

2025

# Abitur

Original-Prüfung  
mit Lösungen

**MEHR  
ERFAHREN**

Hamburg

**Englisch**

- + *Basiswissen zu den  
Schwerpunkthemen 2025*
- + *Lernvideos zu Textaufgaben*



**STARK**

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## **MP3-Dateien**

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Abitur 2021: GA  
Abitur 2021: EA  
Abitur 2022: GA  
Abitur 2022: EA  
Abitur 2023: GA  
Abitur 2023: EA  
Abitur 2024: GA  
Abitur 2024: EA

*Auch auf die Audio-Dateien können Sie über die Plattform MySTARK zugreifen.*

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# Vorwort

**Liebe Schülerinnen, liebe Schüler,**

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

Sie sollten nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfung in Hamburg kennen, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen, wobei Ihnen das Kapitel mit **Hinweisen und Tipps** helfen kann. Der Band umfasst zudem ein **Basiswissen** zu den Themen *Politics, Culture and Society – between Tradition and Change: USA, Crime and Punishment in Literature and Film* und *Social Media – Boon or Bane in the 21st Century?*, das Ihnen bei der inhaltlichen Vorbereitung auf Ihre Prüfung nützlich sein wird.

Der zweite Teil des Buches enthält eine Sammlung von **Original-Abituraufgaben** bzw. eigens im Abiturformat erstellter **Übungsaufgaben**, mit denen Sie sich auf die drei in Ihrer Prüfung abgefragten Kompetenzbereiche **Schreiben, Hörverstehen** und **Sprachmittlung** vorbereiten können. Zu zwei der Schreibaufgaben liefern Ihnen **Lernvideos** hilfreiche **Bearbeitungstipps**, während die anderen Aufgaben mit abgedruckten **Musterlösungen** Ihre Vorbereitung unterstützen. Die Lernvideos, die aktuellen Original-Aufgaben aus dem Jahr 2024 sowie sämtliche Hörtexte stehen Ihnen **online** auf der Plattform MySTARK zur Verfügung. Diese und weitere **digitale Inhalte**, die Ihnen dieser Band bietet, werden auf den folgenden Seiten näher erläutert.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2025 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MySTARK.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag



# Basiswissen zu den Schwerpunktt Themen

## Politics, Culture and Society – between Tradition and Change: USA

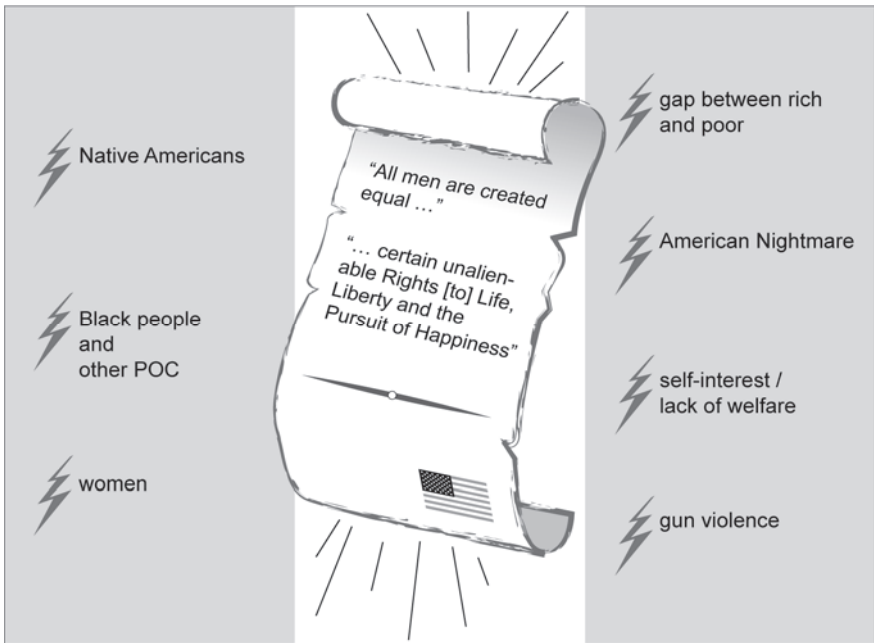
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### From past to present: American ideals and realities

Even in colonial times, i. e. before the Declaration of Independence in 1776, but especially since the 19th century, the “New World” was and has been a promising destination for people from around the globe. The USA remains a **land of promise** to this day because of the economic opportunities, cultural diversity and personal freedoms and individual rights it guarantees. Millions who live in poverty, under repressive political regimes or in situations of war and unrest perceive America as their dreamland, where they can find refuge and security. Additionally, people whose livelihoods are not at stake are lured by the limitless possibilities for self-improvement the country seems to offer. Many people even take risks or resort to illegal means to escape their homelands and start afresh in North America. Today, the United States is among the largest countries in the world according to both population and size. Arguably, it is also the wealthiest and most powerful nation on earth. Because of its **economic and military power**, the USA’s fascination and attraction remain unbroken.

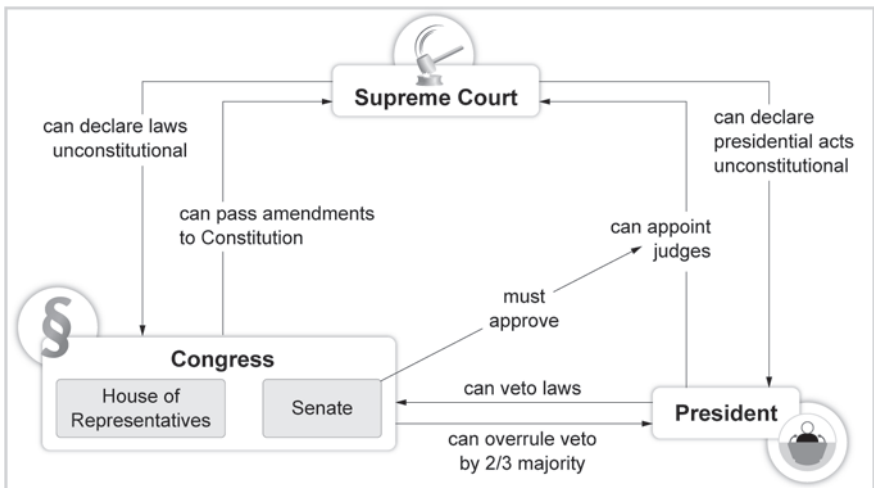
The influence the country enjoys today is the result of a development that began in the 18th century with the passing of the **Declaration of Independence** in 1776. For the first time in history, the authors of the Declaration, among them men like Thomas Jefferson, John Adams and Benjamin Franklin, put the philosophical theories of the European **Age of Enlightenment** into practice. Based on the assumption “that **all men are created equal**”, they abolished the despotic structures of the European absolute monarchies and replaced them with a **social contract** between the government and the governed. This contract stated that a government could only be legitimate if it received the consent of the governed, i. e. the people. It is the government’s responsibility to secure its citizens’ natural human rights, such as the “unalienable Rights [to] **Life, Liberty and the pursuit of Happiness**”. If the government fails in its duties, it is people’s right to rebel and choose a new government. The ideals in the Declaration of Independence represent the guiding principles for the American nation – at least in theory. However, reality often fails to meet these values.





American ideals and realities

**Current issues: Questions of identity, political, cultural and social developments**



Checks and balances in US politics





*Crime and Punishment in Literature and Film*

## Assignments

### Comprehension

1. Outline César's life and his criminal record up to this point.

### Analysis

2. Analyse Zwilich's feelings towards César and how they are conveyed.

### Comment/Creative Writing (Choose one.)

- 3.1 Discuss ways of dealing with juvenile delinquents like César. In your answer refer to both this excerpt and your coursework.

or

- 3.2 Soon after César's assault on Zwilich a status hearing is held – a discussion between a Family Court judge, the prosecution, Zwilich and the defendant, young César. Before the judge takes the final decision about what should happen to César, the prosecutor makes a statement in which he puts forward his views on the defendant, his criminal record and his possible reasons for committing crimes. He also gives a recommendation on how to deal with him in the future. Write the prosecutor's statement to the judge.

## Tetanus

by Joyce Carol Oates

*The following excerpt is taken from the short story "Tetanus" which is part of a collection of short stories by Joyce Carol Oates called Give Me Your Heart. Here a social worker named Zwilich interviews an eleven-year-old boy called César about his latest crimes.*

- 1 "Well, César. So you've been busy."

Zwilich whistled through his teeth looking through the boy's file. He'd been taken into police custody five times, twice within the past three months. Vandalism, petty thefts, disturbances at home and at school, glue sniffing. A previous caseworker  
5 had noted that one of the vandalism episodes included "desecration of a cemetery" and another the torture of a stray dog. It was noted that an older neighborhood boy had tied a rope around César's neck and had yanked him around, causing him to faint, when he'd been nine; another time César had fashioned a noose and stuck his own head into it; yet another time, more recently, he'd forced a noose over his six-  
10 year-old brother's head. He'd been picked up with two older boys for stealing from a 7-Eleven store, and not long afterward he'd been arrested for vandalism in the rear lot

of the *7-Eleven* store. He'd been several times suspended from school. Following these incidents he'd been assessed by Family Services psychologists and counselors and given sentences of "supervised probation" with required therapy from Family Court judges who hadn't wanted to incarcerate so young a child. But Zwilich thought the next judge wasn't going to look kindly on all this.

The prosecutor for the case had told Zwilich that he intended to ask the judge to incarcerate the boy in a juvenile detention for thirty days minimum. César Diaz required psychiatric observation as well as treatment for the glue sniffing, and it was "high time" for the boy to learn that the law is serious. Sour, prim as a TV scold, Zwilich's colleague said, How are kids going to respect the law if there aren't consequences for their behavior?

Zwilich sneered: Who respects the law? Whose behavior has consequences? Politicians, mega-corporations?

He'd said, "Hell, this is a small child who's been arrested. Look at him, he's so small."

Now in the counseling room, Zwilich wasn't so sure. Fury quivered in César's tightly coiled little body; halfway you expected him to spring up at you, like a snake baring its fangs.

"... want to hurt your mother, César? Your little brother? You love them, don't you? Tell me."

"Didn't hurt nobody. Shit what Mama says."

"I think you love them. Sure you do. Why'd you want to scare them, César? Tell me."

César shrugged, sniggered. *You tell me.* [...]

The boy was mimicking older boys he admired, neighborhood punks, dope dealers, the slatted rat-eyes, jeering laugh, junior macho swagger. In a boy so young the effect was as comical as a cartoon that, upon closer inspection, is pornographic.

Zwilich knew these kids. Some were "juvies", others were adolescents, "youths". Their souls' deepest utterances were rap lyrics.

He pitied them. He was sympathetic with them. He detested them. He feared them. He was grateful for them: they were his "work".

You would wish to think that César Diaz, so young, could be saved from them. Removed from the neighborhood, which was poisoning his soul, and placed – where? In a juvenile facility? But the youth facilities were overcrowded, understaffed. Zwilich admired some of the administrators of these facilities, for he knew of their idealism – their initial idealism, at least – but these places were in effect urban slum streets with walls around them. [...] The boy's laughter was like a sharp shattering glass and getting on his nerves. If the boy was made to spend a single night in the juvenile facility, he'd be punished for that shriek of a laugh. He'd be punished for his runny nose, and for his smell, and for being a runt, a loser.

César was demanding to know where's Mama? was Mama here yet? and Zwilich said his Mama wasn't here, and César said, his voice rising, Where's Mama? I want Mama to take me home, and he wasn't laughing now, tears of indignation shone in his eyes, and Zwilich said, "César, your Mama told us to take you and keep you as

long as we want to. Your mama said, ‘I don’t want César in the house anymore, I’m done with César, you keep him.’”

Zwilich was a perfect mimic of Mama’s furious voice. Fixing his somber counselor’s eyes on César’s face. [...] César stared at Zwilich now in stunned silence, his mouth quivering. César couldn’t be more respectful than if Zwilich had slapped him on both cheeks, hard. You didn’t tell an eleven-year-old that his mother didn’t want him, but the impulse had come to him, not for the first time in circumstances like this, but for the first time with a child so young, an impulse as strong as sex, overpowering, irresistible, a wish to create something – even misery, even self-disgust – out of nothing.

[...] Zwilich relented. “César, hey.” Stood and approached the stricken boy. César’s eyes shone with tears, which gave him the look of a fierce little dog. When Zwilich touched him to comfort him, the boy cringed. “César, your mama didn’t mean it. She called us – a while ago and left a message for me. ‘I love my –’”

So swiftly it happened then, Zwilich would live and relive the assault and never quite comprehend how César grabbed his right hand and bit his forefinger before Zwilich could shove him away. (874 words)

*Excerpt from GIVE ME YOUR HEART. TALES OF MYSTERY AND SUSPENSE by Joyce Carol Oates. Copyright © 2010 by The Ontario Review, Inc. Reprinted by permission of Houghton Mifflin Harcourt Publishing company. All rights reserved.*

#### **Annotations**

- l. 11 *7-Eleven*: convenience store, open 24 hours a day, seven days a week
- l. 20 *TV scold*: someone who persistently voices criticism on TV
- l. 39 *“juvies”*: abbreviation for juvenile delinquents

## Lösungsvorschläge

1. *Focus on eleven-year-old César Diaz's criminal record, but also summarise the general information you get about his background.*

*The following points should be mentioned in your solution:*

- *César's family background:*
  - *eleven years old (cf. introduction, l. 61)*
  - *rough neighbourhood (cf. ll. 6, 36/37, 44)*
  - *younger brother (cf. ll. 9/10, 30)*
  - *probably single mother who is overtaxed with César's education (cf. ll. 30, 52–57)*
- *César's criminal record:*
  - *vandalism (cf. ll. 3, 5, 11/12)*
  - *theft (from convenience store) (cf. ll. 3/4, 10/11)*
  - *anti-social behaviour at school and at home (cf. l. 4)*
  - *glue sniffing (cf. ll. 4, 19)*
  - *cruelty against dog (cf. l. 6)*
  - *violence against his younger brother (cf. ll. 9/10)*
- *measures taken by the authorities:*
  - *in police custody several times (cf. ll. 2/3)*
  - *suspension from school (cf. l. 12)*
  - *assessment by Family Services psychologist and counselors (cf. l. 13)*
  - *“supervised probation” (Family Court judgement) (cf. ll. 14/15)*
  - *looming incarceration in juvenile detention facility (cf. l. 17/18, 45–51)*

César Diaz, whose life is described in the short story “Tetanus” by Joyce Carol Oates, is an 11-year-old boy who grew up in a rough neighbourhood. He probably comes from a broken family, as only his mother and a younger brother are mentioned. César's mother seems to have great difficulty in coping with her son's behaviour. Apparently, she has reached the end of her tether as she would consent to having her son taken care of by an institution.

César's family background

Despite his young age, César Diaz has a remarkably long criminal record. The police file, which his social worker Zwilich reads, lists several occasions on which the boy has broken the law or shown anti-social behaviour. The more serious offences include theft from a convenience store and acts of vandalism. César has been in serious trouble at school several times, and this has led to his temporary suspension. He behaved violently towards his younger brother, nearly suffocating him, thus imitating mistreatment he himself had suffered at the hands of an older boy from his neighbourhood. César has also committed acts of cruelty against animals. In addition, he has been sniffing glue, which represents a health risk

César's criminal record

for a child of his age and might be a first introduction to later drug use.

He has been detained in police custody five times and several efforts have been undertaken by the authorities, including Family Services and Family Court judges, to make him change his ways. Up to now this has been in vain. (250 words)

measures taken  
by the authorities

2. For this task, you should first of all come up with a general summary of social worker Zwilich's feelings towards César. After having established his ambivalent attitude towards the boy (cf. ll. 41/42) as a basis for your analysis, find further evidence in the text where this attitude is made apparent.

You could mention the following points:

- Zwilich feels sorry for César:
  - César was mistreated himself (cf. ll. 6–10)
  - bad role models (cf. ll. 10/11, 36–38)
  - bitter irony: “Who respects the law? Whose behavior has consequences? Politicians, mega-corporations?” (ll. 23/24)
  - repetition of “small” (ll. 25/26)
  - “the neighborhood, which was poisoning his soul” (l. 44)
  - examples of how César would suffer in a juvenile facility (cf. ll. 49–51)
  - the boy is hurt badly by his mother's rejection (cf. ll. 52–62)
- Zwilich's anger at the boy:
  - comparison to aggressive animals (cf. ll. 28/29, 67)
  - figurative language: “In a boy so young the effect was as comical as a cartoon that, upon closer inspection, is pornographic.” (ll. 37/38)
  - comparison: “The boy's laughter was like a sharp shattering glass and getting on his nerves.” (ll. 48/49)
  - Zwilich's impulse to hurt César: “but the impulse had come to him, [...], an impulse as strong as sex, overpowering, irresistible, a wish to create something – even misery, even self-disgust – out of nothing” (ll. 62–65)
  - César's assault seems to prove Zwilich right (cf. ll. 70–72)
- narrative perspective: third-person personal (Zwilich's perspective)

Zwilich, the social worker, has mixed feelings towards delinquents like César Diaz (cf. ll. 41/42). On the one hand, he feels sorry for him because he knows that growing up in a poor, rough neighbourhood like César's it is very hard to avoid getting into trouble (cf. ll. 43/44). Unable to understand the real nature and the consequences of the unlawful actions of drug dealers, thieves and robbers, young children tend to be impressed by older role models and will sooner or later try to follow their bad example. César's ill-fitting attempt to play it cool reminds Zwilich of older boys' behaviour – the social worker is even slightly amused by it (cf. ll. 36–38). In César's

Zwilich feeling  
sorry for César





**Set 5 (Hörverstehen)**  
**Abiturprüfung Hamburg 2023 (GA)**



You will hear each recording **twice**. After each listening you will have time to complete your answers.

**Task 1: Book Reviews**

**5 BE**

Preparation time: 45 seconds

You will hear five excerpts from a panel discussion about novels. Choose from the list (A–G) which description best applies to which book review (1–5). For each book review, there is only one correct answer. There are two more descriptions than you need.

**Descriptions:**

- A** Various reactions to a kidnapping
- B** Expecting a meeting after a long time
- C** A familiar approach to scientific progress
- D** Clearing up a crime in a dystopian setting
- E** Looking for information on different issues
- F** Presenting a field of expertise in its complexity
- G** An adolescent in challenging social circumstances

Book review	1	2	3	4	5
Description					

**Task 2: A Migration Story**

**9 BE**

Preparation time: 1:30 minutes

You will hear an excerpt from the recording of an event where people tell their migration stories on stage. The speaker's name is Banke. While listening, tick (✓) the correct answer (a, b or c). There is only one correct answer.

1. When in the Netherlands, Banke's ...
  - a)  father had a temporary job there.
  - b)  family intended to stay permanently.
  - c)  parents worried about being sent home.

2. When she later moved to America, Banke ...
- a)  took language classes.
  - b)  adopted a different way of speaking.
  - c)  regretted they did not move to Britain.
3. According to Banke, people in England seem to think that ...
- a)  your pronunciation stays the same.
  - b)  language is important for a legal career.
  - c)  immigrants should adopt standard English.
4. In England, Banke used her language skills to ...
- a)  get into a good university.
  - b)  pretend to be from the US.
  - c)  show others how educated she is.
5. Banke had come to England with the aim of ...
- a)  applying for citizenship.
  - b)  developing professionally.
  - c)  reconnecting with other Nigerians.
6. In London, she has ...
- a)  joined a political party.
  - b)  met with good and bad.
  - c)  had financial difficulties.
7. In London, Banke feels she belongs because many people ...
- a)  are like her.
  - b)  ignore their origins.
  - c)  live life to the fullest.
8. After Brexit, Banke became aware of how ...
- a)  London lost its fascination for her.
  - b)  Londoners treated her as a foreigner.
  - c)  London differs from the rest of England.
9. Due to Brexit, Banke decided to ...
- a)  leave the UK.
  - b)  participate in local politics.
  - c)  keep up her language strategy.



## Lösungsvorschläge

### Text 1: Book Reviews

1 **1** A cruel landscape, volcano-studded. There are hardly any roads in and out. And in  
that sort of bleak place, in the first chapter, two little girls, sisters, go missing. They're  
lured into a shiny black car by a stranger. But what comes after that isn't a thriller.  
What you get, chapter by chapter, each chapter moves the novel forward a month and  
5 it's told by a different woman in the community ... And as the shock waves of the  
girls' abduction is [*sic*] rippling throughout, everybody's affected in a different way.

**2** It is a coming-of-age novel about a high-school debate star and his psychiatrist  
parents in Topeka, Kansas, in the 1990s. And the central conflicts are the mother's  
growing fame as a feminist author and the strains that that puts on the family. And  
10 then also the ambiguously bullying relationship between the protagonist, the debate  
star, and an alienated, marginalized learning-disabled boy that they're kind of bring-  
ing into their circle.

**3** Ted Chiang is a really interesting writer. He is, by day, a technology manual writer.  
If that makes this book sound boring or dry, trust me, this must be, like, his version  
15 of, like, rap singing, you know, or rapping or, like, dancing in the middle of the night  
because it's very engaging and it certainly is about technology, but it's so much  
deeper than that. It is about really the ways in which technologies inherently involves  
[*sic*] humans and what technologies, both existing and potential future technologies,  
mean for humanity.

20 **4** A family on a road trip. A husband. A wife. The kids are in the back seat. The cou-  
ple's marriage is in crisis, but they're on a road trip anyway to the southern border.  
They share an interest in immigration. The husband is trying to document historic  
migration patterns involving Native Americans, and she is trying to locate the chil-  
dren of a woman who immigrated to the United States from Mexico, and her children  
25 followed her and disappeared, presumably into US custody. So, these themes are em-  
bedded in the sort of story of the road trip.

**5** It concerns two guys named Charlie and Maurice, two Irish drug smugglers in their  
50s. They find themselves, sort of overnight, at a port town in northern Spain at a ferry  
terminal, waiting for Maurice's estranged 23-year-old daughter to hopefully show up.  
30 He hasn't seen her in two or three years. She's in her early 20s and she's fallen in with  
a sort of group of New-Age-type characters who, you know, float around the world.  
And so they're hoping that she'll arrive either coming or going from Tangier. They've  
gotten a tip that that's where she'll be.

*"Talking About the 10 Best Books of 2019." The New York Times Book Review Podcast.  
Zugriff am 22. 11. 2020 von [https://www.nytimes.com/2019/11/26/books/review/podcast-10-best-  
books-2019.html](https://www.nytimes.com/2019/11/26/books/review/podcast-10-best-books-2019.html)*

These text passages will help you find the correct answer:

- 1 Description 1 is about a “kidnapping” (A): “two little girls, sisters, go missing. They’re lured into a shiny black car by a stranger.” (ll. 2/3) It is also about “[v]arious reactions” to the crime, or as the text puts it, “everybody’s affected in a different way” (l. 6).
- 2 In being “a coming-of-age novel” (l. 7), the book reviewed in description 2 is about an “adolescent” (G). That this teenager is living “in challenging social circumstances” can be concluded from words like “the central conflicts” (l. 8) or “strains” (l. 9).
- 3 “Ted Chiang is [...] a technology manual writer.” (l. 13) So, technology is his “field of expertise” (F). He presents it “in its complexity” because his book “certainly is about technology, but it’s so much deeper than that” (ll. 16/17).
- 4 Description 4 is probably the most difficult to identify. However, it can help to cross out all the descriptions you have already allocated. Then you might be able to gauge that both husband and wife in description 4 are looking for something, “migration patterns” and “the children of a woman who immigrated to the United States from Mexico” respectively (cf. ll. 22–24). So, “Looking for information on different issues” (E) is correct here.
- 5 The two men mentioned in description 5 are “waiting for Maurice’s estranged 23-year-old daughter to hopefully show up” (l. 29). As “[h]e hasn’t seen her in two or three years” (l. 30), this novel is about “a meeting after a long time” (B).

Book review	1	2	3	4	5
Description	A	G	F	E	B

## Text 2: A Migration Story

- 1 When I was four years old, my family moved from Nigeria to the Netherlands and to us, we weren’t migrants at all. My dad was moving there for four years for work. That was the only reason we were there. And in four years we were going to move back. A few years later, when I was 16, I moved to the United States and went to college,
- 5 worked for a few years and went to law school. So when I moved to Holland, my sisters and I couldn’t even speak English and we learned English very quickly at a British school and had some kind of weird expat British accent, moved to America and tried to integrate as quickly as possible with an American accent. The thing I learned in England, for most of my life, an accent was an aspirational thing. It was something that you chose to do and you went forward and you learned it and you spoke in whatever accent you wanted. Since moving to England, apparently an accent is something that you’re born with and you have to stick with for the rest of your life. And so I, when I moved to England, I went to college, law school, and then I moved to London to be a lawyer. And as soon as I moved here, I discovered that the categories of immigrants or mi-
- 15 grants had nothing to do with the colour of your skin, but it was more about what ac-





## Assignment

You are going to take part in an international youth conference about sustainable business ideas. To prepare for the discussions, participants share an example from their own country on the conference website.

Write an article for this website in which you present “Lieferrad DA”.

### Der Spargel kommt per Lastenrad

Von Astrid Ludwig

1 Lange schon hegte das Professoren-Trio die Idee für einen Lieferservice der anderen  
Art. Einen, der die Umwelt schont, den örtlichen Handel stärkt, Mitarbeiter fair bezahlt  
und trotzdem rentabel ist. Doch die Wirtschafts- und Logistikexperten Johanna Buce-  
rius und Axel Wolferrmann von der Hochschule Darmstadt und Kai-Oliver Schocke  
5 von der Frankfurt University of Applied Sciences fanden niemanden, der bereit war,  
das auch auszuprobieren. Dann aber kam Corona. „Als wir gesehen haben, wie  
schlecht es dem Einzelhandel geht, haben wir den Lieferservice selbst gestartet“, be-  
richtet Bucerius. Beim hessischen Wirtschaftsministerium beantragten die drei For-  
scher Fördergeld. Sie bekamen rund 100 000 Euro, mit denen E-Lastenräder ange-  
10 schafft und Gehälter für das studentische Team aus Hilfskräften und Kurierfahrern  
gezahlt werden konnten.

Seit dem Sommer rollen die schwarzen Lasten-Bikes mit dem gelbblauen Auf-  
druck „Lieferrad DA“ durch Darmstadt. Sie bringen Blumen, Bücher, Wein, Lebens-  
mittel, die nicht gekühlt werden müssen, Kleidung, Kosmetik oder auch Medikamen-  
15 te von den Einzelhändlern direkt nach Hause zu den Kunden. „Es lief gut an“, sagt  
Axel Wolferrmann – dank Werbung über soziale Medien sowie Kontakten zur Stadt  
und örtlichen Wirtschaft. Ein Spargelbauer im Stadtteil Arheilgen machte den An-  
fang. Bei manchem Geschäft fragten die Studenten auch persönlich an.

Mittlerweile nutzen rund 50 Einzelhändler in Darmstadt den unentgeltlichen Lie-  
20 ferservice. Darunter auch große Händler wie das Modekaufhaus Henschel und die  
Buchladen-Kette Thalia. Armin Pourhosseini, Mitbegründer des Naturkosmetik-  
Shops „Woodberg“, hat sich nach eigenen Worten bewusst für den klimaschonenden  
Raddienst entschieden. [...] Umweltschutz gehört für ihn zum Geschäftsmodell. Für  
seine Naturprodukte nutzt er recyceltes Verpackungsmaterial, bei Versand und Be-  
zahlung bietet er Kunden Modelle an, die Ökoprojekte unterstützen. Rund vier von  
25 zehn Bestellungen aus Darmstadt lässt er von „Lieferrad DA“ zustellen.

Die studentischen Radkuriere haben gut zu tun. Wöchentlich fahren sie zwischen  
100 und 150 Pakete aus. „Weihnachten ging es deutlich nach oben, da waren es rund  
300 Pakete pro Woche. Das war Rekord“, so Wolferrmann. Am Valentinstag nahmen  
30 die Ausfahrten ebenfalls zu, und Ostern werde sicherlich eine weitere Herausforde-

35 rung, vermutet Bucerius. Bis Ende 2020 brachte „Lieferrad DA“ montags bis freitags insgesamt 1 068 Pakete an die Haustüren. Die zwei studentischen Kuriere radelten mehr als 3 000 Kilometer durch die Straßen Darmstadts.

Die Kunden bestellen bei den Händlern, die die Aufträge an das Studententeam weiterleiten. „Wird bis 12 Uhr bestellt, liefern wir am selben Tag aus“, sagt Florian Treiber. Der Dreißigjährige, der Logistikmanagement an der Hochschule Darmstadt studiert, ist für die Tourenplanung zuständig. Er pflegt die Bestellungen in die Tourensoftware ein, prüft, ob Händler wegen vieler oder schwerer Pakete mehrfach angefahren werden müssen, checkt Öffnungszeiten, rechnet Pufferzeiten ein und übernimmt die Datenanalyse. Weil Kundendaten sensibel sind, stellt die Hochschule dafür einen gesicherten Laptop zur Verfügung. Treiber ist für die Kuriere erreichbar, „falls ein Kunde nicht da, die Adresse falsch oder der Akku leer ist“. Vor Weihnachten ist er sogar selbst als Fahrer eingesprungen – ein lehrreicher Blick auf die andere Seite. „Das Projekt ist ohnehin eine super Einstiegsmöglichkeit in die Logistikbranche“, findet der Student. Und das ohne Druck und schlechte Bezahlung, über die Paketzusteller immer wieder klagen. Die Lieferrad-Kuriere und Hiwis werden pro Stunde honoriert, nach den Sätzen der Hochschule. Studenten mit Bachelorabschluss erhalten rund 15 Euro. „Sie werden zudem in das Forschungsprojekt einbezogen, bringen ihre Erfahrungen ein“, ergänzt Bucerius. Der Lieferservice ist auch Gegenstand mehrerer Bachelorarbeiten.

Das Professoren-Trio ist zufrieden mit dem Projekt. Zum Jahresende ist zwar die Förderung ausgelaufen, doch eine Fortsetzung ist in Sicht. Noch ist die Hochschule Darmstadt Betreiberin und der Lieferservice gebührenfrei. Doch es soll eine neue Rechtsform gefunden werden, damit „Lieferrad DA“ als Verein oder GmbH Gewinne generieren kann. Denn die Forscher wollen auch herausfinden, unter welchen Bedingungen ein derartiger Lieferservice rentabel bestehen kann. Bei voller Auslastung betragen die Kosten je Lieferung derzeit rund vier Euro. Der Einzelhandel, sagt Wolfermann, habe Interesse an dem Lieferservice, aber angewiesen ist das Projekt auf zusätzliche Kunden wie die Stadt, kommunale Betriebe, Unternehmen oder Wochenmarkt-Besucher. Andere Kommunen haben schon Interesse am Aufbau eines ähnlichen Lieferservices bekundet. (640 Wörter)

Astrid Ludwig, „Der Spargel kommt per Lastenrad“, in: <https://www.faz.net/aktuell/rhein-main/hochschule-darmstadt-der-spargel-kommt-per-lastenrad-17258331.html>

#### **Anmerkungen**

Z. 13 DA: Autokennzeichen Darmstadts

Z. 46 Hiwi: studentische wissenschaftliche Hilfskraft



## Lösungsvorschläge

*Your task is to write an article for a project website. The project in question is an international youth project, so those being addressed are mainly young people. Focusing on this group of addressees and your purpose, your article should be written in a rather formal and neutral language, but some informal or colloquial language is also allowed. Often the assignments for mediation tasks tell you to which part(s) of the original text your mediation should be limited. In this case, however, there are no additional questions narrowing down the content needed for your article, so the whole text should be summarised with a special focus on the project's sustainability.*

*The following points should come up in your solution:*

- *headline (fitting to text form)*
- *introductory paragraph: what makes “Lieferrad DA” (a delivery company that delivers products via bike) a perfect example of sustainable entrepreneurship?*
  - *protects the environment (cf. l. 2)*
  - *good for local business (cf. l. 2)*
  - *fair salaries for employees (cf. l. 2)*
  - *profitability (cf. l. 3)*
- *characteristics of the project:*
  - *founded by three university professors (business, logistics, applied sciences) (cf. ll. 1, 3–5)*
  - *Covid pandemic as the perfect opportunity to start a delivery service by bike (cf. l. 6)*
  - *ministry provided funds (cf. ll. 8/9)*
  - *marketing via social media and through personal contacts (cf. ll. 16/17)*
  - *staff (both administrative and drivers) made up of students (cf. ll. 27, 32, 34, 35–37)*
  - *customers order directly from retailers, who inform “Lieferrad DA”, who are responsible for the delivery (cf. ll. 34–40)*
- *success of “Lieferrad DA”:*
  - *in high demand (among bigger and smaller retailers); sustainability is an important value for many businesses (cf. ll. 19–23)*
  - *peak times around holidays (cf. ll. 28–31)*
  - *very employee-friendly: students are paid quite well and can gain experience in their field of business (e. g. logistics) (cf. ll. 43–50)*
- *future outlook:*
  - *new subsidies in sight (cf. ll. 51/52)*
  - *so far, the delivery service does not generate money, but new and profitable business models are planned (cf. ll. 52–56)*
  - *hope to gain new clients (cf. ll. 58–60)*
  - *expansion to other cities (cf. ll. 60/61)*



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