen
arranged marriage	eine arrangierte Ehe
asylum seekers	Asylsuchende
be oppressed by someone	von jemandem unterdrückt werden
blend in	sich einfügen, integrieren
citizenship	Nationalität, Staatsangehörigkeit
clash between/of two cultures	das Aufeinanderprallen zweier Kulturen
colonialism;;	Kolonialismus
colonizer	der Besiedler
colonized	kolonisiert
discriminate against someone	jemanden benachteiligen/diskriminieren
empire	das Imperium
ethnic minorities	ethnische Minderheiten
ethnicity	Ethnizität, Volkszugehörigkeit
excluded (from)	(von) etw. ausgeschlossen
hold racist attitudes	eine rassistische Haltung/Einstellung haben
hostile	feindlich, feindselig, ablehnend
imperialism;	Imperialismus
imperialistic	Imperialistisch
indefinite leave to remain	unbeschränkte Aufenthaltserlaubnis
indigenous	Einheimischer eines Landes
loss of identity	Identitätsverlust
mutual understanding and respect	gegenseitiges/beidseitiges Verständnis und Respekt
open-minded vs. narrow-minded	aufgeschlossen vs. engstirnig
outsider	Außenseiter
pluralistic society	eine pluralistische Gesellschaft
racial equality	Gleichwertigkeit verschiedener Rassen
receive/be granted citizenship	die Staatsbürgerschaft erhalten
THE UNITED STATES AND THE AMERICAN DREAM	
assimilation	Assimilation; Angleichung an Bestehendes
base rate	Leitzinsen
civil disobedience	bürgerlicher Ungehorsam
Civil Rights Movement	die Bürgerrechtsbewegung
credit rating	Beurteilung der Kreditwürdigkeit, Bonitätsbeurteilung
cultural heritage	Kulturerbe; kulturelles Erbe
Declaration of independence	Unabhängigkeitserklärung
discrimination	Diskriminierung
deprivation	Benachteiligung
drop in consumption	Konsumrückgang
E pluribus unum	lat.: aus vielen Eines; ursprünglich bezog sich dieser Ausspruch auf die verschiedenen Staaten, aus denen die USA bestehen; heute bezieht er sich vielmehr auf die vielen ethnischen Gruppen und Volksgruppen, aus denen sich die Bevölkerung der USA zusammensetzt
economic stimulus plan	Konjunkturprogramm
entrepreneur	Unternehmer
equality	Gleichheit
equal opportunities	gleiche Chancen
fame	Ruhm
freedom; ~ of speech; ~ of the press; religious ~	Freiheit; Redefreiheit; Pressefreiheit; Religionsfreiheit
frontier	Grenze (zwischen Zivilisation und Wildnis)
gold rush	Goldrausch
government bailouts	Rettungsaktion, die von der Regierung ausgehen

NOTES ON VOCAB – QUALIFYING STAGE

identity	Identität
Immigration Act	Einwanderungsgesetz
"in God we trust"	Wir vertrauen auf Gott; offizieller Wahlspruch der USA
inauguration	Amtseinführung
inaugural speech	Amtsantrittsrede
liberation	Befreiung
loan	Darlehen
melting pot vs. salad bowl	„Schmelztiegel“ vs. „Salatschüssel“ (dahinter verbergen sich unterschiedliche Konzepte, die die Vielfalt unterschiedlicher Kulturen in den USA charakterisieren)
mortgage	Hypothek
multiculturalism	Multikulturalität
naturalisation	Einbürgerung
pioneer; - spirit	Pionier; Pioniergeist
Promised Land; the land of milk and honey; God's own country; the New Canaan	das gelobte Land
recession	Rezession
refugee	Flüchtling
refugee camp	Flüchtlingslager
segregation; desegregation	Rassentrennung; Aufhebung der Rassentrennung
success	Erfolg
supply and demand	Angebot und Nachfrage
the housing bubble	die Immobilienblase
the pursuit of happiness	das Streben nach Glück
to achieve financial security	finanzielle Sicherheit erlangen
to attain self-fulfilment	sich selbst verwirklichen
to be persecuted;	verfolgt werden
religious/ political persecution	religiöse/politische Verfolgung
to go from rags to riches; from dishwasher to millionaire	vom Tellerwäscher zum Millionär
to immigrate; Immigrant; immigration;	einwandern; Einwanderer; Einwanderung;
an influx of immigrants	Zustrom von Einwanderern
to incur a loss	(einen) Verlust machen
to pledge allegiance to the flag	den Fahneid leisten
to prosper	Erfolg haben; in Wohlstand leben
to settle; settler; settlement	besiedeln; Siedler; Siedlung
unalienable/inalienable rights	unveräußerliche Rechte
unencumbered	unbelastet
GLOBALISATION	
Americanization	Amerikanisierung
anti-global ist	Globalisierungsgegner/-kritiker
backwardness	Rückständigkeit
company philosophy	Geschäfts-/Firmenphilosophie
competition	Konkurrenz(kampf)/Wettbewerb;
to be competitive	konkurrenzfähig sein
corporate identity	Firmenimage
crop diseases	Krankheiten von Pflanzen/Saatgut
debt relief	Schuldenerlass, Entschuldung
desertification	die Desertifikation/Wüstenbildung, das Vordringen der Wüste
developing countries	Entwicklungsländer
development aid	Entwicklungshilfe
driving forces of globalization	die Antriebskräfte der Globalisierung
drought	Dürren, Dürreperioden

NOTES ON VOCAB – QUALIFYING STAGE

earth's atmosphere	die Erdatmosphäre
economic growth	Wirtschaftswachstum
economic prosperity	ökonomischer Wohlstand
emerging markets	Schwellenländer
environmental commitment	Umwelteininsatz
environmental damage	Umweltzerstörung
environmentally friendly	umweltfreundlich
expansion of capitalism	Ausbreitung des Kapitalismus
fair trade	fairer Handel
floods	Hochwasser, Überschwemmungen
global interconnection	globale Querverbindungen
global marketplace	globaler Marktplatz
global player	Weltfirma
global super power	eine globale Supermacht
global warming	Erderwärmung
greenhouse gases	Treibhausgase
human rights	Menschenrechte
human-generated carbon dioxide	durch Menschen produziertes Kohlenstoffdioxid
increase profit margins	die Gewinnspanne erhöhen
Industrial Age	das Industriezeitalter
industrial nations	Industrieländer/-nationen
interdependence of economy and ecology	gegenseitige Abhängigkeit/Verflechtung von Ökonomie und Ökologie
international stock markets	internationale Börsenmärkte
investment climate	Investitionsbedingungen
labour laws	Arbeitsgesetze
labour market	Arbeitsmarkt
long-range goals	langfristige Ziele
low-wage countries	Niedriglohnländer
mass communication; mass media	Massenkommunikation; -medien
mass tourism	Massentourismus
melting of glaciers	das Schmelzen von Gletschern
micro-credits	Kleinkredite
NGO (non-governmental organisation)	Nichtregierungsorganisation
outsourcing	Produktionsverlagerung
political turmoil	politischer Aufruhr, politische Turbulenzen
pollution	Verschmutzung
population overshoot, overpopulation,	Überbevölkerung
excess of population	
poverty	Armut
reduce greenhouse gas emissions	den Ausstoß von Treibhausgasen reduzieren
reduce the cost of production	die Produktionskosten senken
rise in global temperature	ein weltweiter Temperaturanstieg
robotized production	computergesteuerte Produktion/Fertigung
short-haul flights	Kurzstreckenflüge
surface transport	Bodentransport
supremacy	Vormachtstellung, Überlegenheit
sustainability	Nachhaltigkeit, Zukunftsfähigkeit
sweatshop	ausbeuterischer Betrieb
trade	Handel
trademark policy	Markenpolitik
undernutrition, malnutrition	Unterernährung; Mangelernährung
unemployment	Arbeitslosigkeit

NOTES ON VOCAB – QUALIFYING STAGE

working conditions	Arbeitsbedingungen
UTOPIA AND DYSTOPIA	
anti-individualist	anti-individualistisch
anti-utopian	anti-utopisch
authoritarian	autoritär
brainwashing; to brainwash	Gehirnwäsche (durchführen)
dissent	abweichende Meinung haben
dissenter	Andersdenkender
dystopia	Anti-Utopie, Dystopie
extrapolation	Übertragung, Ableitung
fiction	Dichtung, erzählende Literatur
fictitious	fiktiv, erfunden
fictional	literarisch
future	Zukunft, zukünftig
futuristic	futuristisch
hierarchy	Hierarchie
imaginary	erfunden
individualist	Individualist, individualistisch
indoctrination	Indoktrination/Indoktrinierung
oppression	Unterdrückung
restriction	Einschränkung
surveillance	Überwachung
totalitarian	totalitär
utopia	Utopie
SCIENCE AND ETHICS	
achievement of scientists	Errungenschaft/Leistung der Wissenschaftler
artificial insemination	künstliche Befruchtung
development	Entwicklung
DNA (deoxyribonucleic acid)	DNA/DNS
double helix (DNA)	Doppelhelix, DNA
error rate	Fehlerrate
genetic disorders	genetische Funktionsstörung
genetic engineering	Gentechnik, Genmanipulation
genetic fingerprint	genetischer Fingerabdruck
genetic make-up, genetic constitution	Erbgut
genetic modification (GM)	genetische Veränderung
heredity, inheritance	Vererbung
inherit	erben
insecticide	Insektizid
in-vitro fertilisation	In-vitro-Befruchtung
laboratory	Labor
to modify	modifizieren, verändern
modification	Modifizierung
molecule	Molekül
to mutate	mutieren
mutation	Mutation
non-polluting	umweltfreundlich
organ donor	Organspender
to pass on	vererben
pesticide	Unkrautvernichtungsmittel, Pestizid
progress (no article, no plural)	Fortschritt
reproductive cloning	Klonen von Menschen
research (into)	Forschung
research facility	Forschungseinrichtung

resistance	Resistenz
stem cell	Stammzelle
technology	Technologie, Technik
test-tube baby	Retortenbaby
therapeutic cloning	therapeutisches Klonen
transgenic	transgen (genetisch verändert)
SHAKESPEARE	
actor	Schauspieler
actress (not in Elizabethan times)	Schauspielerin
aside	beiseite gesprochener Text
blank verse	Blankvers
play	Schauspiel, Drama
drama	Drama
tragedy	Tragödie
comedy	Komödie
history	Historiendrama
romance	Romanze
Elizabethan age/era	elisabethanisches Zeitalter
enter	tritt auf (Regieanweisung)
exit; exeunt	geht ab; gehen ab
fatal flaw	verhängnisvolle Schwäche (des Tragödienhelden)
groundlings	stehende Zuschauer im elisabethanischen Theater
hero	Held
heroine	Heldin
Jacobean	aus der Zeit James 1.
Master of the Revels	für Theater zuständiger Beamter
medieval	mittelalterlich
the Middle Ages	Mittelalter
performance	Vorstellung
to perform	vorführen
playhouse	Theater
playing company troupe	Theatertruppe
The Lord Chamberlain's Men; The Admiral's Men	(berühmte Truppen der Shakespeare-Zeit)
playwright; dramatist	Bühnenautor
Renaissance	Renaissance
scenery	Kulisse
soliloquy	Monolog/Selbstgespräch
stage	Bühne
stage props	Requisiten
wit	Geist, Witz

Spot on facts

Digital presence

“Everything you do now ends up in your permanent record. The best plan is to overload Google with good stuff and to always act as if you’re on candid camera, because you are!”

Seth Godin, US author, businessman and public speaker

Social media allow us to post continual updates about our daily lives, as well as photos and videos to document our every move. At the same time, our families and ‘friends’ can comment on these posts or visuals. Never before has so much data been publicly available on individuals and their lives – for many

people their digital presence is almost as important as their physical one.

Every time you upload a photo or video, post a comment, create or update a social media profile, you are adding to your digital presence. But it is not just about what you do. Whenever friends or family post anything that mentions you, this also contributes to your digital presence. And it is permanent – it is still there when you die, unless you lay down plans to have it removed once you are dead. But more importantly, if you don’t guard your privacy, anyone can access it: your parents, teachers, future university tutors or employers.

Digital footprint

Your ‘digital footprint’ refers to the trail you leave in cyberspace. No matter whether you are sending an e-mail, using a social networking site, posting a comment, shopping online or using a search engine, you leave a trail behind. Although you cannot physically see it, it follows you all your life.

The moment a device accesses the internet, a trail is opened and then stored on your own computer and often also on the sites you visit. Unlike paper trails, which can generally be destroyed, it is nearly impossible to eliminate your digital trail or ‘digital footprint’. This is because even if you delete all traces from your own PC or mobile device, the data is still probably somewhere in cyberspace. Technology corporations have been routinely collecting, storing, and sharing this data for years. And governments

and security agencies have also been caught using this information to monitor our movements and behaviour.

In today’s 24/7 digital world, there are growing concerns about our lack of online privacy. According to one 2013 survey, 9 out of 10 American adults believe they have less privacy than previous generations. But US teens are also concerned: In a 2013 Washington Post-Pew Research poll, 45% of American teens said that they did not want the federal government monitoring their online lives. Many people are calling for new laws on how personal information is collected and stored to stop children being forced to forfeit their privacy before they fully understand what privacy is and why it is important.

⁰⁷ device [di'vaɪs] Gerät

¹² trace [treɪs] mark or sign left by sth

²¹ concern [BE: kən'sɜːn, AE: -'sɜːrɪn] worry

²⁵ poll survey

By the age of two, more than **90%** of American children have an **online history**.

By the age of five, more than **50%** of American children regularly **interact** with a computer or tablet device.

By the age of seven or eight, many US kids regularly **play video games**.

59% of US teens who use social media **have deleted or edited something** that they **posted in the past**.*

Only **9%** of US teens who use social media are “very concerned” about **third parties accessing their data**.*

85% of US teens use smartphones, social media and the internet **every day**.

45% of US teens who use social media **have removed their names from photos** that have been tagged to identify them.*

31% of US teens who use social media **have deactivated or deleted an entire account**.*

Source: Common Sense Media (2012) / Pew Research Internet Project (2013)

1. THE DIGITAL AGE

The digital age

Tracking consumers

Have you ever wondered why a product you have been looking at on the internet seems to be following you around the web? Targeted ads are linked to our browsing history, to our digital footprint. Many websites use cookies to track what visitors to the site do. This means they can create a user profile for each visitor. The websites are then able to use this information to market products or services to specific people. In other cases, they sell user profiles to third parties to enable them to target advertising at consumers based on their profile.

By disabling browser cookies, consumers are able to have greater control over their movements. However, this has led to advertisers using increasingly sophisticated methods to track consumer behaviour, especially across different devices, as people now use a number of devices to access the internet.

Although many people prefer customised ads to random ones, surveys show that the majority of web users are concerned about losing control of their online privacy and want to have the right to control the information collected about them.

1 COMPREHENSION

- a) Summarise in your own words what is meant by the terms 'digital presence' and 'digital footprint'.
- b) Point out how a person's digital footprint influences what advertising that person might see online.

2 LANGUAGE

Collect words and expressions that are connected with 'digital footprint' and create a word cloud. Compare your word clouds with those of other pairs.

3 EVALUATION → 106/2

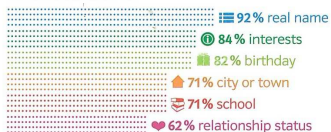
- a) Read the quotation by Seth Godin. Comment on what he is saying. To what extent do you agree with him?
- b) Look at the statistics on page 32. Do any of the statistics surprise you? Discuss your ideas with a partner.

4 WORKING WITH STATISTICS → S14

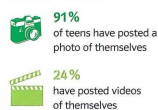
- a) Comment on the infographic about what teens share on social media in the US. How would you have answered the question? Discuss your ideas with a partner.

What do teens share on social media?

Personal information



Photos & videos



Contact information



Survey among 802 US teens aged 12–17, Pew Internet Parent/ Teen Privacy Survey (2012)

- b) Mediation: On the internet find the most recent 'JIM-Studie' about German teens. Skim through it and, in small groups, choose five points that you think would be of interest to US teens. Think about how you can present these results in an interesting way for your target audience (as a presentation, as an infographic, as a set of statistics). Once you have completed your presentation, show it to the rest of the class and discuss which of the different approaches you find the most effective.

5 CREATIVE TASK: DESIGNING A POSTER → 106/3

What advice would you give to others about how to create a positive digital presence? Discuss your ideas in small groups and then design a poster to present the ideas as attractively as possible. Arrange a gallery walk and comment on one another's posters.

2. THINK GLOBALLY, ACT LOCALLY

Spot on facts

Global village

Today we live in a so-called 'global village', a term coined in 1962 by Marshall McLuhan, a Canadian professor who predicted the web almost thirty years before it was invented. Easy and affordable travel means that people can move around more freely and spread information and ideas, as well as learning from one another. In addition, the mass media and electronic communications have enabled people to connect all over the world. Some people argue that

this globalisation has led to improved international trade and enabled the spread of democracy. Yet at the same time, others say that it has primarily benefited western countries. Some are worried about a loss of individual identity as countries become more westernised. However, one thing is for sure: As globalisation and technology continue to advance, we all have to be aware of the responsibilities that come with living in a global village.

¹¹ trade [treɪd] Handel

¹³ to benefit sb/sth to give sb/sth an advantage

Global issues



The fact that we are now so interconnected means that we are much more aware of what is going on in different parts of the world. Some global problems have a direct impact on all of our lives, whether we are rich or poor. Others affect certain parts of society or developing countries. Some of the most pressing global issues in the 21st century are: climate change, poverty, the growing population, how our food is produced, human rights, lack of access to drinking water and basic sanitation, the situation of refugees and the easy spread of pandemics.

Did you know?

- 870 million people, or 1 in 8 of the world's population, were chronically undernourished in 2010–2012.
- More than one billion people live on less than \$1 per day; 2.7 billion live on less than \$2 per day.
- More than 2.6 billion people do not have basic sanitation.
- Around the world 114 million children do not get a basic education.

Source: United Nations Development Programme (2013)

¹⁰ sanitation (no pl) sanitäre Anlagen

¹⁰ refugee [ˌrefiːdʒiː] person who must leave his/her country

¹¹ pandemic disease that affects people over a large area

¹⁴ undernourished [ˌʌndəˈnɜːrɪʃt] not getting enough food

1 COMPREHENSION

List the pros and cons of living in a 'global village'.

2 WORKING WITH VISUALS → S12

Describe the photos above and say which of the global issues each one represents. Then together collect ideas on how you would visualise the other global issues mentioned in the text.

3 WORKING WITH STATISTICS → S14

Look at the facts in 'Did you know?' above. Which statistic do you find the most surprising?

4 EVALUATION → S20 → 111/5

Comment on the following quotation by Bill Gates, the founder of Microsoft: "The internet is becoming the town square of the global village of tomorrow."

2. THINK GLOBALLY, ACT LOCALLY

Think globally, act locally

Our ecological footprint

Our ecological footprint is not only about what we buy and use but also what we do with the products (and packaging) once we have finished with them. Whether it is fashion, electronics or other goods, we are continually being told that we 'need' the latest product. This consumer culture is draining the planet's resources and at the same time, the discarded products and their packaging are polluting our oceans and environment. The only way to stop this is to lead a more sustainable lifestyle, i.e. to reduce the number of products we buy (and throw away), reuse what we already have and recycle things when we no longer need them.

"We produce 40 tonnes of waste to make a tonne of products, and 98 per cent of these products are dumped within just six months of purchase. In a world covered in people and products, it must be questioned: What is all this 'meaningful stuff' really for, and why does it transform into 'meaningless rubbish' so quickly?"

Jonathan Chapman, Professor of Sustainable Design

- ⁰⁶ to drain sth here: to use too much of sth
- ⁰⁷ resource [rɪ'zɔ:ɪs] (usually pl.) Ressource, Rohstoff
- ⁰⁸ to pollute to make air water, soil etc. dirty
- ¹⁰ sustainable nachhaltig

What is fairtrade?

Increasingly, when we walk around a supermarket, we are bombarded with labels: organic, sustainable, natural, fairtrade. But it is often difficult to know what is really behind each of them. Not all of them are regulated, but 'fairtrade' products are. Though no system is 100% perfect, fairtrade products aim to offer the producers a better deal – a fair price for their product. In turn, they are supposed to pay their workers fair wages and to provide them with decent

working conditions. Not only are the producers offered a fair price, but also an additional sum of money is put into a communal fund for workers and farmers so that they can improve their social, economic and environmental conditions. By buying fairtrade products, consumers are also able to ensure that no-one has been exploited in the process. Today there are around 1.24 million fairtrade farmers and workers around the world.

- ¹² communal fund [fʌnd] kommunaler Fonds
- ¹⁶ to exploit sb jmdn. ausbeuten

5 COMPREHENSION

- a) Briefly point out what the term 'ecological footprint' means. Why is our current lifestyle not sustainable?
- b) Using your own words, outline how fairtrade works.

6 LANGUAGE

Collect words and expressions in the two texts that are connected with 'trade' and arrange them in a mind map. Add any others you can think of that fit. Compare your mind map with that of your partner.

7 SPEAKING: DISCUSSION → S31

- a) Make a list of all the products that you have bought in the past month. Which ones had plastic packaging? Compare your findings in small groups. What can we do to reduce the amount of packaging we throw away each year? Discuss your ideas.
- b) To what extent do you agree with what Professor Chapman is saying? Give reasons for your answers.

8 DOING RESEARCH → S37

Identify the logos that you know and explain what you think each one stands for. Choose one of the logos and find out more about the organisation behind it. Compare your findings. Discuss to what extent the organisations all share a common aim.



2. THINK GLOBALLY, ACT LOCALLY

Eco Fashion



The environmental impact of the clothing industry

- Polyester, the most widely-used manufactured fibre, is made from petroleum. The demand for man-made fibres, especially polyester, has nearly doubled in the last 15 years. The manufacturing of polyester and other synthetic fabrics is an energy-intensive process that needs very large amounts of crude oil and releases emissions, all of which can cause cancer or serious lung diseases.
- Cotton, one of the most popular all-round fibres used in clothing manufacture, also produces a significant environmental footprint. One cupful of pesticides and fertilisers is used in the production of one conventional T-shirt.
- In the European Union, the REACH (Registration, Evaluation, Authorisation and Restriction of Chemicals) regulations enacted¹ 1 June, 2007 require clothing manufacturers and importers to identify and quantify the chemicals used in their products.

The impact of (not) recycling textiles

- It is estimated that more than one million tonnes of textiles are thrown away every year.
- Textiles present particular problems in landfill. Synthetic or man-made fibres do not decompose, while woollen garments produce methane gas while decomposing, which contributes to global warming. If everyone in the UK bought one reclaimed woollen garment each year, it would save an average of 371 million gallons of water and 480 tonnes of chemical dyestuffs.
- Over 70 per cent of the world's population use second-hand clothes.
- Recycling cotton saves 20,000 litres of water per kilogram of cotton, as it is water-intensive crop.

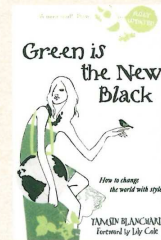
"Fast" and "slow" fashion

- Clothing produced at increasingly lower prices makes many consumers consider this clothing to be disposable. Some call it "fast fashion", the clothing equivalent² of fast food. Fast fashion provides the marketplace with affordable apparel³ aimed mostly at young women. Fueling the demand are fashion magazines that help create the desire for new "must-haves" for each season. Disposable couture appears in shopping malls in America and Europe at very low prices.
- Women in the West tend to buy much more clothing and discard it more often than men; therefore, the world supply of used women's clothing is at least seven times that of men's.
- Eco-fashions are often called "slow fashion" because it is made to last and is "trans-seasonal"⁴.

Ethical fashion/eco fashion

- Eco fashion is defined as "identifying the general environmental performance⁵ of a product within a product group based on its whole life-cycle in key environmental measures and to support sustainable consumption⁶ patterns."
- One approach has been the sustainably-grown cotton, hemp, bamboo, and other fibres that require less pesticides, irrigation, and other inputs.
- Sales of organic cotton women's clothing have grown by 33%. However, organic cotton represents only 0.03% of worldwide cotton production.
- Patagonia, a major retailer⁷ in casual wear⁸, has been selling fleece clothing made from post-consumer⁹ plastic soda bottles since 1993. The company estimates that between 1993 and 2006 it saved 86 million soda bottles from ending up in the landfill.

Data from: Waste Couture – The environmental impact of the clothing industry, November 9, 2007



¹ to enact sth. to pass a law – ² equivalent sth. that is equal in meaning and importance – ³ apparel clothing when it is being sold in shops – ⁴ trans-seasonal fashion fashion that people wear for more than one season – ⁵ performance here: the efficiency with which sth. fulfills its intended purpose – ⁶ consumption the act of using energy/food, etc. – ⁷ retailer a business that sells goods to the public – ⁸ casual wear Freizeitbekleidung – ⁹ post-... after

2. THINK GLOBALLY, ACT LOCALLY








Focus on Facts

Environmental and Ecological Movements

Ecological movements have a long tradition that was pioneered by German and French scientists of the 17th and 18th centuries, and that back then was known as the *Conservation Movement*. Among others, the German scientist Alexander von Humboldt developed an early climate change theory in order to keep the delicate balance or “household” of nature.

In the 19th century, the American Conservation Movement began to consider the deep relationship between man and nature. The most notable literary figures proved to be Henry David Thoreau and Ralph Waldo Emerson, both of whom contributed most influential literary works to the early ecological movement. As a consequence, the first American National Parks were founded in order to preserve “America’s natural wonders” (1872 Yellowstone National Park, 1890 Yosemite National Park). The 20th century brought new concerns, such as nuclear weapons and chemical pesticides, acid rain, ozone depletion and deforestation, and thus a new ecological movement was born. The Rio de Janeiro Earth Summit in 1992 replaced older ideologies with its discussion about sustainable development and sustainability.

The beginning of the 21st century with its larger-scale global issues such as climate change, global warming and the extinction of species has led to a further branching out of the ecology movement to different means of effecting change, for example:

Organization	Founders, headquarters (HQ), budget	Goals, concerns
Intergovernmental organizations		
European Environment Agency (EEA) 	est. 1994, HQ in Copenhagen, 32 members, annual budget 2 mio euros	land use, air pollution, climate change
United Nations Environment Programme (UNEP) 	est. 1972, headquarters in Nairobi, Kenya, works in conjunction with international NGOs	atmosphere, marine and terrestrial ecosystems, developing guidelines and treaties, prevention of air pollution and contamination of waterways
International non-governmental organizations (NGOs)		
Green Cross International (CCI) 	est. in 1993, launched by Mikhail Gorbachev, represented in 30 nations worldwide, headquarters in Geneva, Switzerland	addressing the environmental consequences of wars and conflicts; promoting ethics and behaviour changes
Greenpeace 	est. 1971, headquarters in Amsterdam, The Netherlands, has an estimated 3 million financial supporters globally	utilizing direct action; lobbying and research; focus on: anti-nuclear protest, whaling, bottom trawling, global warming, old growth; new codes of social, environmental and political behaviour
World Wide Fund For Nature (WWF) 	est. 1961 (former World Wildlife Fund), headquarters in Gland, Switzerland, over 5 million supporters worldwide	Focus: biodiversity, forests, freshwater ecosystems, oceans, pollution, coasts, endangered species, climate change, conservation
National non-governmental organizations (NGOs)		
Bund für Umwelt- und Naturschutz Deutschland (BUND) 	est. 1975, headquarters in Berlin, 5.6 million euros in donations, 390,000 active members	sustainable development, peace, water, forests, waste, energy, gene technology
Sea Shepherd 	est. 1981, headquarters in USA and Australia	environmentalism, marine conservation, direct action against whaling, hunting seals/dolphins

3. CROSSING BORDERS

Spot on facts

Going abroad

Today there are different opportunities available to young people who are interested in going abroad. Some students take part in a school exchange, visiting a country with their classmates for a week or two to learn the language and to get a first-hand insight into the culture. Others go to live in a different country for several months, a semester or even a year, attending school there and living with a host family. This means that they can immerse themselves in the language and are able to become more fluent. In addition they get to experience what life is really like in a different culture.

Others take a gap year after finishing school and travel extensively in one or more countries. Backpacking is a popular option, although people often have to work to pay their way. Others take part in a volunteer programme and help communities in different countries. As they also often live with a host family, they are able to experience the local culture directly. Many people who have done so say this is a very rewarding experience as they feel that they are able to give something back while they are travelling.

⁰⁶ insight *Einblick*



Sometimes young people are able to get a placement or work experience with a company in another country, although competition is tough.

And in today’s connected world, there are countless other possibilities of learning about other cultures and countries via the internet.

⁰⁹ to immerse yourself in sth *sich in etw. vertiefen*

Why go abroad?

“Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry and die, it can introduce the idea that if we try and understand each other, we may even become friends.”

Maya Angelou [1928–2014], American author and poet

“Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colours. And the people there see you differently too. Coming back to where you started is not the same as never leaving.”

Terry Pratchett (born 1948), British author of fantasy novels

“There are no foreign lands. It is the traveller only who is foreign.”

Robert Louis Stevenson [1850–1894], Scottish novelist, poet and travel writer

“The traveller sees what he sees, the tourist sees what he has come to see.”

G.K. Chesterton [1874–1936], British author and journalist

1 COMPREHENSION

- a) Make a list of the different options for going abroad.
- b) 🗨️ Think of pros and cons for each option and take notes. Share your ideas in small groups.

2 EVALUATION

- a) Read the quotations above. Briefly outline what each one is saying in your own words. Choose one of the quotations and say whether you agree with it. Explain why, why not.
- b) 🗨️ What reasons can you think of for going abroad? Discuss your ideas with your partner.

3. CROSSING BORDERS

Volunteerism in the USA






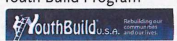


General aspects about volunteering

It is not only since President Obama called on the Americans to be more committed to service (Serve America Act and American Recovery and Reinvestment, both conceived in 2009) that volunteerism has been a "major cultural phenomenon in the U.S.". There have always been many Americans who believe that "there is an obligation, because of the freedoms they enjoy, to give something back". In 2007, for example, there were about 61 million Americans who volunteered for charitable, religious and national service organizations all over the USA.

With the U.S. being a very religious country, many Americans are convinced that the responsibility for service starts with individuals and not with government. In addition to the 60.8 million volunteers serving in officially-recognized organizations, about 5.2 million people also volunteer informally to help their communities. About 34% of the volunteers serve intensively, volunteering more than 100 or more hours in a year. Especially when faced with dramatic catastrophes, like 9/11 in 2001 or Hurricane Katrina along the Gulf Coast in 2005, Americans are willing to help in disaster recovery and even travel long distances to volunteer.

Interestingly, volunteers are typically just about as busy as others, yet they somehow make the time to serve others. Statistically, on average, non-volunteers watch 436 more hours of television (the equivalent of over 10 weeks of full-time work) than volunteers each year.

Major organizations and institutions

Organization	Founders, history	Goals, concerns
 AmeriCorps	est. 1993 by President Bill Clinton, ca. 70,000 volunteers annually	national and community service, after-school tutoring, home-building
 USA Freedom Corps	est. in 2002 by President George W. Bush as a reaction to 9/11	volunteer participation in homeland security, fundraising for humanitarian support of e.g. Tsunami victims in 2004
 United We Serve	est. in 2009 by President Barack Obama	community work, service projects, crossing barriers of religion, race and ethnicity, promoting energy efficiency, supporting literacy
 Learn And Serve America	est. in 2009 as the "Edward M. Kennedy Service Act" by President Barack Obama	improvement of service options for Americans of all ages, funding of initiatives
 Peace Corps	est. in 1961, ca. 200,000 have served in 139 countries since then	promotion of world peace and friendship, providing technical assistance, development of education, business, agriculture and environment
 Youth Build Program	est. in 1990, successor to the Youth Action Program, est. 1984 in East Harlem NYC	community development program, addressing low-income youth to rebuild their community
 Citizen Corps	est. in 2002 by President George W. Bush as a reaction to 9/11	co-ordination of governmental and communal volunteer activities, making communities safer (terrorism, natural disasters, illness)
 Senior Corps	est. during J. F. Kennedy's presidency, ca. 500,000 Americans age 55+ have served since then	supports 3 basic programs: foster grandparents, senior companions, RSVP (community work)

1. THE UNITED KINGDOM

Landmarks in British History

Earliest times

- Prehistory**
- 2500 B.C. • construction of Neolithic monuments, e.g. Stonehenge
- The Celts**
- 700 – 55 B.C. • the technically advanced Celts arrive from central Europe; skilled metal-work with iron; agriculture; simple economic capitals and trade across tribal borders; Druids (priests) are very important
- The Romans**
- 55 B.C. – 430 A.D. • foundation of the province Britannia; introduction of reading and writing; foundation of many towns; construction of Hadrian's wall against attacks of Scottish tribes



Stonehenge



The Stanwick horse mask

The Middle Ages

- Anglo-Saxon invasion**
- 430 A.D. – 800 A.D. • Germanic tribes, the Angles, Saxons and Jutes, invade Britain and raid cities; establishment of a number of kingdoms; division of the land into administrative areas called 'shires'
- 7th century • spread of Christianity
- Vikings**
- 800 – 1066 • Norway and Denmark invade Britain
- Norman conquest**
- 1066 • William the Conqueror defeats the Saxon King Harold in the battle of Hastings; William is crowned in Westminster Abbey; the Saxon land is given to Norman nobles; establishment of 'feudalism' (= land is given in return for service to a lord)
- 1086 • Domesday Book – economic survey of England is carried out
- Magna Carta**
- 1215 • agreement between King John and nobles grants subjects political freedom; collapse of English feudalism
- The beginnings of parliament**
- the word 'parliament' was used to describe meeting of the king and the barons; barons → House of Lords; people from the counties → House of Commons
- Plague and disorder**
- 1348 – 49 • ca. 1/3 of the British population dies because of the Plague; shortage and therefore increased value of labour leads to the end of serfdom; revolts against the king's taxes
- Crises of kings and nobles – War of the Roses**
- 1460 – 85 • fight between the houses of Lancaster and the house of York for the crown (York's symbol is a white rose, Lancaster's a red rose); result: half of the lords and the noble families are killed in the wars → Tudors become powerful



Sutton Hoo gold helmet



Bayeux tapestry



The roses of York and Lancaster



Elizabeth I

The Tudors (1485 – 1603)

- 1509 – 47 **Henry VIII**
- breaks with the Roman Catholic Church; foundation of the Church of England; England becomes a Protestant country; has three children: Edward, Mary and Elizabeth; beginning of the Ulster plantation
- Elizabeth I**
- 1558 – 1603 • after the reign of Edward and Mary, Elizabeth has to deal with the struggle between Catholics and Protestants; trade rivalry between England and Spain
- 1588 • defeat of the Spanish Armada → England becomes Europe's leading sea power; establishment of East India Company, colonies
- Culture**
- literacy increases; Thomas More writes *Utopia*; William Shakespeare's works become famous and popular

1. THE UNITED KINGDOM

Focus on Facts

The Stuarts

- 1642–45 **Civil War**
 - ongoing quarrels between the kings and Parliament about rising debts; disputes and fights between Protestants and Catholics; (religious) rebellions in Ireland and Scotland;
- 1649–60
 - Britain: a republic under leadership of Oliver Cromwell who dissolves Parliament; he calls himself 'Lord Protector of England'
- 1688 **Revolution of thought**
 - the 'Glorious Revolution' takes place; based on theories of thinkers like John Locke, Parliament has more power than the king; Britain becomes a constitutional monarchy; → Bill of Rights; Act of Settlement
- 1689/1701
 - rising influence of Puritanism; revolution in scientific thinking, e.g. Francis Bacon, Isaac Newton and Christopher Wren



Oliver Cromwell



Isaac Newton



Watt's steam engine



Queen Victoria



PM Winston Churchill



PM Tony Blair

The 18th century

- Beginning of Imperialism**
 - British control over Canada (defeat of the French in Quebec); defeat of the French in India → control of most of India; rise of transatlantic trade
 - growing radicalism leads to loss of the American colonies;
 - war against the rebellious American colonies
- 1775–83
- Industrial Revolution**
 - James Watt invents the steam engine which revolutionizes the (industrial) production of steel, cotton, etc.; rising numbers of factories and increasing production of goods

The 19th century

- The workshop of the world**
 - British factories produce more than any other country in the world; control of world traffic and world markets
 - exploitation of workers and suffering farmers → rise of poverty and misery; Charles Dickens → descriptions of crime and poverty
- 1824/34
 - first workers' unions are founded/workers' revolt in London
- British Empire/Victorian Age**
 - reign of Queen Victoria; she is very popular – connects monarchy with Britain's 'glorious history'

The 20th century

- 1914–18 **World War I**
 - after disastrous destruction and high number of casualties there is great hatred against Germany; Germany is severely punished
 - demand of home rule for Ireland; riots and fighting; civil war
- 1939–45 **World War II**
 - more than 360,000 Britons are killed; Britain, the USA, France and the Soviet Union become allies to fight Germany
 - the United Nations comes into existence
- 1945
 - 500 million people in former colonies become self-governing
- 1945–65
 - Britain joins the EU
- 1973
 - in a war, Britain is able to recapture the Falkland Islands from Argentina
- 1982
 - black immigrants riot against bad housing and economic problems in London, Liverpool, Bristol
- 1980s

The 21st century

- Wars on Iraq**
 - 1990–91 Gulf War; invasion led by USA and UK
 - 2003–10 Iraq War; UK ends combat in 2009

→ Focus on Vocab, pp. 103 ff.

1. THE UNITED KINGDOM

Focus on Facts

The British Empire

The system of triangle trading

British involvement with the **triangular trade** began with the **colonization of America in 1607** and the **West Indies in 1623**. The chief British ports were London, Liverpool, Bristol and Glasgow. Triangular trade is a historical term that refers to trade among three ports or regions and countries. The best-known triangular trading system is the **transatlantic trade** that operated from the seventeenth until the early nineteenth century, carrying manufactured goods, raw materials, cash crops – and slaves – between West Africa, the Caribbean and American colonies and the European colonial powers. The **use of African slaves was fundamental** to growing crops such as cotton and tobacco, which were then exported to Europe. In turn, European goods were used to buy slaves from traders in Africa or the Caribbean. The slaves were transported to the Americas on the sea lane, the so-called middle passage, which was a horrible journey during which many slaves died of diseases and maltreatment. **Slave trade was started in 1501** by Portuguese and Spanish traders; in 1807, the UK Parliament passed a bill that officially abolished the trading of slaves, but there was still illegal slave trade across the Atlantic Ocean that was practiced until the second half of the nineteenth century. There are an estimated 27 million victims of slavery worldwide today.



The British Empire in 1750

The British Empire in the 1750s (the blue shaded areas) traded goods worth £17 million, £8.7 million in exports and £8.3 million in imports. Britain's trade grew enormously because Britain gained control over many different parts of the world. The wish for expansion and the need for raw materials during the **Industrial Revolution** caused a series of overseas wars among several European countries such as France, Spain and Holland. However, one of the first British trading companies, the **East India Company**, founded in 1600 during the reign of Elizabeth I, and the **Virginia Company**, founded by her successor James I, which was the basis for the first North American colony, the **Jamestown Colony in 1607**, formed the foundations of the growth and rise of the British Empire. Many colonies began as trading centres or were founded to protect a trade route, and were run for the profit of the mother country. The wealthiest area in the early days of the Empire was the **West Indies** due to large profits from sugar cane and tobacco. Slaves were brought to the West Indies to work on the plantations. The map shows the variety of goods that Britain imported from all over the world that greatly influenced the British economy and people's lives in the **mother country**.

→ Focus on Vocab, pp. 103 ff.

1. THE UNITED KINGDOM

48

Focus on Facts

The British Empire in 1900

Starting in 1801 the expanding empire was managed from London by the **Colonial Office**. District officers and civil servants were sent out to administer the colonies on behalf of Britain. Regular **imperial conferences** were held in Britain to discuss matters of general concern, such as trade, defence and foreign policy.

India was controlled for many years by the wealthy **East India Company**, roads and railroads were built to make trade easier, a **Governor-General** was put in charge, and British troops and civil servants were sent to the region. In 1858, following the Indian Mutiny, India was placed under the direct control of the British government and a **vicero**y replaced the Governor-General. British influence in India had expanded from a few trading stations into the **Raj** (= British rule). In 1876, **Queen Victoria** was proclaimed **Empress of India**. India brought Britain great wealth and strategic advantage, and was called the 'jewel in the crown of the Empire'. Local Indian rulers were allowed to remain in power provided they were loyal to the viceroy. Many British people spent years working in India as civil servants, engineers, police officers, etc. and took their families with them. The second period of empire-building took place in the late nineteenth century. The British Empire was at its largest and most powerful around 1920, when about 25% of the world's population lived under British rule and over a quarter of the land in the world belonged to Britain. It was said that it was an empire 'on which the sun never sets', and the value of exports and imports was £970 million. At that time Britain was one of the greatest economic and political powers in the world. It was also thought by some people to be a moral obligation and destiny to govern poorer, less advanced countries and to pass on

European culture to the native inhabitants. This was what Rudyard Kipling called the 'white man's burden'. Britain did not only import foreign goods; there was also a great influence of foreign ideas, especially from India. In the eighteenth century curry recipes and the famous 'mulligatawny soup' (the Tamil word for 'pepper-water') appeared in England. Indian designs influenced art and architecture, and polo, snooker and billiards, games which were played by British soldiers in India, were 'exported' to Britain.



The Brighton Pavilion was built in 'Hindoo' style in the early nineteenth century.



→ Focus on Vocab, pp. 103 ff.

1. THE UNITED KINGDOM

182

Focus on Facts

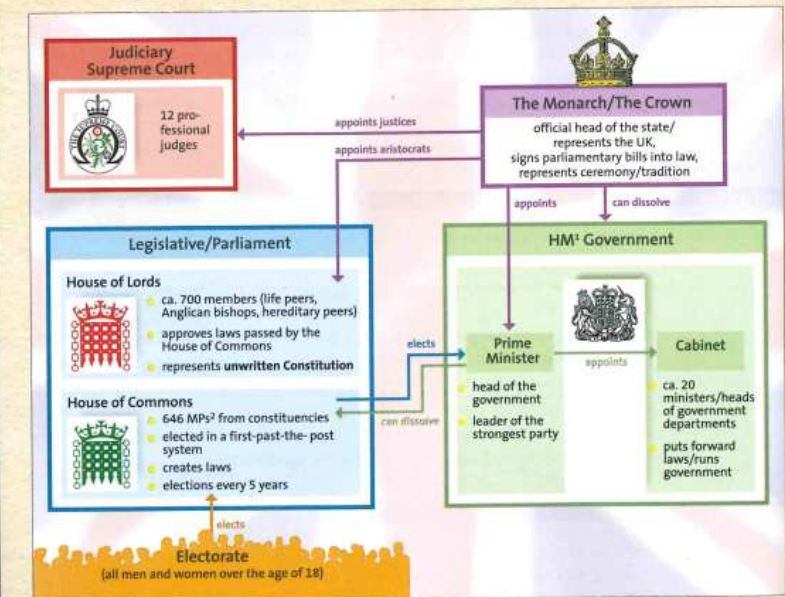
The Political System of the United Kingdom

The **United Kingdom** (of Great Britain and Northern Ireland) is a **constitutional monarchy**, in which the **monarch is the head of state** and the **Prime Minister is the head of government**. The UK has been a multi-party system since the 1920s, the two largest parties being the Conservative Party and the Labour Party.

Political parties

The Conservative Party	Conservatives	Labour Party	Labour
<ul style="list-style-type: none"> ● centre-right ● conservatism ● British Unionism (against Scottish and Welsh independence) ● opposition to the Euro, strong defense of Pound Sterling ● Eurosceptic position ● free-market policy ● criticism of Labour's state multiculturalism 		<ul style="list-style-type: none"> ● left to centre-left ● democratic socialist party ● supports government intervention in the economy ● for redistribution of wealth ● advocates increased rights for workers ● favours an extended welfare state ● support of multiculturalism 	

The U.K. system of government (separation of powers)



→ Focus on Vocab, p. 203

¹ HM (abbr.) Her/His Majesty's – ² MP (abbr.) Member of Parliament

1. THE UNITED KINGDOM

Spot on facts

The United Kingdom – a ‘united’ kingdom?

The Kingdom unites (and ‘disunites’?)

England, Scotland, Wales and Ireland were originally independent countries. England came to dominate the others and over a period of several hundred years a political union was gradually formed: In 1301 the English King Edward I made his Welsh-born son Prince of Wales, and by 1542 Wales had been fully annexed by England. In 1604 the king of Scotland became also the king of England, the union of the two countries taking place in 1707. The ‘Parliament of Great Britain’, however, remained in London.

In 1535 Henry VIII brought Ireland under English control for the first time and founded the Kingdom of Ireland. This provoked repeated unrest in the country. The union between Ireland and Great Britain came into effect in 1801, creating the ‘United Kingdom of Great Britain and Ireland’.

As a reaction to subsequent movements to establish home rule in Scotland, Wales and Ireland, Parliament in London set up government offices in these regions to grant them more political authority. After the Irish War of Independence (1919–1921) Ireland was divided, leaving only Northern Ireland as part of the United Kingdom.

In 1998 Ireland, Scotland and Wales were granted their own law-making institutions in areas of regional interest (parliaments in Edinburgh and Belfast, an assembly in Cardiff). This transfer of political powers from the centre to the regions is called devolution.

In 2014 a referendum in Scotland on independence was narrowly defeated. Nevertheless, it triggered a



debate on more devolved power to Scotland, Wales and Northern Ireland as well as more autonomy to the regions and the larger cities in England.

A ‘disunited’ England? – the North-South divide

The North-South divide in England refers to differences within the country, such as climate, landscape, mentality or wealth. People in the North are generally poorer but quite often seen as more warm-hearted than southerners. Northerners are more often working-class people, whereas southerners tend to be middle-class, white-collar workers.

Where does the line between the North and the South run? Research based on statistics suggests that the dividing line goes from the mouth of the river Humber in the Northeast to the Bristol Channel in the Southwest (a more or less diagonal line).

Historically, the North developed differently from the South: it was the heartland of industrialisation, with mines in Lancashire, Yorkshire and Durham and heavy industry concentrated in cities such as Sheffield, Manchester, and Newcastle.

In the second half of the 20th century those industries went into decline, leaving the cities partly derelict. In recent years northern cities have undergone major redevelopment and minor economic booms, but in all of them the industrial past is still clearly visible.

1. THE UNITED KINGDOM

The gap between the rich and the poor

Traditionally, Britain has always been a class-ridden society, the rich and the poor leading very different lives (and even speaking different ‘languages’, i.e. accents).

As a result of the Industrial Revolution the cities expanded with the influx of working-class people from the countryside, but slums grew too. In the Victorian age the slums were notorious for their poverty, their crime, their brutality, their lack of sanitation. Private charities or individuals felt the

need to help the less privileged, which eventually led the government to set up welfare policies (e.g. benefits for the poor).

1942 saw the beginning of the comprehensive welfare state, which aimed at security for the individual from the cradle to the grave.

In recent decades this system has come under attack, and successive Conservative governments have introduced measures to cut back welfare and encourage more self-reliance.

Empire and Commonwealth

From the 16th century British companies set up trading posts around the world to ensure the supply of much needed goods, e.g. tea, sugar, teak, rubber etc. Often these posts came to hold political power over large areas of land and over time became colonies attracting settlers (such as North America, South Africa).

The British government controlled the colonies with the help of governors, administrators and armies, but they often clashed with local powers. One of these clashes led to the loss of the North American colonies, which became the United States of America. In the 18th century Britain expanded its

colonial power to the southern hemisphere and with the acquisition of political power in India and Africa in the 19th century the United Kingdom became the most powerful nation on earth.

The British Empire ruled roughly one quarter of the world’s population, and its capital, London, became “the greatest city of any age or country”. During the 20th century most former colonies gained independence, but the legacy of the British Empire is still alive today. English has become the world language, and the UK still has close ties with most of its former colonies through the Commonwealth, an association of 54 nations.

The United Kingdom as part of a United States of Europe?

World War II and its aftermath turned out to be a turning-point for Britain: India, the biggest and richest colony, gained independence, marking the beginning decline of the British Empire. Winston Churchill (Prime Minister during and after WW II) was haunted by the idea of a European continent in ruins; he called for a “United States of Europe”, hoping to ensure peace and cooperation.

But the UK only joined the EU in 1973, and remained sceptical about a European parliament

which was perceived as threatening the sovereignty of the nation state.

In addition, Britain adamantly refused to introduce the euro in 2002 and since then governments have repeatedly rejected membership of the eurozone.

Criticism of the EU has continued to grow, with the foundation of an anti-European party (UKIP in 1993) and serious demands to hold a nationwide referendum on a possible exit from the EU.

1 COMPREHENSION Create a timeline of British history with the information given. You may do further research and add more dates.

2 SPEAKING → S32

a) Research one of these topics in detail and give a short talk.

b) Research the most recent developments in the devolution process.

India: From "Crown Jewel of the Empire" to "the World's Largest Democracy"

With its 1.18 billion people, India, officially the Republic of India, is the second-most populous country in the world and the world's largest democracy. In its long history, India has always been known for its commercial and cultural wealth and diversity.

Today India is a federal constitutional republic with a parliamentary democracy and consists of 28 states and 7 union territories. Head of State is the President of India, but the most executive power is exercised by the Prime Minister, who is also the head of government.

India is considered to be one of the fastest-growing economies in the world and is well known for its pluralistic, multilingual and multi-ethnic society.



India's flag, the Tricolour, with the navy blue wheel with 24 spokes (= Ashoka's Dharma Chakra). Each spoke depicts one hour of the day and portrays the prevalence of righteousness all 24 hours.



India's national emblem, the Lion of Sar-nath, third century B. C.

61

Focus on Facts

History

Third cent. B. C.	Ashoka the Great unites most of South Asia
320 – 550 A. D.	the Gupta dynasty is considered to be the Golden Age of India; extensive inventions and discoveries in science, technology, art, literature, religion and philosophy were the foundation of the Hindu culture
1526 – 1857	age of the Mughal Empire; Mughal Emperors control most of the Indian subcontinent by means of a highly centralized administration
16 th cent.	European powers establish trading posts
1676	the British East India Company is founded
1856	the British East India Company controls most of India
1857	Indian Mutiny: native soldiers employed by the British Army rebel against racial injustice and inequities; as a consequence civilian rebellions follow → the East India Company is dissolved and India is directly governed by the Crown → British Rule/Raj
1885	the Indian National Congress is founded and developed into one of the largest democratic political parties in the world; it is a major force in the struggle against British rule in India
1920s	the Indian National Congress adopts Gandhi's ideas of non-violent civil disobedience and resistance, which later leads to the Quit India Movement which is also led by Gandhi
1947	the Indian Independence Act leads to the dissolution of the British Indian Empire
15 Aug. 1947	India gains independence; Partition of India into two independent states: the Dominion of Pakistan (later Islamic Republic of Pakistan and People's Republic of Bangladesh) and the Union of India (later Republic of India)
1948	Mahatma Gandhi is assassinated by a Hindu fanatic
1948/1965/1971/1999	Indo-Pakistan wars over disputed territory in Kashmir and Jammu
1974	first nuclear test explosion under the codename "Smiling Buddha" (five further tests in 1998)
1991	economic liberalization and major reforms initiated by Prime Minister Rajiv Gandhi
2005	the Right to Information Act ensures the right to information for citizens
2009	the Right to Education Bill provides free and compulsory education for children between 6 and 14; it requires all private schools to reserve 25% of seats for children from poor families

62

Focus on Facts

Facts and figures: Modern India

Name	Republic of India
Capital	New Delhi
Area	3,287,590 square km
Population	1,134,403,000 (2001 census)
Growth of population	1.4% (p.a.) (Germany: 0%)
Life expectancy	68.6 years (Germany: 79 years)
Child mortality	34.6 (per 1,000) (Germany: 4.1 per 1,000)
Official languages	17 major languages (e. g. Hindi, English, Telugu, Assamese, Urdu, Santali, Punjabi, Bengali, Tamil, etc.) and 844 dialects
Literacy rate	64.84% (53.67% women, 75.16% men) (Germany: 99%)
Religions	Hinduism 80.5%, Islam 13.4%, Christianity 2.3%, Sikhism 1.9%, Buddhism 0.7%, Jainism 0.5%
Government type	Sovereign Socialist Democratic Republic with a Parliamentary system of Government
National days	26 January – Republic Day 15 August – Independence Day 2 October – Mahatma Gandhi's birthday
GDP by sector	Service 60% Agriculture 18% Industry 22% (data of 2009)
GDP per capita	\$1,032 (2009) (Germany \$38,870)
GDP growth	8.8% (of 2010, Q1)
Population below poverty line	37% (in 2009)
Main industries	telecommunications, information technology, textiles, chemicals, pharmaceuticals, food processing, steel, transportation equipment, cement, mining, petroleum, machinery
Natural resources	oil, natural gas, coal (ca. 10% of world's coal reserve), iron, bauxite, titanium, chromite, etc.

→ Focus on Vocab, pp. 103 ff.

¹ FDI (abbr.) Foreign Direct Investment



Share of top six investing countries in FDI¹ inflows (2000–2007)

Rank	Country	Inflows (Million USD)	Inflows (%)
1	Mauritius	85.178	44.24%
2	United States	18.040	9.37%
3	United Kingdom	15.363	7.98%
4	Netherlands	11.177	5.81%
5	Singapore	9.742	5.06%
6	Cyprus	5.742	3.06%

Spot on facts

India – an overview

Colonisation and Independence

In 1858 India became a colony of the British Empire and in 1876 Queen Victoria took on the title of Empress of India. India remained a colony for almost a century until 1947. Before 1858 India had been colonised and ruled by the Portuguese, the French and the British East India Company, a trading company with its own private armies. Rebellion against European colonisation occurred again and again throughout India's colonial history. Many Indians had hoped that their loyalty to Britain in World War I in 1914 would be rewarded with Indian self-rule, but they were disappointed. Inspired by the leadership of Gandhi, the Indian National Congress

continued Indian resistance to British rule in the interwar years. On 18th July 1947 King George VI signed the India Independence Act in London and the partition of the Indian subcontinent was sealed. It was divided up into two states with a Hindu and a Muslim majority: India and Pakistan, comprising East and West Pakistan. East Pakistan later separated in 1972 to become Bangladesh with West Pakistan becoming today's Pakistan. The border between India and Pakistan is still disputed and the 'Kashmir problem' (i.e. whether Kashmir belongs to India, to Pakistan or should become an independent state) is still unresolved.

1 RESEARCH In a group of four choose one of these topics: The British East India Company – Gandhi – Partition – the 'Kashmir problem' and find out more about it. Then write a short report of about 150 words on your topic. →\$32

A sense of place

Geography: With an area of 3.3 million km² (over nine times the size of Germany) India is the 7th largest country in the world. The mountainous Himalayan region and the Ganges Plain are in the north whereas most of the southern and central parts of the country belong to the Deccan plateau region. India also has three major river systems: the Indus, the Ganges and the Brahmaputra rivers. India is separated from the rest of Asia by mountains and the sea, which make the country a distinct geographical entity.



The climate is also varied but is tropical in the south and mainly temperate in the north. The southwest or summer monsoon from June to September accounts for 70% of India's rainfall.

Politics: The Republic of India is the world's largest democracy with New Delhi as its capital. Based on the British system, the parliamentary form of government has a lower (Lok Sabha) and an upper house (Rajya Sabha). The head of government is the Prime Minister, usually the leader of the majority party in the lower house.

Economy

Economy	Share of total employment, 2012	Share of GDP*, 2012	Share of GDP*, 1990
Agriculture	53%	29%	18%
Traditional small village farming is still what the vast majority of Indians do for a living, but its importance in the country's economy is shrinking. More modern large-scale agriculture is needed if Indian farmers are to become more productive to feed a growing population and compete in export markets.			
Services	21%	44%	56%
As a symbol of India's economic progress, the technology sector with its call centres employs less than half the number of people employed by Indian Railways, the country's largest employer.			
Industry	19%	26%	27%
The manufacturing industry (e.g. textiles, food processing, petroleum, chemicals, cement, steel, mining and computer software) has the potential to create great wealth and new jobs, but it hasn't yet realised its full potential.			

*GDP (Gross Domestic Product) Bruttoinlandsprodukt

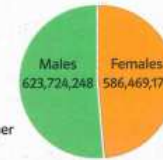
Based on figures from the International Monetary Fund, World Economic Outlook Database, 2012

Population

Figures at a glance (based on census of India 2011)

Population

Total: 1,210,193,422



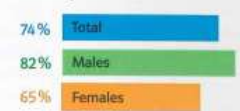
Sex ratio

940 females per 1000 males

Population aged 0-6

Persons: 158,789,287
in % of total population: 13%

Literacy rate



Density of population

382 per km²

- 2 SPEAKING** Use the map at the beginning of the topic and the information here to give a talk summing up the most important information on India in two minutes. Use your own words and speak without looking at your notes. →\$22
- 3 ANALYSIS** The last Indian census was held in 2011. What questions or comments have you got concerning the census figures?

Hinduism: The main religion in India

India's people are about 80% Hindu, 14% Muslim, 2.5% Christian, 2% Sikh, <1% Buddhist and <1% Jain. Tensions between different religious groups are not uncommon, particularly between Hindus and Muslims. Hinduism is the oldest living religion, with more than 900 million believers worldwide. A central concept is reincarnation (samsara) which is governed

by one's actions and their effects (karma). Hinduism is not based on a single founder or scripture. It has a complex and diverse notion of God that involves many different aspects and incarnations of a supreme being. The three most important of these are Brahma, Shiva and Vishnu.

The Hindu triumvirate



Shiva – the destroyer

Shiva's role is destruction. He destroys the universe in order to recreate it and make it better for humankind. Shiva is therefore seen as a source of both good and evil.

Brahma – the creator

Brahma is the first god in the Hindu triumvirate or trimurti. His job was the creation of the world and all creatures.



Vishnu – the preserver

Vishnu's function is preservation. He returns to the earth in troubled times and restores the balance of good and evil. So far he has been incarnated nine times, but will be reincarnated one more time.

- 4 ANALYSIS** Point out the main differences between Hinduism and what you know of the other major religions worldwide.

Great Britain – A Multicultural Society

Immigration and minorities in Great Britain

People have been coming to Britain for centuries, but immigration only became an issue in the 1960s.

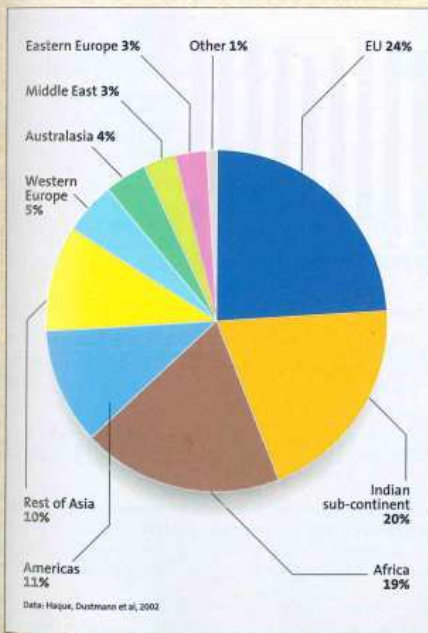


After World War II, Britain needed more workers and admitted citizens of Commonwealth countries without restriction. Many came from the Caribbean and from India, Pakistan and Bangladesh. They found work in hospitals, in the textile industry and in the public transport system, though most jobs were poorly paid. **Nearly 500,000 Commonwealth citizens came to Britain before 1962**, many of whom were later joined by their families. When there were no longer enough jobs, **the Commonwealth Immigrants Act (1962)** was passed to restrict the number of immigrants entering Britain. In the following years, several more acts were passed, further restricting the right of foreigners to live in Britain. **Immigration is now strictly controlled**. Normally, only people from the European Union and certain Commonwealth citizens can get permission to live in Britain. Britain now accepts about 50,000 immigrants every year.

After periods of racism and violent demonstrations in the 1960s and 1970s, Britain has been making great efforts to integrate people from ethnic minorities into local communities and to develop a multicultural society based on equality and acceptance.

Statistical data about minorities and population trends in Britain

The country of origin of people living in Great Britain, 2001 (%)



The non-white population of Great Britain, 1951–2001

Year	Non-white population
1951	30,000 (est.)
1961	400,000 (est.)
1971	1.4 million
1981	2.1 million
1991	3.0 million
2001	4.6 million

Data: for 1951 and 1961, Spencer (1997); for 1971, Lornas (1973); for 1981, Amin & Richardson (1992); for 1991 and 2001, Office for National Statistics and General Register Office for Scotland

→ Focus on Vocab, pp. 103 ff.

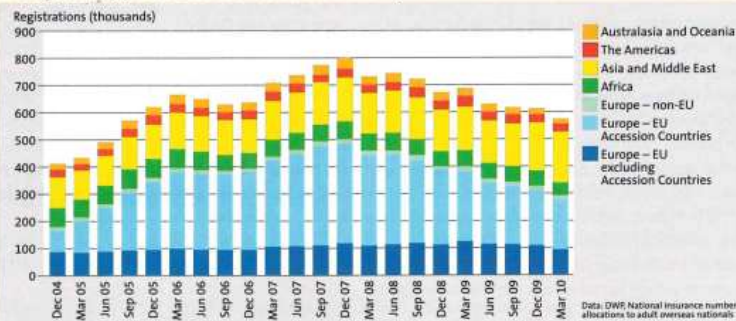
Focus on Facts

Focus on Facts

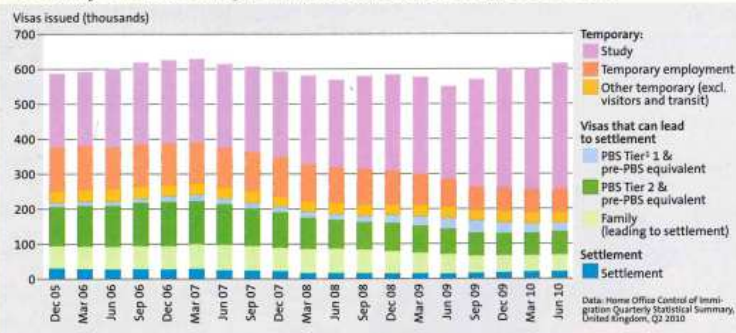
Migration and immigration control

The British Office for National Statistics releases a quarterly summary of the official migration data. It reveals information about the reasons why people apply for residence in the United Kingdom.

Migrant applications for work in the UK, 2004–2010



UK entry visas issued by reasons for intended entry, 2005–2010



In order to control and systematize immigration there are several visa categories:

- the visitor and transit visa
- **The Points Based System (PBS):**
 - PBS Tier 1: highly skilled workers
 - PBS Tier 2: skilled workers with a job offer
 - PBS Tier 3: low skilled workers
 - PBS Tier 4: students
 - PBS Tier 5: youth mobility and temporary workers

The PBS, implemented in 2008, is a rationalization of immigration control processes for people who are not citizens of the European Economic Area (EEA) or Swiss nationals.

→ Focus on Vocab, pp. 103 ff.

¹ tier [tɪə(r)] level

Spot on facts

The consequences of migration

Embracing diversity

Did you know that the 'World Day for Cultural Diversity for Dialogue and Development' is on 21st May? In an era of mass-immigration societies are becoming more and more diverse. We speak of cultural diversity when people of different races, ethnicities, nationalities, languages, religions or sexual orientations live in a community. UNESCO adopted the Universal Declaration on Cultural Diversity in 2001.

The idea of World Diversity Day is to give us an opportunity to become aware of the value of cultural diversity and lead the way to more harmony in our culturally diverse society by combatting polarisation and stereotypes.

1 BRAINSTORMING Before you look at the chart below, guess which are the top ten countries people migrate to.

Migration worldwide

Global migration continues to rise. In 2013 there were 232 million international migrants, more than half of which lived in just 10 host countries (see table on the right). Most migrants leave their country in search of better opportunities for themselves and their families, but a large number of refugees are fleeing war and persecution.

International migration takes away a significant number of highly educated and skilled individuals from developing countries. This 'brain drain' can harm the growth potential in the emigrants' home country, but the money they send back to help their relatives can also boost the economy. The figures in 2011 for the OECD (international economic organisation including 34 developed countries) show that about 30% of the immigrants were highly educated. This means, for example, that one in every nine people born in Africa with a university diploma or corresponding qualification lived in an OECD country in 2010-11.

In addition to migrants who want to settle permanently in a new country, there are also millions of migrant workers who move to another country for

Definitions

Ethnicity
belonging to a group of people who share a common culture, including their history, religion, language and traditions

Mass immigration
migration of large groups of people from one geographical area to another

Multi-ethnic
describing a society that includes various groups of people from different cultures

Race
the defining of people according to a variety of physical characteristics

specific projects or seasonal work, e.g. as unskilled workers in construction and agriculture. Many of these are also undocumented, which is cheaper for the employer, but dangerous for the workers as they can be exploited more easily.

Number of foreign-born migrants in ...



United Nations - Department of Economic and Social Affairs, 2013

2 VIEWING Watch the film about young people in Europe who are looking for job opportunities abroad. Compare their situation with that of someone migrating from a developing country to a highly developed one.

Migration and diversity

Immigration to the US

The US is, by definition, a nation of immigrants with a racially, ethnically and culturally diverse population. The most important ethnic groups are the following:

Whites are still the majority, but they are comprised of the descendants of a multitude of different nationalities and cultures. Britain, Ireland, Italy, Germany, Scandinavia, Eastern Europe etc. - throughout the last centuries war, religious persecution, hunger or poverty have sent waves of immigrants from each of these regions to seek a new life in the US.

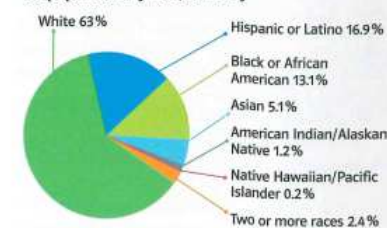
The demographically most dynamic group are Latinos (from all Central and South American countries) or Hispanics (only from Spanish-speaking countries). Ongoing immigration from Latin America, often by illegal immigrants crossing the Mexican-American border, means that this group is growing rapidly in numbers and importance.

African Americans are the second-largest minority. Many are descended from Africans who were brought to the American colonies as slaves. After the abolition of slavery in 1865 they faced segregation

and discrimination until the Civil Rights Movement of the 1960s. Anti-discrimination laws and programmes such as affirmative action (positive discrimination, i.e. giving advantages in education and employment to minorities) have improved the social situation of blacks, but the after-effects can still be felt today.

Asian Americans are a very diverse group, ranging from the descendants of Chinese railroad workers in the 18th century to relative newcomers, e.g. from Korea, Vietnam or India.

US population by race/ethnicity



US Census Bureau, 2012

Immigration to the UK

Since WWII the UK has become a much more ethnically and culturally diverse country. A significant number of immigrants from Commonwealth nations, e.g. India, Pakistan or the Caribbean were encouraged to come and work in the UK to overcome labour shortages in the 1950s and 1960s. Most of these settled in London and the industrial towns of the Midlands and the North, such as Birmingham or Leicester, where even today the number of British Asians or Black Britons is significantly higher than elsewhere in the country. In the 21st century many people from Eastern Europe have come to work in the UK.

There is an ongoing debate about the benefits and the limits of mass immigration to the UK. Many, especially on the political right, call for a more restrictive immigration policy. Terrorist attacks by religious fundamentalists who are second or third-generation immigrants have influenced public opinion negatively and increased the pressure

on immigrant communities in the UK, especially Muslim ones, to integrate or even assimilate. Calls for a common British identity and common values and cultural norms have become more insistent. Nevertheless, there is a broad consensus that tolerance and diversity have profited the country and are now an integral part of Britishness.

Ethnic composition of the UK, based on the 2011 Census

Ethnic group	2011 population	%
White: Total	55,010,359	87.1
Asian or Asian British: Indian	1,412,958	2.3
Asian or Asian British: Pakistani	1,174,983	1.9
Asian or Asian British: Bangladeshi	451,529	0.7
Asian or Asian British: Chinese	433,150	0.7
Asian or Asian British: Other Asian	861,815	1.4
Asian or Asian British: Total	4,372,339	6.9
Black or Black British: Total	1,904,684	3.0
Mixed multiple: Total	1,250,229	2.0
Other ethnic groups: Total	643,567	1.0
Total	63,182,178	100

3 VISUALS Look at the two charts on this page and compare the composition of the population in the US and in the UK. From what you've learned on this page and your general knowledge, explain the differences.


Spot on language

Avoiding biased or offensive language

Ethnically or racially biased language can create division, separation and tension between you and others. Therefore, use unbiased language when talking about ethnic or cultural groups and show respect to the people you are talking to or talking about. Avoiding language that could be interpreted as biased and offensive is no easy task for a learner of a foreign language. The best way to deal with this issue is to use words that are inclusive and avoid unintended stereotypes.

Here are some examples:

- The term "Native American" has gained favour over "Indian". Depending on your knowledge about the person, you might more accurately refer to a specific tribe, like Cheyenne, Navajo, or Sioux.
- The native people of Canada are referred to as "Inuit" not "Eskimo".
- More and more people of mixed racial heritage want to be recognised as such, rather than being identified by a specific racial designation.

- 1 Have you personally ever experienced biased language? How did you feel?
- 2 Why is biased language unacceptable? Give reasons from the text and add more.
- 3  On your own collect biased words and think about what makes them offensive. Share your findings and feelings in small groups and find unbiased words to replace them.
- 4 Look at the list and match biased and unbiased phrases.

biased language

- 1 **Spanish people**
Only appropriate for people from Spain; and, therefore, imprecise when referring to people from Latin, Central or South America.
- 2 **coloured, non-white**
- 3 **negro, negroid, coloured person, dark**
- 4 **illegal alien**
Although preferable to just 'illegal' (when we call a person 'illegal', we imply that they are an object), this term lacks recognition of the person's humanity first.
- 5 **mulatto**
- 6 **Oriental**
Certain food may be labelled 'Oriental', and carpets may be 'Oriental', but not people's identities.
- 7 **Caucasian people**

unbiased language

- a **white people, European American individuals**
- b **bi-racial people, multi-racial individuals**
Only when it is relevant to state this in a communication.
- c **Latino people or Latino/Latina, Hispanic Americans**
- d **Asian people, Asian American individuals**
- e **Black or African American**
- f **people of color**
In the US context, 'people of color' usually refers to Asian/Pacific Islander, Native American, Latino/a, Hispanic, African American and biracial/multiracial people and should not be used synonymously with 'Black' or 'African American.'
- g **undocumented immigrant or worker; person seeking asylum, refugee**

American Beliefs and Values

Although there have been significant shifts in societal concepts and traditions, the following ideals, beliefs and values continue to be some of the most important in American culture.

Fundamental, inalienable and God-given rights

- **Liberty:** personal and religious freedom
- **Pursuit of happiness:**
 - individuality/individual ways of pursuing one's dreams and realizing one's goals
 - (personal and material) success and wealth
 - optimism and belief in "anticipated success"
- **Equality:** equal rights for men and women/equal rights for people from different ethnicities and social backgrounds
- **Life:** leading a secure life protected by the law, government and military



Patriotism

- importance of **national symbols** (e.g. the Statue of Liberty, the Declaration of Independence, the Constitution, the U.S. flag, the National Anthem, etc.)
- strong identification with one's nationality and **pride in being American**

Puritanism/Protestant work ethic

- the **Puritan belief that hard work, thrift, discipline, self-improvement and responsibility** lead to worldly success and prosperity and that this is a sign of God's benevolence and grace
- continuous and active participation in society and entrepreneurial endeavors
- believing that one is exceptional, a **member of "God's chosen people"**, following a divine providence (→ **Manifest Destiny**)
- belief in authority as a means of protecting the personal rights of the people

The American Dream

- the phrase "American Dream" was first expressed by the American historian and writer **James Truslow Adams in 1931**, describing a set of complex beliefs, promises of religious and personal freedom and opportunities for prosperity and success, as well as political and social expectations
- its basic underlying concept has roots in the **Declaration of Independence of 1776** which refers to basic human rights such as "**Life, Liberty and the Pursuit of Happiness**" which are "**inalienable**" and God-given and based on the assumption that "all [people] are created equal" → Focus on Documents, The American Dream, p. 136

An open and dynamic society

- being generally open to new ideas and inventions (→ progress)
- being generally open to immigrants of any nationality, provided they contribute positively to the country
- different concepts of how to integrate immigrants:
 - a) the **melting pot** image: people are "melted together", i.e. they are expected to give up their original culture and identity and are "transformed" into a homogeneous "American culture"
 - b) the **salad bowl** image: national, ethnic and cultural patterns/habits are kept distinct by the immigrants while they are rather loosely integrated into the "American culture"



→ Focus on Vocab, pp. 174f.

An Uncle Sam wind wheel toy for children

3. THE UNITED STATES

Landmarks in United States History

The colonial period

- 1607 ● the first English settlement: **Jamestown, Virginia** is financed by the Virginia Company in London
- 1620 ● voyage of the **Pilgrim Fathers** with their ship **Mayflower**; founding of Plymouth Plantation at Cape Cod, Massachusetts; **Mayflower Compact** (cf. FoD, p. 122) is established; more and more **Puritans** leave England to escape religious persecution
- May 1626 ● **Peter Minuit** (Dutch governor) "buys" **Mannahatta** from the Algonquin Indians for trade goods worth \$24; settlement along the coast is called "**New Amsterdam**"; the colony is owned and run by the Dutch West India Company
- June 1626 ● the first **eleven African slaves** arrive in New Amsterdam
- 1664 ● English warships take the harbour of New Amsterdam; the Dutch surrender and the colony is officially renamed "**New York**"
- 1681 ● **William Penn** founds **Pennsylvania**, a growing community of Quakers
- 1733 ● the **British own thirteen separate colonies** along the Atlantic coast of America, largest city: Philadelphia (28,000 inhabitants)

Fighting for independence

- 1751–65 ● several **acts are passed by the British** government to control the economy of the American colonies (e.g. Navigation Act, **Stamp Act**); this leads to rising anger and opposition among the colonists
- 1770 ● the **Boston Massacre**: in a riot five civilians are killed by the British troops, which helps spark the rebellion against the British
- 1773 ● the **Boston Tea Party**: colonists object to the British Tea Act, board the ships of the British East India Company and destroy the tea by throwing it into the harbour; their slogan is "**No taxation without representation**" because the American colonists do not have a political voice in the British parliament
- 1774 ● a group of political leaders form the **First Continental Congress**, the first American national government
- 1775 ● begin of the **War of Independence**; leading American general is George Washington
- 4 July 1776 ● the Continental Congress issues the **Declaration of Independence**, drafted by Thomas Jefferson
- 1783 ● **Treaty of Paris**: Britain officially recognizes its former colonies as an independent nation, the **United States of America**

Establishing a new nation

- 1789 ● the Constitutional Convention works out a completely new system of government, the **Constitution of the United States**, a federal system in which the power to rule is shared and representatives are elected; a **system of "checks and balances"** is established
- 1791 ● the **Bill of Rights** is issued; amendments ensure civil rights (e.g. freedom of religion, freedom of speech, a free press, the right to carry arms, the right to a fair trial by a jury)

The 19th century – westward expansion and politics of isolationism

- 1803 ● **Louisiana Purchase**: a huge area west of the Mississippi is sold to the USA by Napoleon for \$15 million (under President Thomas Jefferson)
- 1823 ● **Monroe Doctrine**: President James Monroe warns European nations not to interfere with Latin American affairs; it is one of the most important ideas in American foreign policy
- 1830 ● **Indian Removal Act**: all Native Americans living east of the Mississippi River are moved west



Advert of a voyage to America, 1605



Just arrived in the Ship William, from Dominica. The pick of a CARGO of Gold Coast CONSISTING of Prime Young Wenchies, and

Slave advert, South Carolina 1787

3. THE UNITED STATES

- until 1850s ● **exploration of the West** – the frontier; the idea of "**Manifest Destiny**", making the US stretch from east to west coast, is born; Lewis and Clark explore the western plains
- 1848 ● Mexico is annexed; westward expansion is completed – the **Manifest Destiny has come true**
- 1862 ● **Homestead Act** is passed by Congress, offering free farms in the West to settlers
- 1861–65 ● **Civil War** between the Confederate States of America (South) and the Union (North)
- 1863 ● **Emancipation Proclamation**: official abolition of slavery
- 1890 ● massacre of Sioux Indians in the **Battle of Wounded Knee**

The 20th century – politics of interventionism – "The American Century"

- 1913 ● **Henry Ford** invents assembly-line production to produce his most famous car, the **Model T**
- 1900–20 ● **peak years of immigration** to the USA (ca. 16 million immigrants)
- 1917 ● US declares **war on Germany**; President Wilson wants to defeat Germany "**to make the world safe for democracy ... and to end all wars**"
- 1918 ● "**Wilson's Fourteen Points**"; ideas for lasting peace and a **League of Nations**
- 1920s ● **The Roaring Twenties**; first Immigration Acts are passed by Congress to reduce immigration
- 1929 ● **Wall Street Crash**
- 1930s ● the **Great Depression** and **Roosevelt's New Deal** policy
- 1939–45 ● **World War II**; 1944 invasion of Normandy (D-Day, 6 June)
- 1945 ● 6 August: American B29 bomber drops **atomic bomb on Hiroshima**; 9 August: second atomic bomb is dropped on the city of **Nagasaki**
- 1948–52 ● **Marshall Plan**: humanitarian aid for millions of suffering people in Europe; Berlin Airlift
- 1940s–89 ● **Cold War**; communist versus capitalist nations; 1950s: "**Balance of Terror**"; politics of deterrence, nuclear armament
- 1961–63 ● **John F. Kennedy**: first Catholic president; assassinated in Nov. 1963
- 1955–68 ● **Civil Rights Movement**: **Martin Luther King** is its most famous leader; he is assassinated in 1968
- 1964 ● **Civil Rights Act** outlaws racial discrimination and segregation
- 1950–53 ● **Korean War**
- 1962 ● **Cuban Missile Crisis**
- 1965–73 ● **Vietnam War**
- 1969 ● **Moon landing**: US astronauts are the first human beings on the moon
- 1987–89 ● **Mikhail Gorbachev** and Ronald Reagan **end the era of the Cold War**; destruction of nuclear missiles; German reunification
- 1990/91 ● President George Bush begins the **Gulf War**

The 21st century

- 2001 ● **9/11 attacks** on World Trade Center and Pentagon; invasion of Afghanistan → President declares "**War on Terror**" and the so-called "**Axis of Evil**"
- 2002 ● **Department of Homeland Security** is created; US Naval base in **Guantanamo**, Cuba is turned into a detention camp for prisoners charged with terrorism
- 2003 ● invasion of Iraq, **begin of Iraq War**
- 2007 ● the US "**housing bubble**" **collapses** causing the crash of the real estate market and damaging financial institutions worldwide
- 2008 ● the bankruptcy of Lehman Brothers Holdings Inc. causes drastic losses on the stock market which lead to one of the most serious **global economic crises** since 1929
- 2009 ● **Barack Obama** is the first African-American President
- 2010 ● gradual **withdrawal of the troops in Iraq**



Historical advert, 1921



Apollo 11 moon landing



Attack on World Trade Center, 9/11

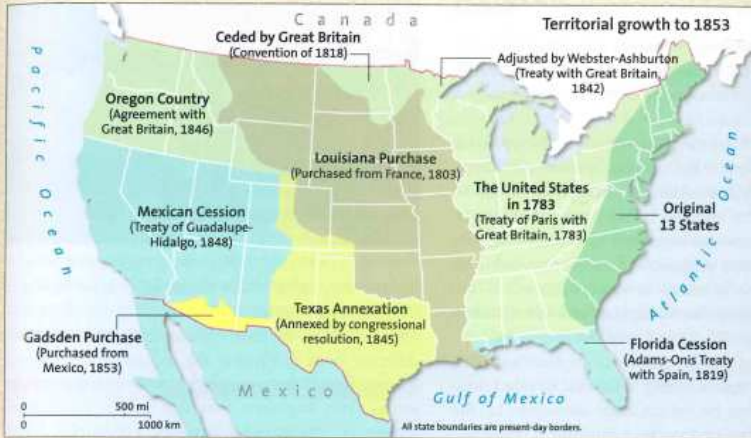


Obama election poster

→ Focus on Vocab, pp. 174 f.

The Exploration of the USA and the Frontier

The settlement of the American continent from the Atlantic to the Pacific Ocean



In 1800 the western boundary of the USA was the Mississippi River. The land west of the river, Louisiana, belonged to France. In 1803, **Thomas Jefferson** made a deal to buy the Louisiana Territory from the French for \$15 million (**Louisiana Purchase**), as Napoleon needed money for the war against Britain. The land of the United States more than doubled and now almost reached to the Rocky Mountains. Jefferson hoped to find an easy way across the continent to the Pacific Ocean, and in 1804 he hired seasoned army officers **Meriwether Lewis** and **William Clark** to explore the geography, the lands, the people and the animals in that unknown and uncivilized **frontier** area. After two years they returned with valuable information about the land they had crossed.

The lands beyond Louisiana were known as Oregon, an area which included today's Washington, Oregon, Idaho and the Canadian province of British Columbia. Although the British still had trading posts and many settlements there, they were soon outnumbered by thousands of American settlers who had been "infected" by the "Oregon Fever". In 1832, the first **Oregon Trail settlers** started in independence, Missouri, packed their possessions on wagons and set off for the West.

American newspapers and politicians began to talk about an idea called "**Manifest Destiny**", meaning that it was the clear intention of fate that the United States should reach from the east coast to the west coast, i. e. from the Atlantic to the Pacific Ocean. In 1848, after two years of fighting and war, the **annexation of the Mexican territories** completed the "Manifest Destiny" of the USA, which had grown from a small area along the east coast to one of the largest countries in the world.

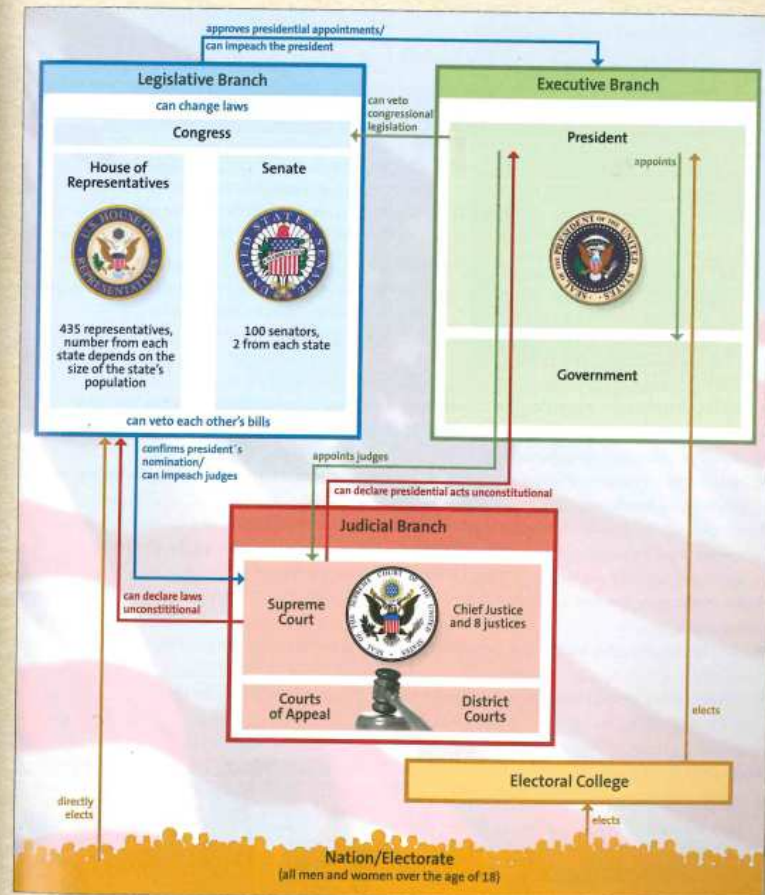
When the **Puritans** disembarked in **Massachusetts** in 1620, they believed they were "**God's Chosen People**" who were being guided by God and divine Providence, and that **America was the "Promised Land"** in which they would establish the New Israel. Thomas Jefferson and Benjamin Franklin considered images of the Promised Land for the Nation's Great Seal. By the middle of the nineteenth century this promise seemed to have been delivered to the American people.

→ Focus on Vocab, pp. 174f.

The Political System of the United States

The U.S. system of government (checks and balances)

The United States Constitution demands a **separation of power**. Each branch of government exercises power over each of the other branches. This prevents any one branch from becoming too powerful.



The United States has a **first-past-the-post voting system** in which the highest polling candidate is given all the votes and elected. Most states require citizens who wish to vote to be officially registered. Every **legal citizen over the age of 18**, regardless of ethnicity or gender, has the right to vote. Voting is carried out by **free and secret ballot**, in which the voters cast a **ballot (paper)** in a ballot box or via (electronic) **voting machines** in **polling places**, or via mail ballots.

→ Focus on Vocab, p. 203

3. THE UNITED STATES

Focus on Facts

Political parties

In 1787, America's founders expected constitutional provisions such as the separation of power, checks and balances, federalism and indirect election of the president by an electoral college would deter the formation of parties. However, in 1800 the US became the first nation to develop organized political parties which had executive power. Since the 1860s, the Republican and Democratic parties have dominated American politics. In a 2006 Gallup Poll, ca. 59 percent of Americans identified themselves as either Republicans or Democrats.

Those people claiming to be independent normally have partisan leanings.

Democratic Party	Republican Party
<ul style="list-style-type: none"> evolved from the party of Thomas Jefferson, formed before 1800 is considered to be more liberal believes that government has an obligation to provide social and economic programs favours a higher taxation of the rich has a stronger obligation to environmental engagement 	<ul style="list-style-type: none"> was established in the 1850s by Abraham Lincoln and others who opposed slavery is considered to be more conservative tends to believe that social and economic programs are too costly to taxpayers encourages private enterprise believes that a strong private sector makes citizens less dependent on government

The election process

- the US Constitution stipulates that a presidential election is to be held once every four years
- in February of the election year, the parties nominate candidates in so-called state primaries and caucuses (*US, Gremium, Ausschuss*)
- at national party conventions, usually held in the summer, state delegates vote for the party's presidential candidate
- on election day (usually the first Tuesday following the first Monday in November) every citizen has an opportunity to vote in a process of indirect popular election known as the electoral college, in which the number of electors is based on the population of the state
- these electors assemble following election day, cast their ballots and officially select the next president
- the Constitution mandates that Senators be elected directly by the voters of their state once every six years
- the members of the House of Representatives are also elected directly by the voters of their state every two years

The inauguration of the president

- the president-elect and the vice president-elect take the oath of office and are inaugurated on 20 January
- over the years, the inauguration has been expanded to a daylong event, including the oath-taking ceremony, parades, speeches and balls
- traditionally, the sworn-in president delivers a speech, the so-called inaugural address, in which he inspires hope for the future and outlines fundamental plans and objectives

→ Focus on Vocab, p. 203



"I ... do solemnly swear that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

3. THE UNITED STATES

Spot on facts

The making of a nation

Independence

Despite the prior existence of Native American cultures, the history of the United States as a nation state usually begins in 1492 with Columbus's 'discovery' of America. It wasn't until after 1600 that European colonists began to arrive, mostly from England. By the 1770s there were 13 British colonies on the northeastern seaboard. Colonists came for many reasons, such as the desire to practice their religion freely or to take advantage of the opportunities the 'empty' continent presented. Some were sent against their will to avoid prison or to repay debts.

At first the colonies were dependent on goods and support from Europe, but over time they prospered and became more economically independent. The main cause of the rift with Britain was dissatisfaction with the fact that they had little control over their own lives since all major decisions were made in London. Unrest came to a head when Britain set heavy taxes on certain goods and the colonists refused to pay, unless they had representation in Parliament.

During the ensuing Revolutionary War (1775–1783) a committee of statesmen (known as the Founding

Fathers) came together to draft the Declaration of Independence. This document, written by Thomas Jefferson and announced on July 4, 1776, was to be the guideline for the Constitution of 1787.

The Founding Fathers ensured in the Constitution that the three branches of government – the executive (the President), the judicial (the Supreme Court) and legislative (Congress) – would share power in a system of checks and balances.

Today the Fourth of July is a federal holiday in the US, celebrated with fireworks, parades, barbecues, baseball games and family reunions.



Yankee Doodle, 1776

Equality and freedom

Equality and freedom are cornerstones of American society. The Bill of Rights, which was added to the Constitution in 1791, explicitly guaranteed religious freedom and freedom of speech as well as equal rights and opportunities for all American citizens regardless of class or background. The separation of church and state, a key element in American law, has led to modern America having a wide spectrum of creeds and believers.

Yet equality and freedom were not granted to all American citizens automatically. After the Civil War between the northern and southern states in which its abolition played an important part, slavery was finally abolished in 1865. Even then it took the Civil Rights Movement of the 1960s to achieve equal rights for the descendants of those freed slaves.

American women also had to fight for their rights, not gaining the right to vote until 1920. The struggle for equality is still not over, as they only earn three-quarters of the average pay of American men.

Other minorities who have had to fight – and are still fighting – for freedom and equality are Native Americans and gays and lesbians.

The equality of the social order, which in theory offers equal opportunities for all, often has a more sobering reality. Education is free and available to all, but the quality of that education can depend on where a child goes to school. Higher education is often a question of money, with the opportunities for students from a wealthy home being greater than those from poor neighborhoods. And even in a democratic society there are class differences, a fact many Americans try hard to ignore.

Americans are proud of these ideals of equality and freedom. Their deep-seated patriotism is often regarded as arrogance by people in other parts of the world and can blind some Americans to any shortcomings within the country and in America's dealings with other nations. These factors are often the roots of anti-Americanism around the world.

3. THE UNITED STATES

The US then and now

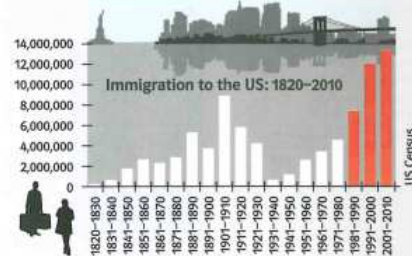
Immigration

The first Europeans to come to America were colonists or settlers and were mainly from Britain, Spain, the Netherlands and France. They all had to survive an arduous journey across the Atlantic. Many were driven by the desire to escape from religious, political or economic oppression and the belief that America would offer them a better life.

The peak periods of immigration were the mid-19th century (mainly from Northern and Northwestern Europe, particularly Germans after the failed revolution of 1848 and Irish during the famine years of 1845-52), the early 20th century (mainly from Southern and Eastern Europe) and post-1965, when a change in the immigration laws led to more non-Europeans entering the country. This eventually changed the ethnic make-up of the nation. While European immigrants accounted for nearly 60% of the total foreign population in 1970, they made up only 15% in 2000. This is due to steadily increasing immigration from Latin America – mainly Mexico, but also Cuba, El Salvador and the Dominican

Republic – and from Asian countries such as China, the Philippines and India.

America once saw itself as a melting pot in which these immigrants ideally gave up their way of life, language and culture and became part of a unified, monocultural American nation. But since 1970 this metaphor has largely been replaced by the idea of a multicultural and diverse America – a salad bowl in which different cultures mix, but remain different.



The American Dream

The American Dream is a set of beliefs and ideals which, in theory at least, allow every American the freedom to prosper and advance socially and financially through hard work. The concept is hard to pin down because there are individual interpretations. Some dream of fame and fortune; others of a fulfilled life or simply a life without state interference.

The idea of the American Dream probably began to take hold when Thomas Jefferson wrote in 1776 that Americans were born with the unalienable rights to "life, liberty and the pursuit of happiness." The phrase itself was actually coined by James Truslow Adams in his 1931 book *The Epic of America*: "The American Dream is that dream of a land in which life should be better and richer and fuller for

everyone, with opportunity for each according to ability or achievement. [...] It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognised by others for what they are, regardless of [...] birth or position."

For centuries people have come to America – and are still coming – attracted by the American Dream: the economic dream of success and prosperity ("from rags to riches"), the social dream of equality and opportunity, the political dream of democracy and justice, or the personal dream of freedom and self-realisation. While for many US citizens the dream is still alive, for many others it is an illusion or has – for whatever reason – even turned into a nightmare.

- 1 LISTENING Listen to the dialogue about the role of the frontier and then write a text about it similar in style to the fact files above. You may use additional research materials. → S12.2
- 2 SPEAKING Choose one of these topics or one of the other abstract ideas from Task 4 on the previous page and prepare a short talk on it.
- 3 RESEARCH Create a timeline of the US based on the dates and events in these texts. Then use the internet or other resources to add to your timeline.

3. THE UNITED STATES

160

Focus on Facts

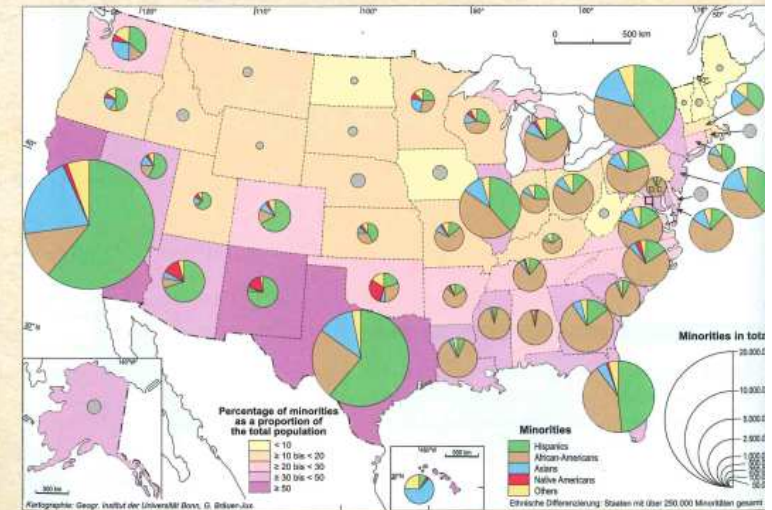
Minorities in the USA

Immigration into the United States of America and minorities living in the USA

The English went to North America from the late sixteenth century; Spain sent people to the southern part of the region and many Dutch and Germans also went over. When the U. S. became independent, it was written into the Constitution that there could be no limits on immigration until 1808. The main period of immigration was between 1800 and 1917. Early in this period, many more immigrants arrived from Britain and Germany, and many Chinese went to California. Later the main groups were Italians, Irish, Eastern Europeans and Scandinavians. Many Jews came from Germany and Eastern Europe. Just before World War I, there were nearly a million new immigrants per year. Most Americans have a clear idea of what life was like for the immigrants: They left home because they were poor and thought they would have better opportunities in the U. S. Many immigrants came to New York and Boston, and Ellis Island, near New York, became famous as a receiving station. The Immigration Act of 1917, and other laws that followed it, limited the number of immigrants who could settle in the U. S. and established quotas based on their country of origin. Since then, immigration has been limited to a few people who are selected for an immigrant visa, commonly called a green card. Hispanics and Asians now make up the largest groups of immigrants. The Immigration and Naturalization Service (INS) is responsible for issuing visas. It also tries to prevent people from crossing the borders and entering the U. S. illegally.



Ethnic minorities in the USA (US census of 2000)



→ Focus on Vocab, pp. 174f.

4. GLOBALISATION

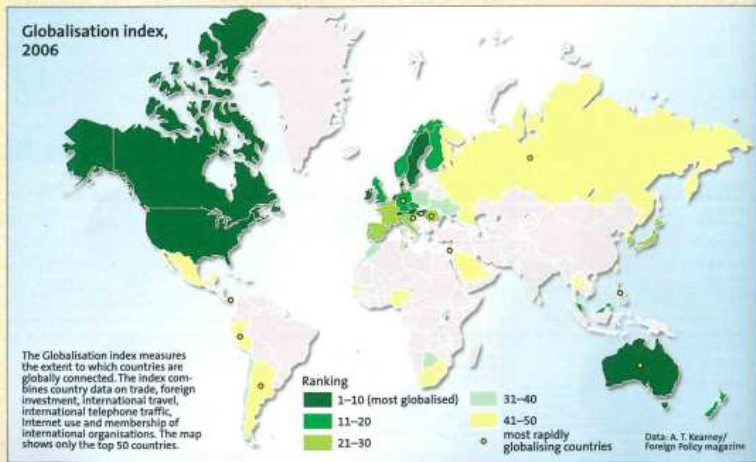
Globalisation

Globalisation is the intergration/connection of regional economies through a global network based on communication, transportation and trade.

Globalisation cube with the leading global economies and corporations



Defining features	Threats/dangers	Opportunities	Impacts
<ul style="list-style-type: none"> communication technology resources modern means of transportation multinational corporations liberalization of trade barriers reorganization of work mass tourism 	<ul style="list-style-type: none"> ecological exploitation of countries that provide the resources exploitation of workers growing inequity scramble for resources can lead to conflict growing environmental problems unprecedented growth of mega corporations rising unemployment for unskilled workers terrorism due to open borders 	<ul style="list-style-type: none"> exchange/circulation of ideas exchange of culture exchange of language generating capital investment in poorer countries higher living standard in the developing countries innovation through the exchange of ideas free trade of goods mutual support and understanding due to stronger interdependencies 	<ul style="list-style-type: none"> cultural imperialism/ Westernization of the world rising migration fear of being overrun → restrictions on immigration mutual influence of cultures on each other outsourcing of work



→ Focus on Vocab, p. 271

4. GLOBALISATION

World Trade

World Economic Forum

The World Economic Forum (WEF), founded in 1971, is a Swiss non-profit foundation that meets annually in Davos, and brings together international business and political leaders, intellectuals and journalists to discuss pressing global issues.



Besides its economic focus, the annual meeting has become a neutral platform for political leaders to resolve political differences. In 2008, Microsoft founder Bill Gates gave a keynote speech on "creative capitalism", which combines generating profits and solving the world's inequities by using market forces to address the needs of the poor worldwide. The participants are considered a global elite – a think tank of internationally-oriented experts, including a group of "Young Global Leaders" consisting of under-forty-year-old leaders from all around the world and representing a wide range of disciplines and sectors.

WEF has also launched several global initiatives, e.g. the Global Health Initiative, the Global Education Initiative and the Partnering Against Corruption Initiative.

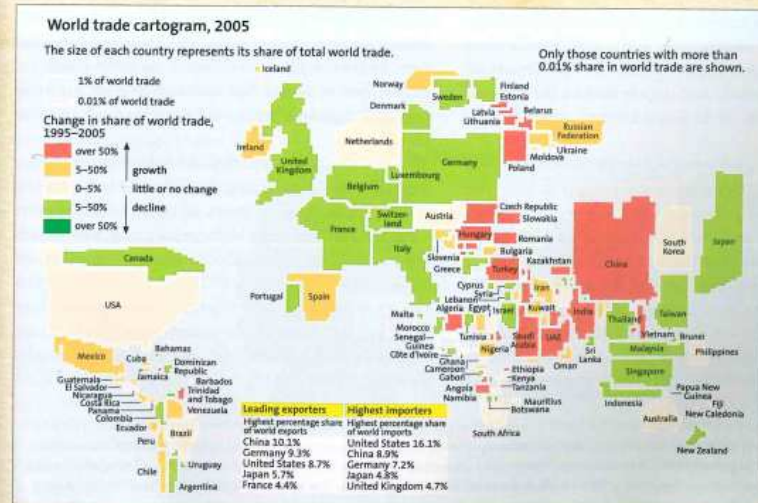
However, there is heavy criticism as well: WEF, along with the G8 and the World Trade Organisation, are viewed as a "mix of pomp and platitude" by anti-globalisation activists and many NGOs.

Further economic forums

- The Group of Eight (G8): France, Germany, Italy, Japan, the United Kingdom, the United States, Canada and Russia

This group has occasionally been expanded, e.g.:

- Outreach Five (O5): plus Brazil, China, India, Mexico and South Africa
- Group of Twenty (G20): the 20 major economies of Africa, North America, South America, East Asia, South Asia, Southeast Asia, Western Asia, Eurasia, Europe and Oceania; the group meets semi-annually, and the last meeting took place in Seoul in November 2010.



→ Focus on Vocab, p. 271

Spot on facts

Chances and challenges of globalisation

Globalisation – a basic definition

Globalisation refers to the growing global network of trade, travel, knowledge and influence. It is possible today for individuals and groups of people to buy and sell products all over the world, to travel to any place and to exchange information across the planet.

This freedom, however, can also put human rights, the environment, individual cultures and financial security into danger. The advantages of the global network are great, but the challenges it brings could be greater. Interestingly, the global network will probably be the key not only to global problems, but also to their solutions.



"The internet means we can organise anti-globalisation demos across the planet."

People, cultures and lifestyles

Chances

Globalisation affects us all on a daily basis: People can move and travel freely, seeing more of the world and learning about other people. This increases cultural awareness and reduces the causes of conflict. Ongoing exchange between academics, experts or politically interested people all over the world makes research, protests and activism more effective, fostering the emergence of a global civil society. Migrants can move to different countries to find work and support their families, helping these countries to fill important labour gaps at the same time.

On a more official level, international government and non-government organisations (NGOs) can share knowledge and know-how and bring help to where it is needed. Help ranges from granting microcredit loans (to start a small business) or debt relief to providing technology, education, food and medicines. Similarly, conflicts between countries can be handled diplomatically and with a better understanding of the situation because more information is available than ever before.

All these possibilities contribute to a global 'togetherness'. Individual people, groups and even nations can find friends and partners with similar interests and ideas all over the globe. Traditions and regional and cultural identity can be shared, explained, continued and celebrated.

Challenges

Globalisation is often seen as synonymous with westernisation. Western culture, propagated by the media, serves as an example for many developing countries, but also endangers the cultural diversity of nations' languages, traditions, ways of life, values and beliefs.

Yet Western influence is not limited to culture. Developed countries are tempted to use their economic and political power to intervene in other countries' affairs. However, such interventions are not always welcome or beneficial and can cause a divide or even war. Moreover, help from the outside often hinders developing countries from building functional administrations and infrastructure of their own.

As a result of global consumption, travel and transport, limited resources are disappearing. The rapid economic growth of large emerging markets like China, India or Brazil, who are adopting the West's unsustainable lifestyle and consumerism, make the situation worse. The disposal of mountains of (often toxic) waste is often left to Third World workers – the result of the widespread "Not in my back yard" attitude. The availability of fresh water, which is becoming scarce, may be crucial in the future. Potential 'side effects' of increased migration are illegal immigration, people-smuggling and the frequently bad treatment of immigrant minorities.

1 VISUALS Choose one of the cartoons. Describe it and interpret its message. → S 28.2

A network of products

Chances

First and foremost, globalisation means gaining access. People have access to essential products, specialties and medicines from all over the world, and both small and large companies have the chance to sell their products worldwide.

The global market area potentially secures jobs, livelihoods and economic stability, since customers and companies have access to (or can outsource) cheaper materials, products and labour, lowering costs and raising profits.

The global trade

of goods supports poor communities especially in developing countries, giving people much-needed jobs and improving local infrastructure. Fair trade campaigns can help developing countries to get a fair share of the profits created.



"...But in the Global Marketplace you're only 650,247,555th."

Challenges

In theory, open markets and a globalised economy provide a level playing field for everybody. However, political interests, financial power and subsidisation contribute to an unfair distribution of wealth and power as well as the rise of 'global players' (large international corporations), dominating market shares and lowering the chances of survival for small businesses. Apart from that, interdependent financial networks make economies increasingly vulnerable to financial disasters.

Outsourcing, offshoring and the global competition for cheap materials and labour undermine the standards of living and income, especially in poor countries. This often leads to horrendous working conditions, with many workers still not being able to afford basic essentials, and to the use of child labour. Developed countries, on the other hand, are affected by tax evasion and stagnating wages.

However, these production conditions are often 'invisible' to those who buy things. Customers are encouraged by advertising and peer pressure to consume more than they need without knowing how and where the things they buy have been produced.

The communication network

Chances

Access to global communication via mobile and internet technology is increasingly cheap and unrestricted. This means even people in remote or rural areas can communicate, be educated and work without an expensive landline infrastructure.

Global communication facilitates trade, travel and contact with friends, family and business partners. Developers can cooperate, e.g. in education, human rights and aid organisations. There is also a political dimension to the communication network: Anyone able to use a computer has a voice now, from young people or immigrants without voting rights to dissidents in dictatorships. News and instant information can save lives in a crisis or expose crime and propaganda.

Challenges

Concerns are voiced about personal data, which has become less secure, and the fact that data 'paper trails' can be used to track, observe, predict and control people's behaviour and movements. Non-democratic governments in particular may try to use the internet to control their citizens.

At the same time, large parts of the world like those in extreme poverty, remote places or war zones, still have little or no access to the global internet network. This great disadvantage may even threaten their existence.

Finally, the global flood of information can make it very difficult to find out which information is important and to assess the quality of the source.

2 SPEAKING Form groups of four or five. Choose five of the challenges mentioned on these two pages and discuss possible solutions.

Spot on facts

Science and technology changing society

Science vs. technology

Based on facts and evidence, **science** tries to describe and explain phenomena of the natural world and to make predictions of future developments. It includes fields such as physics, chemistry, biology and geology but also computer science and social science.

Applied science concentrates on research which directly leads to new inventions. It aims at gaining scientific knowledge which can be used to develop new devices, machines and innovative **technologies** capable of improving our lives or solving problems.

Whereas science is basically neutral, the way it is used in technology may be beneficial or harmful for mankind (cf. nuclear power to provide energy vs. nuclear weapons). Advocates of technology associate progress with efficiency, productivity and an improved living standard. Critics point out that technological processes may produce pollutants and destroy limited natural resources. They question the security of new devices, raise ethical questions and demand new regulation and laws.

Challenges of the 21st century

With the world population growing and natural resources decreasing, more and more people question the pursuit of economic growth at all costs. There is a new demand for **sustainability**.

This principle calls for a balance between the needs of present and future generations. Sustainable development implies the use of renewable energies and the recycling of materials.

However, this doesn't mean an end to research and progress. These are examples of today's most important and controversial developments:

- **Internet technologies** have revolutionised communication (e.g. email, social media), the transfer of data and access to information, and the economy. Fears relate to the loss of privacy, new methods of surveillance and espionage and to the commercial exploitation of personal data.
- **Genetic engineering** may enable people to cure presently incurable diseases and to extend their life span. GM foods may help reduce problems of hunger and malnutrition, but also lead to unforeseen effects on flora and fauna. Moreover, their use increases the dependence of farmers on big biotechnology corporations.

- Research on **artificial intelligence** and **robotics** aims to make our lives easier by developing e.g. driverless cars, bionic body parts, robots (for the household and in health care) and drones (for civil and military use).
- **Nanotechnology** makes ultra-small tools and powerful mini-machines smaller than a pinhead.
- **Neuroscience** studies how the nervous system works and how the brain impacts behaviour and thinking, thus raising questions about whether we really have free will.



1 COMPREHENSION Choose one of the following options:

1. At a youth conference titled "Is modern-day technology a blessing or curse?", each participant is asked to give a one-minute introductory statement. Prepare and make this statement.
2. A podcast for teens deals with the question above. Write the introduction for that podcast.

2 VISUALS Describe and interpret the cartoon. → S28.2

Utopia and dystopia

The word **utopia** comes from the Greek words for 'no place' and 'good place' and is used to describe an imaginary perfect society set in a distant place or the future. The word was first used by Thomas More in England in 1516 as the title for his book *Utopia*. Until well into the 19th century, utopian visions of society predominated because technological progress was largely seen positively. Towards the end of the 19th century, however, the power of industrialisation and science created anxiety about the future, a feeling which was intensified by two world wars and the emergence of totalitarian states. Pessimistic visions of future societies (so-called 'anti-utopias' or '**dystopias**') were written, often characterized by a non-democratic form of government and the suppression of the individual, e.g. by advanced surveillance technology. Famous examples include Aldous Huxley's *Brave New World* (1932), George Orwell's *Nineteen Eighty-Four* (1949) and Margaret Atwood's *The Handmaid's Tale* (1985).

The main aim of dystopias is to implicitly criticise negative tendencies in contemporary societies, which if unaddressed may become uncontrollable in the future. Today they often focus on environmental disaster, genetic engineering, and once again, surveillance technology. Recent examples are Dave Eggers' *The Circle* (2013) and Suzanne Collins' teen-novel trilogy *The Hunger Games* (2008–2010).



Science fiction and fantasy

In contrast to utopian and dystopian stories, which focus on future societies, **science fiction** (sci-fi or SF for short) stories primarily deal with scientific or technological advances and their effects on society and private life. The main technique of sci-fi writers is extrapolation, i.e. they predict believable future developments from current trends in science and technology. Science fiction usually mixes advanced technology (e.g. time travel, spaceflights), non-human characters (e.g. aliens, robots, humanoid computers) and action-packed plots (e.g. the invasion of the earth, technology out of control).

Classics of the genre include H. G. Wells' *The Time Machine* (1895), Arthur C. Clarke's *2001: A Space Odyssey* (1968) and Isaac Asimov's novels and short stories, which are often centred around robots.

Fantasy is a genre focusing on magic and supernatural elements, usually providing a clear distinction between good and evil. It creates its own

fantastic, internally consistent setting far beyond today's society and technology. Terry Pratchett is one of the most prolific fantasy writers. Many fantasy novels and films have become bestsellers, most notably J. R. R. Tolkien's *Lord of the Rings* (1954–55), J. K. Rowling's *Harry Potter* (1997–2007) and George R. R. Martin's *A Song of Ice and Fire* (turned into the TV series *Game of Thrones* since 2011).

The distinction between these four genres, however, is blurred. Many works of science fiction contain strong utopian or dystopian elements and dystopian societies are often based on future technologies, e.g. Kazuo Ishiguro's novel *Never Let Me Go* (2005) or films like *The Matrix* (1999) and the *Star Trek* series. Combinations of science fiction and fantasy are also very popular – think of David Mitchell's novel *Cloud Atlas* (2004) or the ongoing *Star Wars* film series.

3 COMPREHENSION Turn the information from the texts above into a grid which explains, in keywords, the differences between the four types of 'speculative fiction' (definition, focus, examples).

4 SPEAKING Give a five-minute book report on a speculative fiction novel and classify which genre(s) it belongs to. → Δ2

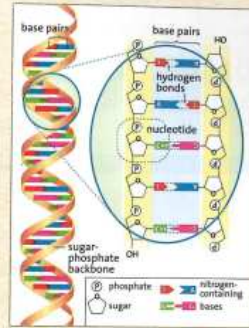
Genetic Engineering

Genetic engineering (or genetic modification) is the human manipulation of an organism's genetic material to create a genetically modified organism that does not exist under natural conditions. During this process, new genetic material (DNA) is inserted into the host genome (= the entirety of an organism's hereditary information). First the **genetic material of interest is isolated and copied**, thereby generating a construct that contains all the necessary genetic elements, which is then **inserted into a host organism** in a second step.

Thus, **genetic engineering changes the genetic design or genetic blueprint of an organism and forms new combinations** of heritable (= *erblich*) genetic material. Although **stem cell research and cloning** are not considered to be genetic engineering by definition, these areas of scientific research are closely connected to genetic engineering because they can be used together.

In **medicine** genetic engineering is used e.g. for the **mass production of insulin, human growth hormones, follitism (for treating infertility) and vaccines**. Researchers are also working to genetically engineer humans and e.g. **replace defective human genes with functional ones** and thus **cure genetic disorders and diseases** like Parkinson's disease, cancer, diabetes, heart diseases and arthritis.

Despite all the (possible) benefits of genetic engineering there are also **ethical concerns and criticism** that this technology is not only used for treatment but for enhancement, modification or alteration of a human being's character, behaviour, appearance, intelligence or adaptability.



277

Focus on Facts

Historical development

Year	Major scientific discovery or achievement
1856–63	Austrian monk and scientist Gregor Johann Mendel (1822–84) shows that the inheritance of certain traits follows particular laws (the "Laws of Inheritance"); he is considered to be the "father of modern genetics"
1953	American zoologist James Watson and British physicist Francis Crick discover the double helix, the chemical structure of DNA which makes up genes
1972	American biochemist Paul Berg creates the first recombinant (= altered, modified) DNA
1974	German biologist Rudolf Jaenisch creates a transgenic mouse by inserting foreign DNA into its embryo
1976	Genetic Engineering Technology Inc. (Genentech Inc.), the first biotechnology company, is founded in California by US businessman Robert A. Swanson and biochemist Dr. Herbert Boyer
1978	Genentech Inc. produces genetically engineered human insulin
1980	the US Supreme Court rules that genetically altered life can be patented
1986	first field trials in the USA and France: genetically engineered tobacco plants are resistant to herbicides (= Unkrautvernichtungsmittel)
1992	China commercializes virus-resistant tobacco plants
1994	the first genetically-modified tomato, designed to have a longer shelf life, is released
June 2000	President Clinton announces the completion of the first draft of the human genome
Feb 2001	first analyses of the public and private genome projects are published; the big discovery: Humans have about 30,000 to 40,000 genes, hardly more than a common weed or worm
April 2003	the human genome is declared a finished product; the announcement coincides with the 50 th anniversary of the discovery of the double helix

→ Focus on Vocab, p. 287

Spot on facts

What can we do with genetics?

Genetics - the essentials

The science of **genetics** aims to identify which features of an organism are inherited and researches how these features pass from generation to generation.

Genes are the basic units of inheritance which influence a person's appearance, abilities, health and behaviour. They are part of a long molecule called **DNA**, which forms the core of cellular structures called **chromosomes**. The DNA, whose typical double-helix structure was discovered in 1953, carries all genetic information for constructing and operating an organism. It contains the 'genetic code' - the

rules determining how information in the DNA is translated into protein - which is highly similar among all living beings.

However, this does not mean that all of a person's features are invariably determined by the genetic material inherited at birth. New research shows that the environment plays a significant role too. Nutrition and health during childhood or the mother's lifestyle (smoking, hunger etc.) during pregnancy have a large impact on somebody's appearance and behaviour as well as on their chances of developing certain diseases.

Genetic engineering



Genetic engineering is the direct manipulation of an organism's genetic make-up. The first genetically modified organisms (GMOs) were bacteria in

are usually taken from fertilised embryos that are 'left over' in fertility clinics - a practice which is ethically controversial and in many countries strictly regulated or even banned.

When it comes to **cloning** - the process of producing genetically identical cells and organisms - there are two commonly discussed types: therapeutic and reproductive cloning. **Therapeutic cloning** research aims to manipulate stem cells to develop into tissues or whole organs needed e.g. for transplants. In this process, however, an embryo is destroyed. In **reproductive cloning** a cloned embryo would be transplanted into a uterus for development and natural birth. Most countries have forbidden this type of cloning on humans.

Since 1996, when Dolly the sheep was successfully cloned from an adult stem cell, animal cloning has become reality for more and more species (a dog in 2005, a camel in 2009). While supporters hope for the cloning of extinct or endangered animals, critics express ethical concerns and many consumers oppose products from cloned animals.

1973. GM food, modified to be herbicide resistant or to have better nutritional values, has been sold since 1994 but up to now, critics highlight potential risks to health and the environment.

One key field of genetics is **stem cell research**. These cells are very interesting for researchers as they have the capability to develop into any kind of cell and to reproduce themselves many times over. Stem cells are found in embryos (where they develop into the various body parts) as well as in adults (where they repair cells damaged e.g. by injury). As adult stem cells are often less versatile, researchers prefer the 'pluripotent' embryonic stem cells. Those

1 **COMPREHENSION** Note down questions about genetics and genetic engineering which can be answered from the two fact files above. In pairs conduct two 'expert interviews'. → S25

2 **LISTENING**

- Make sure you know what IVF and mitochondrial diseases such as Parkinson's and diabetes are.
- Listen to the programme and take notes to prepare a short report covering the following aspects: name of new technique; why the DNA from three people is needed; whose genes would determine the baby's looks (e.g. hair/eye colour); what is destroyed in the process; arguments against this technique.

Shakespeare's Stage

Through the 1580s and 1590s London's Lord Mayors tried to **have plays banned** because **they were thought to be profane and ungodly**. Moreover, plays took apprentices and workmen away from their jobs, since they were performed in daylight each afternoon.

As a consequence, the theatre companies began to move outside the city walls, and in 1594, two new theatres were founded:

- the **Lord Chamberlain's Men** played at the **Theatre**, the company which Shakespeare joined as an actor and wrote plays for
- the **Lord Admiral's Company** played at the **Rose** and performed Christopher Marlowe's plays.

In 1599, the **Globe** was built on the south bank of the Thames, in the suburb of **Southwark**, which at that time was full of wayfarers' inns for the many travelers who crossed London Bridge to get into or out of the city. During Shakespeare's time there were **ten open-air amphitheatres in London** with thousands of people going to see new plays every day. Until the **Globe** was destroyed in a fire in 1613, it was **the most successful and prosperous theatre** of the time.

Shakespeare's Globe, also called the **wooden O**, could hold around three thousand people. There was **no "theatre etiquette"** – people didn't have to sit still or stand quietly; often theatres were drunken, rowdy places.

Some **ticket prices** of the time (a typical wage in 1594 was eight old pence a day):

- one penny: standing in the yard around the stage (→ for the "groundlings")
- twopence: a wooden seat in a covered gallery
- another penny: a cushion for the seats
- sixpence: a seat in the "Lords' Gallery" – seats placed on either side of the balcony at the back of the stage

On the outside an Elizabethan playhouse had plain, white-plastered walls, but inside it was a blaze of colour. The first **Globe** was described as **"the glory of the Banke"**. The Globe had a **rectangular stage**, projecting halfway into the yard. Above the stage was a **balcony** for musicians and actors. Its decorated ceiling was called the **Heavens**. Beneath the stage lay **Hell** out of which ghosts and devils would emerge through a trap door.

The **demand for new plays was huge** and playwrights likely wrote several new plays every year. Of the thousands of plays which were written during that time, only **230 are still in existence** – **39 are Shakespeare's plays** that have survived the last four centuries.

Some **topics and leitmotifs of Shakespeare's plays**:

- **Sex & crime vs. honour & virtue** (e.g. *Romeo and Juliet*, *Much Ado About Nothing*, *A Midsummer Night's Dream*)
- **Distant worlds vs. local colour** (e.g. *The Tempest*, *Much Ado About Nothing*)
- **Women's rights vs. patriarchal structures** (*The Taming of the Shrew*, *Much Ado About Nothing*)
- **Racism** (e.g. *The Merchant of Venice*, *Othello*)
- **Language and social class** (verse vs. prose → e.g. *Romeo and Juliet* (Nurse), *Macbeth* (Porter), *A Midsummer Night's Dream* (Craftsmen))
- **Crime (ocular proof)** (e.g. *Hamlet*, *Othello*, *Macbeth*, *Julius Cesar*, *Richard III*)
- **Sanity/madness ... order/disorder** (e.g. *King Lear*, *Hamlet*, *Macbeth*)
- **Social class → climbing the social ladder** (e.g. *Coriolanus*, *Romeo and Juliet*, *Much Ado About Nothing*)

→ Focus on Vocab, p. 338



Reconstruction of the Globe in London, Southwark

Drama and Theatre

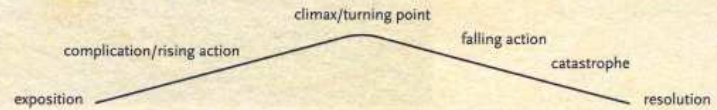


Drama

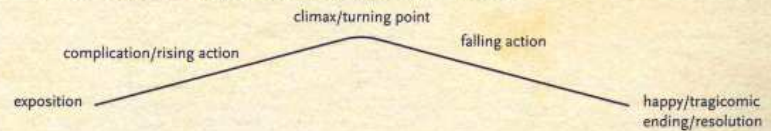
A **drama** or **play** is written to be performed by **actors** in a theatre, in a film, on television or on the radio. Traditionally, a play is composed of **acts** (units that reflect main stages in the development of the action), which are further subdivided into **scenes** (= sequences of continuous, uninterrupted action). Modern plays may just present a sequence of scenes. More reduced forms are **one-act plays**. One of the basic elements of drama is **conflict between opposing characters** (= **protagonist/antagonist**), or contrasting ideas, attitudes and interests. Conflict creates tension and **dramatic action**, which is unfolded in **dialogues** and/or **monologues**. Good dialogues or monologues must capture the personalities, social positions, attitudes, thoughts and emotions of the characters. **Stage directions** given by the **author/playwright** help the director and the actors perform the play on stage. Such directions may be rather short and leave room for individual interpretation, while others are very detailed and indicate the precise design and arrangement of the **setting** (= time and place), **scenery**, **props** (= properties, i.e. furniture, decoration, etc.), the characters' appearances, movements, gestures, ways of speaking, or the **sound and lighting** to be used.

Drama is the generic term for the genre. The most important subclasses are:

- the **traditional tragedy**, which develops dramatic action like this:



- the **traditional comedy**, which develops dramatic action like this:



Theatre

Here are some of the important elements of a theatrical stage:



Note: Explanations of the respective technical terms can be found in the Glossary of Literary Terms, pp. 339 ff.

Spot on facts

Shakespeare's life and times

The Renaissance

The Renaissance was a period of immense cultural change that has its roots in Italy in the late 14th century and extended to the early 17th century in England. It was a time of great learning and great art. Many inventions provided people with new insights and shook the foundations of society. One such invention was the telescope, which dealt a deathblow to geocentric cosmology; another one was the printing press, which made it possible to provide the masses, and not just a select few, with information and literature. Travel reports in particular were eagerly read and inspired British adventurers like Sir France Drake and Sir Martin

Frobisher to follow the lead of the Spanish, Portuguese and French explorers. At the same time, outbreaks of highly infectious diseases like the plague killed thousands of people and made the lives of the survivors miserable. Shakespeare and other writers of the time met the demands of the people to be distracted and to hear about foreign places by choosing these as the settings for their plays. Although more people than ever before had access to books and learning, many old beliefs and superstitions continued to prevail, as the references to witchcraft and the appearances of ghosts in Shakespeare's plays show.

The Elizabethan Age

Queen Elizabeth (1533–1603) ruled over England for almost fifty years – most of Shakespeare's life. Her long reign was marked by prosperity and achievements in the arts, but also by various conflicts.



View of London in Shakespeare's day

Religion played a dominant role in most people's lives, thus a lot of conflicts were caused by religious passions. Elizabeth's father, Henry VIII, a very headstrong and despotic monarch, broke with Rome and established himself as the head of the Protestant Church of England (also known as the 'Anglican Church'). His successors either tried to return England to Catholicism (like Mary), or to complete the Protestant Reformation (like Elizabeth). Either way, adherents of the 'wrong' religion were relentlessly persecuted.

Conspiracies and conflicts with other nations, especially with their Catholic rivals Spain and France, were another threat to stability. A tight network of spies and informants helped to find Catholics suspected of plotting against the Queen. They died either in the torture chambers or on the scaffold. Executions were public and frequent: Between 1,500 and 2,000 took place every year, several hundreds of them in London, and together with bear baiting they constituted the most gruesome form of public

entertainment. It is small wonder then that shows of violence are frequent in Shakespeare's plays.

Nevertheless, the Elizabethan Age is considered a "golden age" due to its relative stability, economic growth and the flowering of theatre, literature and music. Elizabeth succeeded in securing her position in England and abroad. She strengthened the English navy, sent adventurers to faraway countries, welcomed the idea of planting colonies there and encouraged privateers to attack Spanish merchant ships that were bringing gold from South America. The successful defeat of the Spanish Armada in 1588 was one of the most glorious moments of her reign and helped secure England's position as a leading sea power. When Elizabeth died heirless in 1603, everything had been arranged for a smooth transition of power to James of Scotland.

Spot on language

Understanding Shakespeare's English

Characteristics of Elizabethan English

There is no reason to be afraid of Shakespeare's English. Of course some of the words he used have changed their meaning or are no longer in use, and some seem strange, but on the whole his language is not so far removed from the English we speak today. English was in flux then. Old forms like **thee** [ði:] / **thou** [ðəu], **thy** / **thine** co-existed with the newer **you** and **your**, and we find all these forms in Shakespeare's plays. Some verb endings still existed which we do not use anymore, like **-st** (2nd person singular) or **-th** (3rd person singular). Another obvious difference is the rare use of the auxiliary "do" and its derivatives: they simply were not yet very common in Elizabethan days. Hence the sometimes strange word order in Shakespeare's sentences.



Queen Elizabeth I

1 Change these sentences from Shakespearean English into modern English.

- | | |
|--|--|
| 1. Hath your grace not a brother like you? | 6. She stayed not long. |
| 2. Where grows this flower? | 7. What looked he like? |
| 3. Thou hast it now. | 8. Thou canst see with thine own eyes. |
| 4. Be not afeared! | 9. Wherefore didst thou this? |
| 5. Seest thou this letter? | 10. Thou likedst not that. |

2 In Shakespeare's day, the subjunctive (e.g. "the Lord be praised") was used more often than it is today. It was used to express a wish or an intention and also in conditional clauses. Turn the following lines from Shakespeare plays into modern English by using forms of "want to" or "wish" or an if-clause + present tense. Modernise other words, too, if necessary (e.g. in sentence 1, "method" means "system").

- | | |
|--|--|
| 1. Though this be madness, yet there is method in't. | 4. Where will you that I go to answer this charge? |
| 2. Wilt thou be gone? It is not yet near day. | 5. Wake Duncan with thy knocking! I would thou couldst! |
| 3. If this be known to you, then we have done you wrong. | 6. I would there were no age between sixteen and three-and-twenty! |

3 Shakespeare invented or at least popularised a great number of phrases that have found a permanent place in the English language. Here are some – explain them and find other ways of saying the same thing.

- | | |
|---|--|
| 1. The team has lost three times in a row – I'd say the coach is in a pickle . | 6. My children came home for the weekend – they have eaten me out of house and home . |
| 2. I love babies, but triplets are too much of a good thing . | 7. We found out the truth. The game is up! |
| 3. Mandy should be more careful what she says. She wears her heart on her sleeve . | 8. After the bank's bankruptcy the manager melted into thin air . |
| 4. After the second own goal he was the laughing stock of the team. | 9. He was snatched out of the jaws of death by the surgeon who operated on him. |
| 5. He broke the ice by complimenting her on her dress. | 10. Like many other investors, he played fast and loose . |

The Media

In the domain of communication, **media** are tools used to store or transmit information and/or data. The term **mass media** or **public media** is used to describe the sum of mass distributors of news and entertainment. These media include **print media**, such as books, **electronic media**, such as TV and radio and the **digital media**, like the Internet, mobile phones, and so on. Johannes Gutenberg, who perfected the printing press with movable types in 1454, is considered the inventor of "print media". Today, modern communication media facilitate so-called "**many-to-many communication**" (e.g. via e-mail or Internet forums), whereas more traditional media typically represent "**one-to-many communication**" (e.g. TV, radio, cinema). Generally, the purpose of the mass media is to promote businesses and their products, and provide entertainment, information and socially-relevant services.



Focus on Facts

Forms	Usage/purposes/social impacts
Print media <ul style="list-style-type: none"> books newspapers, magazines catalogues publishing 	<ul style="list-style-type: none"> require literacy; used to inform or entertain people; more word-based; reading usually is a quiet, solitary occupation; easily accessible and affordable for most people the distribution of books, magazines, etc.
Electronic media <ul style="list-style-type: none"> broadcasting discs, tapes film (cinema) E-books (electronic books) Internet blogs (web logs) podcasts World Wide Web social networking (e.g. Facebook, MySpace, etc.) mobile phones publishing, e-publishing video games 	<ul style="list-style-type: none"> information, entertainment, infotainment, advertising storage and reproduction of data, music, etc. focus on moving images and sound; for entertainment, education, to inspire audiences; movies can be works of art; can also be highly manipulative texts can be cross-referenced or annotated more easily; multiple books can be stored; texts can be animated; requires access to an electronic device and software a more interactive form of mass media; almost everything has become accessible via the Internet; global connection of people; forum for business, entertainment, information, education; privacy and security issues; reliability and authenticity of data is difficult to verify an interactive format; involves the creation of an individual website to share one's own ideas, interests, photos, etc. and receive comments and feedback from readers digital audio files; can be used for playback on portable media players; used for entertainment or information accessible through the Internet; hypertext documents offer a huge variety of texts, images, information, videos, etc.; anyone with a website is able to reach and address a global audience virtual platforms to build online communities for social interaction; means to connect friends and share information; danger of giving out too much private information and possible misuse of these data used for verbal one-to-one communication and the exchange of information; trend towards entertainment → mobile music, diverse ringtones, MP3 files, music videos, etc. are available; SMS text messaging is highly popular; TV access; games the activity of making information available to the public; e.g. website content, digital music, software, the distribution of books, magazines, musical works, software, etc. mostly used for entertainment; can be played alone or networked with others; often controversial due to claims that they are too violent, sexually offensive, etc.
Personal media <ul style="list-style-type: none"> telephony mail (post) 	<ul style="list-style-type: none"> non-mass media: person-to-person communication voice communication over distances; Internet protocol (IP) telephony written correspondence that is physically sent and delivered through the postal system globally; in many countries, private companies now compete with the government's postal service; federal laws guarantee the privacy of the letters/documents sent

→ Focus on Vocab, p. 323

Focus on Facts

The Press

An overview of different newspaper and magazine formats

Newspapers	Characteristics	Tips on vocab
Quality newspapers/ broadsheets* <i>The Times; The Guardian; The New York Times; The Independent; The Financial Times; Daily Telegraph; International Herald Tribune; The Scotsman; The Wall Street Journal; The Observer; USA Today; The Chicago Tribune; The Washington Post; The Los Angeles Times, etc.</i>	<ul style="list-style-type: none"> usually in larger formats and typically with more pages headlines on the front page are smaller in size and more informative and factual proportionally more text than photos and in smaller print more informative/credible coverage articles are in-depth, present facts, dates/numbers/statistics; are more balanced use of quotations from credible people language is more objective/precise/ elaborate/ formal information is based on serious research; analysis; hard news objectivity through a variety of perspectives and credible sources offer critical comments on issues 	<ul style="list-style-type: none"> to publish a newspaper edition/copy accuracy informative (-ness) visual material thought-provoking ironical/satirical column to cover a subject/topic editorial to generate sth. source of information to be in/to hit the headlines headline-grabbing sophisticated special feature current affairs to focus on sth.
Tabloids/"popular newspapers"/ "supermarket tabloids"*** <i>The Sun; Daily Star; The Daily Express; Daily Mirror; The Daily Mail; Chicago Sun-Times; New York Post, World Weekly; Examiner; Newsday; Globe, etc.</i>	<ul style="list-style-type: none"> smaller formats and fewer pages use of banner headlines in bold type more sensationalist and play on people's emotions often one-sided and exaggerated reporting no sharp line between fact and fiction, fact and opinion use of subjective, often informal language to appeal to the readership's emotions often lack of reliable sources of information doubtful/dubious/debatable sources of information focus on 'less serious' content, e.g. crime stories, celebrities, etc. 	<ul style="list-style-type: none"> to skim a newspaper entertaining biased prejudiced gossip attention-grabbing to hound sb. to invade sb.'s privacy exaggeration/to exaggerate superficial/superficiality inaccuracy (political) leanings
Magazines/periodicals* <i>TIME; Esquire; Cosmopolitan; Reader's Digest; Newsweek; Forbes; O – The Oprah Magazine; People; Harper's Magazine; The New Yorker, etc.</i>	<ul style="list-style-type: none"> periodical publications published (bi-)weekly, monthly, etc. printed in colour on glossy paper financed by advertising two broad categories: consumer magazines and business magazines often contain cartoons/reviews sometimes essays or preprints of books by famous journalists/authors 	<ul style="list-style-type: none"> to incorporate supplements subscription/to subscribe circulation editor publisher compilation of a front page

Further important components of newspapers and magazines

- advice column/agnony aunt***: a part of a newspaper or magazine in which a person (not necessarily an expert) gives advice to readers about their personal problems
- human interest story***: a feature story that presents people and their problems in an emotional way that attracts interest and evokes sympathy in the reader; often criticized as "soft", sensationalistic news or manipulative news
- letter to the editor***: a letter sent to a publication about issues of concern to its readers; usually appears in the same specific place (e.g. at the beginning of a newspaper or magazine); comments on or is related to a current or previous edition; can be critical or praising

→ Focus on Vocab, p. 323

7. THE MEDIA

Spot on facts

Developments in the media

Media in the twentieth century

In the twentieth century people kept up with the news by reading print media such as newspapers and periodicals, listening to the radio or watching the news on television. Newspapers came in two main formats: 'broadsheets', generally quality newspapers, and 'tabloids', mainly popular newspapers. Quality newspapers tended to have longer, more in-depth articles and presented information in a factual, less sensational manner.

The tabloids were known for their scandalmongering, celebrity gossip and subjective style. They used attention-grabbing headlines, often using puns, and had more visual content. However, most of the quality newspapers in the UK are now published in a tabloid format, and the differences in the journalistic style are not as pronounced as they used to be.

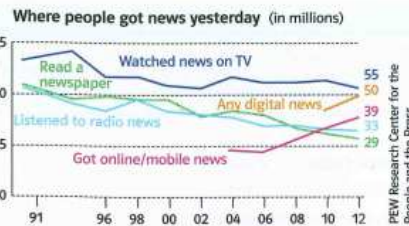
Television was one of the most important inventions of the twentieth century, as it was not only an important source of news and information but also entertainment. In the beginning there were only a few channels, but cable TV, then satellite TV greatly increased their number, giving people more freedom of choice, such as live coverage of sporting events, current affairs programmes, documentaries, popular science programmes, dramas, soaps and sitcoms, panel games, quiz shows and reality TV shows.

Traditional news sources, such as TV, radio and print newspapers, are increasingly being replaced by digital and online news sources. In fact, more Americans now access the news via the latter and often no longer turn to traditional sources.

The changing face of the media

The beginning of the twenty-first century saw great changes in the media landscape, as the rise of digital technologies has fundamentally changed how we communicate with each other. Online and perhaps more importantly mobile media have created new opportunities for us to become actively involved in sharing, remixing, and creating new content, so-called user-generated content. We are now able to participate in the news gathering process and can help to spread stories around the world. Stories are now often broken on social media websites and people give eyewitness reports from hotspots around

the world. Directly after the Boston marathon bombings in 2013, ordinary people continually updated the world on what was going on, using their smartphones to take and post photos on social-networking sites. Journalists and news agencies can also now use crowdsourcing to ensure that they have access to all kinds of personalised content. One of the dangers with this approach is the lack of control regarding copyright, especially as some people seem unaware that infringing copyright or even committing piracy is a crime.



"It's a newspaper! Bought it online for me dad's birthday. Apparently it's the forerunner of the tablet."



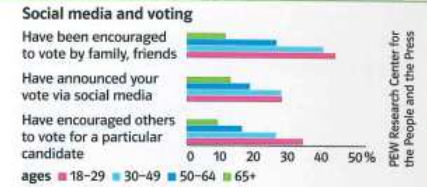
1 ANALYSIS Where did you get your news yesterday? Do a quick survey of the people in your class and compare your findings to those presented in the graph above. →S27

7. THE MEDIA

The media

Social media and politics

Social media has gained importance as a forum for politics and political activism. Platforms such as Twitter, YouTube and Facebook have dramatically changed the way elections are run in many countries. They provide new ways for politicians to reach out to the electorate, especially to younger voters. By analysing the information collected on such platforms, a campaign can be customised to address the needs of a particular target group. In addition these platforms also offer politicians immediacy, so they can instantaneously find out how people respond to certain ideas or even controversies. One of the main advantages is that politicians no longer have to solely rely on the mass media to get their message to the people as they can connect with them directly in a more personal and faster way. An advantage for the public is that like-minded voters and activists can now easily share news and



information with each other on Facebook or on Twitter. Social media platforms have also enabled people to draw attention to politically charged situations. In some cases when governments have tried to block democratic processes and banned journalists from entering their country during times of unrest, local citizens have continued to share their stories in real-time via social networking sites.

"Whatever technology comes and goes, the ability of a candidate or, for that matter, a brand to connect with people and show the people that they respect them and are about them and want to empower them is going to be increasingly important to the outcome because people aren't going to tolerate anything less. There's going to be a competitor who does respect that stuff and who does get that stuff."

Teddy Goffi, Digital Director for President Obama's 2012 election campaign



Advertising

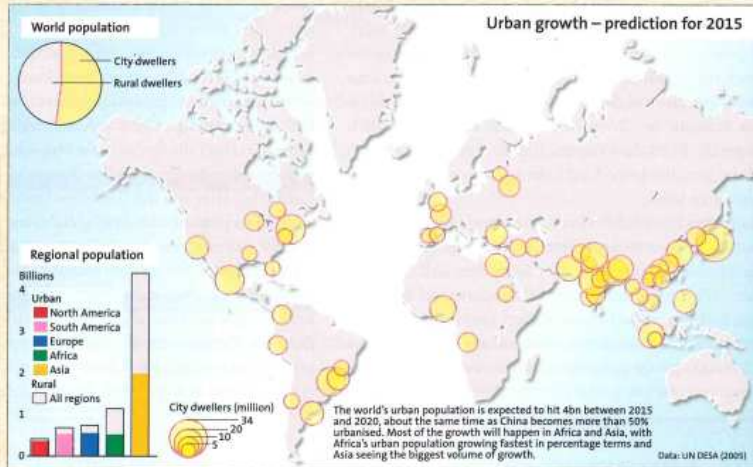
Advertising has been around for centuries. People are used to seeing adverts on billboards, on television or in newspapers. Increasingly, however, consumers are being bombarded with emails and online adverts that have been specially customised according to the user's search history and digital footprint. Viral marketing and crowdsourcing are now popular with advertisers as they can get consumers to spread the message and share their experiences. They also often recruit celebrities to endorse products or to mention them on their social media sites. Advertisers are always looking to find interesting and innovative ways to advertise their products

without doing so overtly, so-called covert advertising. One way is through infotainment: articles that seem to provide readers with news or information but that are really trying to sell a product or brand related to the story. Crucially these articles are written by advertisers and not by journalists. Advertainment combines advertising with entertainment and includes product placement in films or TV shows, but also specially developed short films by film directors around a product. In some cases they are also using transmedia storytelling (across different media) to connect with consumers in a more engaging and immersive way.

2 VISUALS Describe and analyse the cartoons. Explain their relevance to the topic. →S28.2 →Δ1

Societal Development and Urbanization

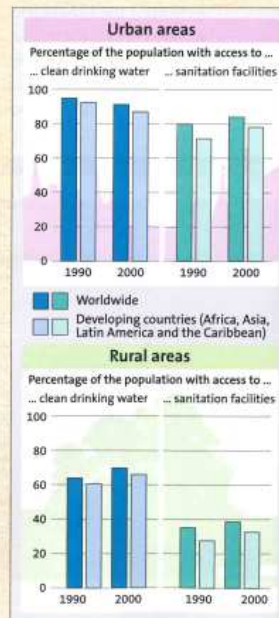
Global urban growth



Megacity dynamics and basic problems

- explosive population growth
- alarming increases in poverty caused by unemployment
- massive infrastructure deficits in telecommunication, public transportation and commuting services
- land and housing shortages
- environmental issues (contaminated water, air pollution, waste disposal, weed growth, overdrawn and sinking aquifers (= Grundwasserspiegel))
- health problems: incubation of diseases, high mortality rates, toxic environmental conditions (e.g. air and water pollution)
- spread of diseases such as cholera, tuberculosis and sexually transmitted diseases (AIDS/HIV)
- capital scarcity (= Mangel)
- lack of educational systems
- lack of medical facilities
- social and political instability
- vulnerability to terrorism (e.g. attacks against embassies, travelers)

→ Focus on Vocab, p. 247



(Global) Economy

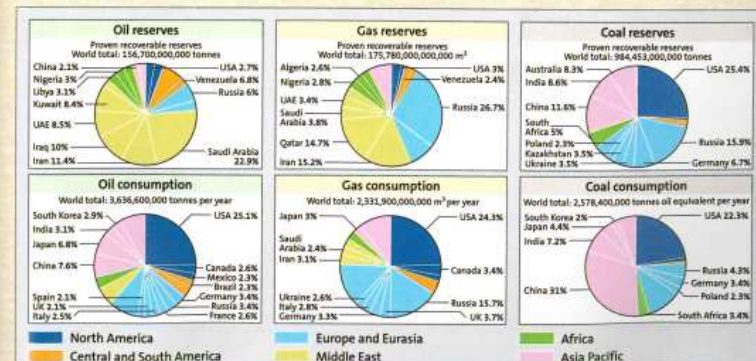
Historical roots

- early "world economies" like **Phoenicia** (1200–800 B.C.), the **Roman Empire** (510 B.C.–500 A.D.), the **Silk Road** (1st century) and the **British East India Company** (founded in 1608) establish an international network of trading routes and found commercial outposts
- **inventions and discoveries** of the late **Middle Ages** and **Renaissance** enable people in **Europe** to sail and **travel longer distances** and become less dependable on weather conditions (e.g. 13th cent.: magnetic compass, mechanical clock, spectacles/lenses, scales for weighing; 16th/17th cent.: pocket watch, thermometer, telescope) → international trading and exchange of goods is fostered
- **the discovery of new continents** and their subsequent conquest in the 16th and 17th centuries gives European countries access to natural resources and labour
- **the Industrial Revolution**, starting with the invention of James Watt's steam engine, enables the industrialized mass production of goods which is based on the constant input of resources, e.g. from overseas colonies
- in the **19th century colonialism and imperialism** is at its peak, leading to the growth of Western economic power and dominance, but also dramatic and long-lasting social and economic problems in the colonised countries which linger to this day

Global players – and the consequences

- **multinational companies** (or mega corporations) play an important role in the international economy: they often have powerful influence on local economies, international relations and even politics (→ lobbying)
- **many multinational companies are criticized** due to lax environmental standards, bad labour standards (e.g. sweatshops in developing countries, control of tariffs → unfair wages), marginalization of local businesses/markets
- many multinationals hold **patents** (e.g. Siemens, Adidas) in order to prevent the rise of competitors
- examples of **influential multinational corporations** are: ExxonMobil, Wal-Mart, McDonald's, General Electric, Boeing, Microsoft and British Petrol
- the United Nations declare **2005 the International Year of Microcredit**; microloans are designed to spur entrepreneurship in developing countries and gain acceptance in the mainstream finance industry as a source of future growth

Energy – reserves and consumption



8. SOCIETY AND DEMOCRACY

Democracy

Historical origins

The word "democracy" first emerged around 500 B.C. in Athens, Greece. Following revolts and the removal of tyrannical leaders, the old form of government was replaced by the rule (= kratos) of the people (= demos). The inhabitants of a city state (= polis) considered themselves to be citizens (= polites) with the legal right to speak out and be heard and consulted in matters of common interest (= politeia), i. e. politics. The fundamental democratic ideal was freedom, which meant political liberty and participation in decision-making, but also private liberty to live more or less as one pleased.

In Greek society the freedom to speak freely and to participate in political affairs was restricted to men who belonged to a particular social class; women, so-called "barbarians" and slaves did not enjoy free politics. For those people, it took at least another two thousand years before they were given equal rights. Aristotle (384–322 B.C.), a Greek philosopher, thought that the blending of knowledge and democratic power and opinion created the best possible state, which was sound, just and good.

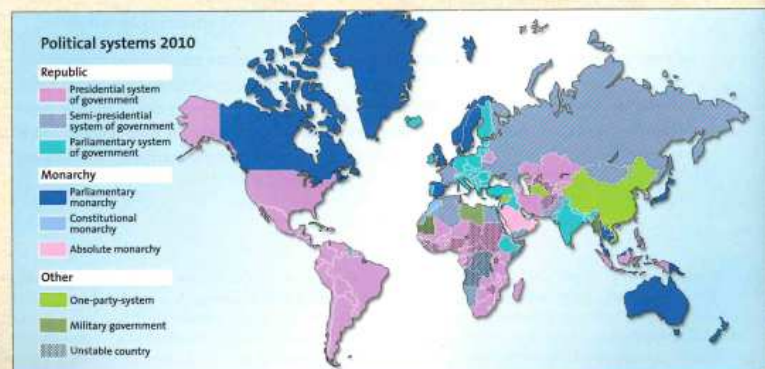
The Greeks believed that citizenship was the highest end of man, and that immortality meant being remembered for service to the state.

Democratic principles today

Yale Professor Robert Dahl has defined the general characteristics of modern democracies as follows:

- **elected representatives** (control of the government by members of a parliament, assembly, etc. who are elected by the citizens)
- **free, fair, and frequent elections** (in which coercion [kəʊ'zʃn] [Zwang, Nötigung] is not practiced or relatively rare)
- **freedom of expression** (citizens have the right to express themselves without danger of severe punishment on political matters)
- **access to alternative, independent sources of information** (e. g. press, broadcasting media, Internet)
- **autonomous [ɔ:'tɒnəməs] associations** (the right to form independent associations or organizations, including independent political parties or interest groups)
- **inclusive citizenship** (no adult permanently residing in the country and subject to its laws can be denied the rights that are available to citizens, including the five principles above)

Additional aspects that are not included in this list are the independence of the judiciary system from the government and the constitutional support of an impartial and reasonably neutral civil service.



→ Focus on Vocab, p. 203

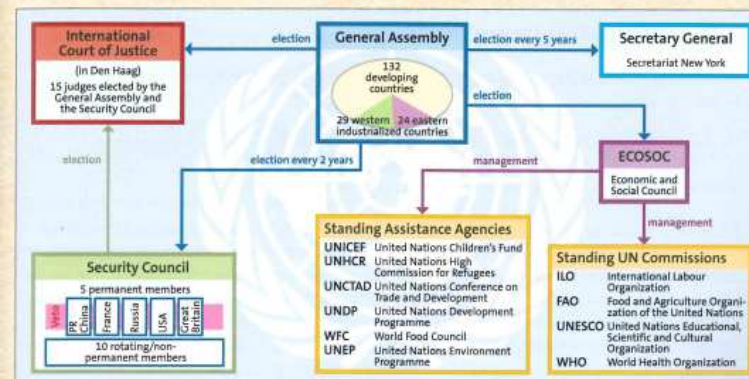
8. SOCIETY AND DEMOCRACY

The United Nations

The United Nations Organization (UNO, UN) was founded in 1945 to replace the League of Nations in order to stop wars between countries and as a platform for international dialogue. It contains multiple subsidiary organizations with diverse functions to carry out the UN's missions. Today, about 192 nations belong to the UN. When nations become a member of the UN, they agree to accept the obligations of the UN Charter, which states the four basic purposes of the UN:

- to maintain international peace and security
- to develop friendly relations among nations
- to be a centre for harmonizing the actions of nations
- to cooperate in solving international problems and promoting respect for human rights

The organization of the United Nations



Global issues on the UN Agenda

- Africa
- Ageing
- Agriculture
- AIDS
- Atomic Energy
- Children
- Climate Change
- Culture
- Decolonization
- Demining
- Development Corporation
- Persons with Disabilities
- Disarmament
- Drugs and Crime
- Education
- Elections
- Energy
- Environment
- Family
- Food
- Governance
- Health
- Human Rights
- Human Settlements
- Humanitarian and Disaster Relief Assistance
- Indigenous People
- Information Communications Technology
- Intellectual Property
- International Finance
- Iraq
- Labour
- International Law
- Oceans and the Law of the Sea
- Least Developed Countries
- The Millennium UN General Assembly – The Goals
- Questions of Palestine
- Peace and Security
- Population
- Refugees
- Science and Technology
- Social Development
- Outer Space
- Statistics
- Sustainable Development
- Terrorism
- Trade and Development
- Volunteerism
- Water
- Women
- Youth

www.un.org/issues

→ Focus on Vocab, p. 203

8. SOCIETY AND DEMOCRACY

The Universal Declaration of Human Rights

On 10 December 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Although it is not a legally binding document it outlines a distinct understanding and view of human rights.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. [...]

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile. [...]

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses. [...]

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property. [...]

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. [...]

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. [...]

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

→ Focus on Vocab, p. 203

Common mistakes derive from what it is called German-English Interference, i.e. that linguistic structures of German are transferred into English. However, both languages have different patterns and rules. Here are some of them that often lead to mistakes.

Grammar

Verb/Tense: There is a significant lack of correspondence between the tenses used in English to convey a particular meaning and those used in German. For example, German does not have a continuous (also called progressive) tense form, so it is common to hear wrong sentences such as *I can't come now; I eat my dinner;* (correct: *I can't come now, I **am eating** dinner*) or conversely *He is riding his bike to school every day.* (correct: *He **rides** his bike to school every day.*)

The present progressive is either used for actions that are happening right now or with a future meaning for something that is certain to happen, the simple present is used to describe regular or general actions.

Another example of the lack of correspondence is the use of the present simple in German where English uses the future with *will*. This leads to mistakes such as: *I tell him when I see him.* (correct: *I **will tell** him when I see him.*)

A further common problem for Germans is choosing the correct tense to talk about the past. Typically spoken German uses the present perfect to talk about past events: *Dann habe ich ein Bier getrunken.* The same tense is used in English produces the incorrect: *Then I have drunk a beer.* (correct: *Then I **had/drank** a beer.*)

The present perfect is used on several occasions:

- We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. (I **have seen** that movie twenty times.)
- You can use the Present Perfect to describe your experience. (I **have been** to France twice. / I **have never been** to France. / I **have been** to France before.)
- We often use the Present Perfect to talk about change that has happened over a period of time. (You **have grown** since the last time I saw you.)
- We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time. (Doctors **have cured** many deadly diseases)
- We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen. (Bill **has still not arrived**.)
- We also use the Present Perfect to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible. (We **have had** many major problems while working on this project.)
- We use the Present Perfect to show that something started in the past and has continued up until now. (I **have had** a cold for two weeks.)

The simple past, on the other hand, is used to express the idea that an action started and finished at a specific time in the past, it can be used with a duration which starts and stops in the past, and list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Common errors	Rule	Correction
In 1979 was a serious accident in a nuclear power plant near Harrisburg, Pennsylvania.	A form of <i>be</i> cannot stand alone after an adverbial at the beginning of a sentence. It must be used with <i>there</i> (<i>there is / there was, etc.</i>).	In 1979 there was a serious accident in a nuclear power plant near Harrisburg, Pennsylvania.
This explains the author with an example.	The subject almost always comes before the verb, followed by the object (S-V-O). Inversion as in German ('Dich kenne ich!') is not possible.	The author explains this with an example.
She ran past the barrier and embraced happily her parents.	Verb and object are (almost) never separated in English.	She ran past the barrier and embraced her parents happily .
The Puritans came to the New World looking for not riches, but religious freedom.	The construction <i>not A, but B</i> sounds a bit 'German'. The usual pattern is <i>B, not A</i> .	The Puritans came to the New World looking for religious freedom, not riches .
There happen many accidents on this part of the motorway.	In modern English, <i>there</i> is not used in front of verbs other than <i>be</i> .	Many accidents happen on this part of the motorway.
Britain and Germany belong both to the NATO.	When <i>both</i> is used to modify a pair of nouns (<i>A and B</i>), it is usually placed in front position (<i>both A and B = 'sowohl A als auch B'</i>). If the noun pair is the subject of the sentence, <i>both</i> can follow it (<i>A and B both ...</i>).	Both Britain and Germany / Britain and Germany both belong to the NATO.
The park opens at 8 o'clock, so we can drive after breakfast there.	Adverbials of place usually come before adverbials of time (at the end of a clause).	The park opens at 8 o'clock, so we can drive there after breakfast .
Especially girls are interested in games that require social skills.	The adverb <i>especially</i> is not used at the beginning of a sentence.	Girls, especially , are interested in games that require social skills.

WORD ORDER

BASIC SENTENCES

Basically, the word order in English is almost always subject-verb-object (S-V-O)

subject	verb	object
I	speak	English
I	can speak	English

COMPLEX SENTENCES

In more complex sentences, word order follows this pattern:

subject	verb	indirect object	direct object	place	time
I	will tell	you	the story	at school	tomorrow.
Ich	werde erzählen	dir	die Geschichte	in der Schule	morgen.

In positive sentences with more than one verb, the two verbs are never separated!

NEGATIVE SENTENCES

subject	verb	indirect object	direct object	place	time
I	will not tell	you	the story	at school	tomorrow.
He	did not give	me	the money	at school	today.

SUBORDINATE CLAUSES

conjunction	subject	verb	indirect object	direct object	place	time
	I	will tell	you	the story	at school	tomorrow
because	I	don't have		time		now.

VERY COMPLEX SENTENCES

In very complex sentences, we apply the following word order:

Subject – verb – objects (indirect before direct) – manner (how) – place – time.

If we have more than one part of the sentence for one category, we start with detailed information before general information. Adverbs of time are always followed by the full verb.

subject	verb	objects	manner	place 1	place 2	time
He	played		beautifully	in the concert	at the concert hall	last night.

subject verb objects manner place 1 place 2 time

He played beautifully in the concert at the concert hall last night.

Here you see an example for more detailed information (in the concert) before more general information (at the concert hall). There is no object in this sentence. You could, however, easily add one (the piano, the guitar) in the object position.

ADVERBS

1.1 Types of adverbs and their positions

Different types of adverbs go in different places.

type	position	example
manner	They usually go in end position. They sometimes go in mid position if the adverb is not the most important part of the clause or if the object is very long.	<i>She ate quickly.</i> <i>She quickly ate her dinner and ran out.</i>
place	They usually go in end position. They sometimes go in front position, especially in writing.	<i>Can you come over here?</i> <i>We'll be at that table there.</i> <i>Here she sat.</i> <i>Outside, there was a small pond.</i>
time	They usually go in end position. They sometimes go in front position especially if we want to emphasise the adverb.	<i>I'm flying to Edinburgh tomorrow.</i> <i>Today, I'm going to clean the house.</i>
duration	They usually go in end position.	<i>I'm not staying long.</i>
frequency	They usually go in mid position. They sometimes go in front position. They can also go in end position. <i>Always, ever and never</i> do not usually go in front position.	<i>We often have friends to stay.</i> <i>I usually get up late on weekends.</i> <i>I could never swim fast.</i> <i>Sometimes she wore a woollen hat.</i> <i>We don't see them very often.</i> <i>Not: Never I could swim fast.</i>
degree	<i>Really, very, quite</i> usually go in mid position. <i>A lot and a bit</i> usually go in end position.	<i>I really like those pink flowers.</i> <i>We go to Ireland a lot.</i> <i>I'd just like to change things a bit.</i>
focusing	They usually go in mid position.	<i>He simply walked out without saying a word.</i>
certainty or obligation	Some go in mid position: <i>probably, possibly, certainly</i> . Others go in front position: <i>maybe, perhaps</i> or in end positions after a comma.	<i>It'll probably rain.</i> <i>Maybe Nick will know the answer.</i> <i>Can I get you a drink, or something to eat, perhaps?</i>
viewpoint	They usually go outside the clause, often at the beginning. They can sometimes go in mid position, especially in formal writing.	<i>Personally, I'd rather not go out.</i> <i>This must, frankly, be the craziest idea anyone has ever had.</i>
evaluative	They usually go outside the clause, often at the beginning. They can sometimes go in mid position. In informal speaking they can go in end position.	<i>Unfortunately, I forgot my swimming costume so I had to sit on the side and watch.</i> <i>We have stupidly forgotten the tickets.</i> <i>They missed the bus, apparently.</i>

1.2 Manner, place and time

Adverbs of manner, place and time usually come in end position:

*He played **brilliantly**.*

If the verb has an object, the adverb comes after the object:

*We [verb]made [object]a decision [adverb]**quickly** then left.*

When there is more than one of the three types of adverb together, they usually go in the order: manner, place, time:

*You start off [manner]**slowly** [time]**in the beginning**.*

*Not: You start off in the beginning **slowly**.*

*James played [manner] [place]**brilliantly in the match on** [time]**Saturday**. (preferred to James played brilliantly on Saturday in the match.)*

Warning:

We don't put adverbs between the verb and the object:

*She [verb]plays [object]the piano [adverb]**really well**. I've heard her.*

Not: She plays ~~really well~~ the piano.

*I don't watch TV **very often**.*

1.3 Evaluative and viewpoint

Adverbs indicating the attitude and point of view of the speaker or writer usually go at the beginning.

These adverbs are called sentence adverbs because they refer to the whole sentence or utterance:

***Actually**, I think the meeting is on Wednesday, not Thursday.*

***Obviously**, we can't tell you the result but we can give you an indication.*

1.4 Position with *here* and *there*

Warning:

If the subject is a pronoun (*it/he/she/you* etc.), it comes directly after the adverbs *here* and *there*. If the subject is a noun, it comes directly after the verb:

***Here** she is.*

Not: ~~Here is she~~.

***There** it goes.*

Not: ~~There goes it~~.

***Here** comes the bus.*

Not: ~~Here the bus comes~~.

RESOURCE AND LINK SECTION

Online dictionaries

<http://www.oxforddictionaries.com/>

<http://www.oxfordlearnersdictionaries.com/>

<http://de.pons.com/>

<http://www.dict.cc/>

<http://www.freecollocation.com> (Collocation dictionary, very useful to see which words usually go together)

Language help

<https://www.ego4u.de/>

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://www.bbc.co.uk/learningenglish>

<http://www.dailywritingtips.com/>

Free literature guides

<http://www.sparknotes.com/sparknotes/>

News and information (a very brief selection)

<http://www.bbc.co.uk> (BBC website)

<http://www.theguardian.com/international> (The Guardian, English left-wing/liberal quality paper)

<http://www.huffingtonpost.com> (Huffington Post, online newspaper)

<http://www.time.com> (TIME magazine, US)

<http://www.independent.co.uk> (English quality newspaper)

<http://www.telegraph.co.uk> (English quality newspaper)

<http://www.newyorker.com> (American magazine)

Books

Grammar

Henrichs, Ellen: Englische Grammatik. München: Bassermann, 2008.

Murphy, Raymond: English Grammar in Use. A self-study reference and practice book for intermediate learners of English. Cambridge: CUP, 2012.

Hewings, Martin: Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English. Cambridge: CUP, 2013.

PONS Schülergrammatik Englisch. Stuttgart: Pons 2013.

Dictionaries

Oxford Phrasal Verbs Dictionary. Oxford: OUP, 2006.

Francis, Ben and McIntosh, Colin (ed.): Oxford Collocations Dictionary. Oxford: OUP, 2009.

Oxford Advanced Learners Dictionary. 9th ed. Oxford: OUP, 2015.

A-Level Preparation

Lehnen, Thomas et. al.: Finale Prüfungstraining. Englisch. Braunschweig: Westermann 2015.