

2025

# Abitur

Original-Prüfung  
mit Lösungen

**MEHR  
ERFAHREN**

Berlin · Brandenburg

**Englisch**

+ Lernvideos zur Textaufgabe



**STARK**

# Inhalt

Vorwort  
Hinweise zu den digitalen Inhalten

## Hinweise und Tipps

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<b>Allgemeine Hinweise und Tipps</b> .....	I
Ablauf der Prüfung .....	I
Inhaltliche Schwerpunkte .....	II
Aufbau der Prüfung .....	III
<b>Hinweise zu den Aufgabenstellungen</b> .....	IV
1 Textzusammenfassung .....	IV
2 Analyse .....	VI
3 Persönliche Stellungnahme/Kommentar und kreatives Schreiben .....	IX
4 Sprachmittlung .....	X
Hinweise zur Bewertung .....	XII
<b>Die Arbeit mit dem Buch</b> .....	XIII
<b>Die wichtigsten (Stil-)Mittel zur Textanalyse</b> .....	XV

## Lernvideos zur Textaufgabe

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Step-by-Step – Textaufgaben bearbeiten .....	V 1
Video-Set 1: Sachtext .....	V 2
Video-Set 2: literarischer Text .....	V 4

## Übungsaufgaben im Stil der Prüfung

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### Übungsaufgabe 1

Aufgabe 1: <i>The Circle</i> (Roman) .....	1
Aufgabe 2: <i>Experten warnen vor Sprachassistenten: Diese Risiken birgt Alexa für Kinder</i> (Artikel) .....	4

### Übungsaufgabe 2

Aufgabe 1: <i>Developed nations have sown the wind, Vanuatu has reaped the whirlwind</i> (Artikel) .....	13
Aufgabe 2: <i>Sind Autobahnen mit Tempolimit sicherer?</i> (Artikel) .....	16

## Abiturprüfungsaufgaben Berlin/Brandenburg

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### Grundkurs 2021

Aufgabe 1.1: <i>When Michael Met Mina</i> (Roman) .....	GK 2021-1
Aufgabe 1.2: <i>Today's kids are working to save the planet</i> (Artikel) .....	GK 2021-4
Aufgabe 2.1: <i>Mut zur Lücke!</i> (Artikel) .....	GK 2021-8
Aufgabe 2.2: <i>Sinnvoll regulierend</i> (Artikel) .....	GK 2021-10

### Leistungskurs 2021

Aufgabe 1.1: <i>The Epic City</i> (Autobiografie) .....	LK 2021-1
Aufgabe 1.2: <i>A vision of 2040: everything we need for a sustainable world already exists</i> (Artikel) .....	LK 2021-4
Aufgabe 2.1: <i>Die Uhr tickt</i> (Artikel) .....	LK 2021-8
Aufgabe 2.2: <i>Freiheit und Status</i> (Artikel) .....	LK 2021-10

### Grundkurs 2022

Aufgabe 1.1: <i>Behold the dreamers</i> (Roman) .....	GK 2022-1
Aufgabe 1.2: <i>'I feel I've come home': can forest schools help heal refugee children?</i> (Artikel) .....	GK 2022-4
Aufgabe 2.1: <i>Fraglicher Instagram-Trend: Wenn aus dem Influencer ein „Sinnfluencer“ wird</i> (Artikel) .....	GK 2022-7
Aufgabe 2.2: <i>Wie das Leben leichter wird</i> (Artikel) .....	GK 2022-9

### Leistungskurs 2022

Aufgabe 1.1: <i>Asymmetry</i> (Roman) .....	LK 2022-1
Aufgabe 1.2: <i>Excerpt from Obama's 2020 H.B.C.U. Commencement Speech</i> (Artikel) .....	LK 2022-4
Aufgabe 2.1: <i>Das Spiel für eine bessere Welt</i> (Artikel) .....	LK 2022-8
Aufgabe 2.2: <i>Klickscham statt Flugscham? – Internet produziert so viel CO<sub>2</sub> wie Flugverkehr</i> (Artikel) .....	LK 2022-10

### Grundkurs 2023

Aufgabe 1.1: <i>Once There Were Wolves</i> (Roman) .....	GK 2023-1
Aufgabe 1.2: <i>A Young Naturalist Inspires With Joy, Not Doom</i> (Artikel) .....	GK 2023-4
Aufgabe 2.1: <i>Wetter migrantisch: Tief Ahmet, Hoch Dragica</i> (Artikel) .....	GK 2023-7
Aufgabe 2.2: <i>Jedes fünfte Start-up in Deutschland wurde von Migranten gegründet</i> (Artikel) .....	GK 2023-9

### Leistungskurs 2023

Aufgabe 1.1: <i>Trust Exercise</i> (Roman) .....	LK 2023-1
Aufgabe 1.2: <i>The rise of apocalyptic novels</i> (Artikel) .....	LK 2023-4
Aufgabe 2.1: <i>Der Spargel kommt per Lastenrad</i> (Artikel) .....	LK 2023-7
Aufgabe 2.2: <i>Studie „Vielfalt im Film“ – Du hast den Farbfilm vergessen!</i> (Artikel) .....	LK 2023-9

Sobald die Original-Prüfungsaufgaben 2024 freigegeben sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscode vgl. Umschlaginnenseite).

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# Vorwort

**Liebe Schülerinnen, liebe Schüler,**

Mithilfe der folgenden Informationen, Aufgaben und Lösungen haben Sie verschiedene Möglichkeiten, sich auf das Abitur im Fach Englisch vorzubereiten:

- Der erste Teil des Buches enthält **Hinweise und Tipps** zur schriftlichen Abiturprüfung im Fach Englisch in Berlin und Brandenburg. Hier finden Sie Informationen zu häufigen Aufgabenstellungen, wichtigen Stilmitteln und zu einer geschickten Vorgehensweise in der Abiturprüfung.
- Die **Übungsaufgaben** gliedern sich in zwei Teile: Zunächst finden Sie die Aufgabenstellungen zu den **Lernvideos**. Lesen Sie die Texte und Aufgaben, bevor Sie sich die Videos ansehen. Im zweiten Teil finden Sie zwei **Übungsaufgaben** mit Lösungen, die sich an den aktuellen Vorgaben zum **Abitur in Berlin und Brandenburg** orientieren. Der Schwierigkeitsgrad ist dabei ansteigend.
- Im Anschluss folgt eine Auswahl von **Original-Prüfungsaufgaben der Grund- und Leistungskurse** der letzten Jahre.
- Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Inhalten in diesem Band.

Wir wünschen Ihnen viel Erfolg bei der Abiturprüfung,

Ihre Autorinnen und Autoren



# Hinweise zu den digitalen Inhalten

Auf alle digitalen Inhalte können Sie online über die Plattform MySTARK zugreifen. Ihren persönlichen Zugangscodes finden Sie auf der Umschlaginnenseite (vorne im Buch).

## PDF der Original-Prüfungsaufgaben 2024

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Um Ihnen die Prüfung 2024 schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus.



Sobald die **Original-Prüfungsaufgaben 2024** zur Veröffentlichung freigegeben sind, können sie als PDF auf der **Plattform MySTARK** heruntergeladen werden.

## Kurzgrammatik

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Mit der Kurzgrammatik können Sie sich eine knappe und verständliche Übersicht über die wichtigsten Themenfelder der englischen Grammatik herunterladen. Schlagen Sie hier die Grammatikregeln zu Fehlern nach, die Sie noch häufig machen.



## Lernvideos

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Textaufgaben sind Teil vieler Prüfungen und Klausuren – und machen oft einen Großteil der Prüfungsleistung aus. Mithilfe der **Lernvideos zum richtigen Umgang mit Textaufgaben** können Sie sich optimal auf die Anforderungen in diesem Bereich vorbereiten. Am Beispiel von zwei Texten mit je drei Aufgabenstellungen wird gezeigt, wie man an eine Textaufgabe herangeht und sie erfolgreich löst.



### Die Lernvideos beinhalten:

- **Schritt-für-Schritt-Anleitungen** zum richtigen Vorgehen in der Prüfung
- **Sachtext** und **literarischer Text** als Grundlage
- nützliche Hinweise zu **häufigen Operatoren** und **Zieltextsorten**

Die im Video behandelten Übungsaufgaben sind im Kapitel „Lernvideos zur Textaufgabe“ abgedruckt. Lesen Sie sich die Texte und Aufgabenstellungen zunächst durch, bevor Sie sich die Videos auf MySTARK ansehen.



## Interaktives Training

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Im **Online-Training „Basic Language Skills“** erhalten Sie Zugriff auf zahlreiche **interaktive Aufgaben** zu Grundlagen wie **Hörverstehen, Leseverstehen** und **Sprachverwendung im Kontext**. Dies sind ganz wichtige „Basics“, die Sie für eine gute Sprachbeherrschung brauchen.



### Das interaktive Training bietet Ihnen:

- **„Listening“** – authentische Hörtexte mit vielfältigen Aufgaben, die Ihr Hörverstehen testen
- **„Reading“** – abwechslungsreiche Lesetexte und dazugehörige Aufgaben
- **„English in Use“** mit gemischten Aufgaben rund um den Gebrauch der englischen Sprache
- Alle Aufgaben sind interaktiv, d. h., Sie können sie direkt am PC oder Tablet bearbeiten und erhalten sofort eine Rückmeldung zu Ihren Antworten.

## Web-App „MindCards“

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Mit der Web-App **„MindCards“** können Sie am Smartphone Vokabeln lernen. Auf diesen interaktiven Karteikarten finden Sie hilfreiche Wendungen, die Sie beim Schreiben von Texten oder im mündlichen Sprachgebrauch einsetzen können.



Scannen Sie einfach die QR-Codes oder verwenden Sie folgende Links, um zu den „MindCards“ zu gelangen:  
<https://www.stark-verlag.de>



## Lernvideos zur Textaufgabe

### Step-by-Step – Textaufgaben bearbeiten

Es gibt Aufgabenstellungen, die in Englischprüfungen immer wieder auftauchen. Grundlage für diese Aufgabenstellungen sind sogenannte **Operatoren** wie „describe“, „analyse“, „comment on“ und viele mehr. Auch wenn sich die Aufgabenstellung für die Textarbeit im Detail je nach Text unterscheidet, bleibt die grundsätzliche Vorgehensweise bei den jeweiligen Operatoren gleich.

In den Videos auf der Plattform **MySTARK** (Zugangscode vgl. Umschlaginnenseite) erklären wir Ihnen, wie Sie bei den wichtigsten Operatoren in Textaufgaben vorgehen müssen. Außerdem erfahren Sie etwas zu häufigen **Zieltextformaten** wie Leserbriefen, Blogbeiträgen und Reden.

#### TIPP

Lesen Sie die Aufgaben und die dazugehörigen Texte, **bevor Sie sich die Videos ansehen!** Sie können auch schon überlegen, wie Sie selbst bei der Aufgabenstellung vorgehen würden und welche inhaltlichen Aspekte für die Lösung interessant wären – und im Anschluss Ihre Lösung/Vorgehensweise mit den Videos vergleichen. Viel Spaß!





**Ausgangstext:** newspaper article

**Operatoren:** outline, analyse, write

**Themen:** social media, the impact of the media on society

**Zieltextformate:** letter to the editor, blog entry, speech

### Aufgabenstellung

1. **Outline** the author's view on social media. (*Video 1*)
2. **Analyse** the means he uses to convey his attitude and the effect they have on the reader. (*Video 2*)
3. **Write a letter to the editor/blog entry/speech** expressing your own opinion on the chances and dangers of social media. (*Video 3*)

**Text: "I used to think social media was a force for good. Now the evidence says I was wrong"** by Matt Haig

*More and more, it's clear these platforms create divisions, exploit our insecurities and risk our health. They're as bad as the tobacco industry.*

- 1 I used to think social media was essentially a force for good, whether it was to initiate the Arab spring of 2011, or simply as a useful tool for bringing together like-minded people to share videos of ninja cats. Having spent a lot of time thinking about mental health, I even saw social media's much-maligned potential for anonymity as a good
- 5 thing, helping people to open up about problems when they might not feel able to do so in that physical space we still quaintly call real life. [...]
- 10 Yes, I would occasionally feel that maybe staring at my Twitter feed near-continuously for seven hours wasn't that healthy [...]. Yes, I'd see articles warning of the dangers of excessive internet use, but I dismissed these as traditional, reactionary takes. I saw social media naysayers as the first reviewers of Technicolor movies, who felt the colour distracted from the story, or were like the people who walked out on Bob Dylan at Newport folk festival for playing an electric guitar, or like those who warned that radio or TV or video games or miniskirts, or hip-hop or selfies or fidget spinners or whatever, would lead to the end of civilisation. [...]
- 15 Then I started the research for a book I am writing on how the external world affects our mental health. I wanted to acknowledge the downsides of social media, but to argue that far from being a force for ill, it offers a safe place where the insanities of life elsewhere can be processed and articulated.
- 20 But the deeper into the research I went, the harder it was to sustain this argument. Even the internet activist and former Google employee Wael Ghonim – one of the initiators of the Arab spring and one-time poster boy for internet-inspired revolution – who once saw social media as a social cure – now saw it as a negative force. [...]: "The same tool that united us to topple dictators eventually tore us apart." Ghonim saw social



**Berlin/Brandenburg  
Übungsaufgabe 1**

**Prüfungsteil 1: Leseverstehen und Schreiben**

(75 %)

**Aufgabenstellung 1 – Tasks**

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**Themenschwerpunkte:** *Aims and ambitions, The impact of the media on society*

- 1 Describe the situation the characters find themselves in. (25 %)
- 2 Write a characterisation of Mae, also taking into account the effect the narrative perspective has on the reader's perception of her character. (40 %)
- 3 Choose **one** of the following tasks. (35 %)
- 3.1 Discuss whether modern communication via smartphones and the like is a blessing or a curse.

OR

- 3.2 Mercer has left the house without an explanation, so he feels obliged to explain his behaviour to Mae. Write his personal letter to her in which he offers this explanation and tells Mae what he thinks about her initiative to post the photo.

**Text** (excerpt from the novel)

**The Circle**

by Dave Eggers

*Note: Mae Holland works for a very powerful Internet company and rarely sees her parents. One day, however, she visits her parents at their home and there she also meets Mercer, her former boyfriend. Mercer has given her parents a self-made chandelier. Mae likes it very much and, without informing anyone, posts a photo of the chandelier and links to Mercer's website in different Internet forums. While she is doing so upstairs, the others are waiting for her downstairs so they can have dinner together.*

- 1 When she was finished, Mercer was sitting with her parents at the kitchen table, which was crowded with salad and stir-fried chicken and vegetables. Their eyes followed her down the stairs. "I called up there," her father said.  
"We like to eat when it's hot," her mother added.
- 5 Mae hadn't heard them. "Sorry. I was just – Wow, this looks good. Dad, don't you think Mercer's chandelier\* is awesome?"

“I do. And I told you, and him, as much. We’ve been asking for one of his creations for a year now.”

10 “I just needed the right antlers,” Mercer said. “I hadn’t gotten any really great ones in a while.” He went on to explain his sourcing, how he bought antlers only from trusted collaborators, people he knew hadn’t hunted the deer, or if they had, had been instructed to do so by Fish and Game to curb overcrowding.

“That is fascinating,” her mother said. “Before I forget, I want to raise a toast ... What’s that?”

15 Mae’s phone had beeped. “Nothing,” she said. “But in a second I think I’ll have some good news to announce. Go on, Mom.”

“I was just saying that I wanted to toast having us –”

Now it was Mercer’s phone ringing.

“Sorry,” he said, and maneuvered his hand outside his pants, finding the off button.

20 “Everyone done?” her mother asked.

“Sorry Mrs. Holland,” Mercer said. “Go on.”

But at that moment, Mae’s phone buzzed loudly again, and when Mae looked to its screen, she saw that there were thirty-seven new zings and messages.

“Something you have to attend to?” her father said.

25 “No, not yet,” Mae said, though she was almost too excited to wait. She was proud of Mercer, and soon she’d be able to show him something about the audience he might have outside Longfield. If there were thirty-seven messages in the first few minutes, in twenty minutes there would be a hundred.

30 Her mother continued. “I was going to thank you, Mae, for all you’ve done to improve your father’s health, and my own sanity. And I wanted to toast Mercer, too, as part of our family, and to thank him for his beautiful work.” She paused, as if expecting a buzz to sound any moment. “Well, I’m just glad I got through that. Let’s eat. The food’s getting cold.”

And they began to eat, but after a few minutes, Mae had heard so many dings, and 35 she’d seen her phone screen update so many times, that she couldn’t wait.

“Okay, I can’t stand it anymore. I posted that photo I took of your chandelier, Mercer, and people love it!” She beamed, and raised her glass. “That’s what we should toast.”

Mercer didn’t look amused. “Wait. You posted them where?”

40 “That’s great, Mercer,” her father said, and raised his own glass.

Mercer’s glass was not raised. “Where’d you post them, Mae?”

“Everywhere relevant,” she said, “and the comments are amazing.” She searched her screen. “Just let me read the first one. And I quote: Wow, that is gorgeous. That’s from a pretty well-known industrial designer in Stockholm. Here’s another one: Very 45 cool. Reminds me of something I saw in Barcelona last year. That was from a designer in Santa Fe who has her own shop. She gave your thing three out of four stars, and had some suggestions about how you might improve it. I bet you could sell them there if you wanted to. So here’s another –”

Mercer had his palms on the table. “Stop. Please.”

50 “Why? You haven’t even heard the best part. On DesignMind, you already have 122 smiles. That’s an incredible amount to get so quickly. And they have a ranking there, and you’re in the top fifty for today. Actually, I know how you could raise that —” [...]

55 “Mae. Stop. Please stop.” Mercer was staring at her, his eyes small and round. “I don’t want to get loud here, in your parents’ home, but either you stop or I have to walk out.”

“Just hold on a sec,” she said, and scrolled through her messages, looking for one that she was sure would impress him. She’d seen a message come in from Dubai, and if she found it, she knew, his resistance would fall away.

“Mae,” she heard her mother say. “Mae.”

60 But Mae couldn’t locate the message. Where was it? While she scrolled, she heard the scraping of a chair. But she was so close to finding it that she didn’t look up. When she did, she found Mercer gone and her parents staring at her. (763 words)

*Excerpt(s) from The Circle by Dave Eggers, copyright © 2013 by Dave Eggers. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved.*

\* Mercer’s chandelier is made of antlers (= horn of a male deer). As he is very careful to buy antlers only from trusted suppliers, he only produces very few of them.

#### **Annotation**

l. 6 chandelier: round frame for holding candles or lights that hangs from the ceiling and is decorated with small pieces of glass



## Aufgabenstellung 2 – Tasks

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**Themenschwerpunkte:** *Aims and ambitions, The impact of the media on society*

You are taking part in an international youth project on “The Impact of Digitisation and AI”.

Using the information from the text, write an article for the English project website in which you present the drawbacks of digital language assistants such as Alexa.

**Text** (Auszug aus dem Artikel)

### **Experten warnen vor Sprachassistenten: Diese Risiken birgt Alexa für Kinder**

*Minderjährige geben Alexa, Siri und ähnlichen Sprachassistenten zu viel von sich preis, zeigt ein Gutachten. Auch Datenschützer äußern Kritik.*

- 1 Ein Junge, sechs Jahre alt, wünscht sich ein Kinderlied, ruft „play Digger, Digger“ ins Mikrofon. Und was tut Amazons Sprachassistentin „Alexa“? Sie schlägt ihm verschiedene Porno-Titel vor. Diese Geschichte ist nicht die einzige Panne vergangener Jahre, die Eltern schockiert. Zu sehen auf Youtube. Jetzt warnt sogar der Wissenschaftliche
- 5 Dienst des Bundestags.

In einem Gutachten wird bemängelt, dass Kinder und Jugendliche persönliche Informationen von sich preisgeben oder eben Inhalte abrufen können, die sie nicht hören sollten. Außerdem stelle sich die Frage, was eigentlich mit Besuchern sei, die nicht wüssten, dass die Software gerade ihre Sätze aufzeichnet. Amazon dürfte der Pflicht

- 10 zur Informationsvermittlung bei der Datenerhebung von Nutzern zwar ausreichend nachkommen, heißt es – „offen bleibt jedoch, wie unbeteiligte Dritte und Minderjährige von der Datensammlung ausgeschlossen werden können“.

Mit Blick auf die USA sei außerdem unklar, „zu welchen weiteren Zwecken Amazon seine Daten zukünftig nutzen könnte“. Dass sich Kriminelle Zugriff zu den Daten

- 15 in der Cloud verschaffen könnten, sei ebenfalls nicht auszuschließen.

Eine Reihe von Kritikpunkten. Das Bundesinnenministerium fühlt sich in der Sache aber nicht zuständig. Ein Sprecher erklärte auf Anfrage der Deutschen Presse-Agentur: „Die Nutzung der Sprachassistenten betrifft Datenverarbeitungen durch nichtöffentliche Stellen.“ Für diese lasse die Datenschutz-Grundverordnung der EU

- 20 den nationalen Gesetzgebern so gut wie keinen Regelungsspielraum.

„Wir müssen darauf dringen, dass die Einwilligungserklärung für den Nutzer auf die Gefahren und Möglichkeiten hinweist, die mit der Übertragung und Nutzung der Daten sowie der Daten von Dritten, die sich zufällig im Raum befinden, hinweist“, meint hingegen der fraktionslose Bundestagsabgeordnete Uwe Kamann. Dies müsse

- 25 detailliert erfolgen, „und nicht indem man nur einmal ein Häkchen für alles setzt“.

## Lösungsvorschläge

### Prüfungsteil 1: Leseverstehen und Schreiben

- 1 *In der ersten Aufgabe müssen Sie die Situation in eigenen Worten beschreiben. Versuchen Sie alle W-Fragen zu beantworten, zum Beispiel, wo sich die Szene abspielt, wer teilnimmt, was die Figuren machen, wie sie miteinander umgehen und weshalb sie sich so verhalten.*
- *Mercer, Mae und ihre Eltern sitzen am Küchentisch beim Essen.*
  - *Mae kommt zu spät, da sie damit beschäftigt war, ein Foto von Mercers Kronleuchter zu posten (allerdings, ohne ihn um Erlaubnis zu fragen).*
  - *Maes Mutter möchte einen Toast aussprechen, aber jedes Mal, wenn sie zu sprechen beginnt, klingelt ein Telefon.*
  - *Mae erhält zahlreiche Reaktionen auf das Bild, das sie gepostet hat.*
  - *Sie erzählt den anderen von den Nachrichten.*
  - *Mercer ist davon nicht begeistert und droht zu gehen.*
  - *Mae ignoriert ihn und liest weiter die ankommenden Nachrichten.*
  - *Selbst als Mercer tatsächlich geht, nimmt sie dies nicht wahr.*
  - *Als sie aufblickt, ist Mercer verschwunden.*
  - *Ihre Eltern starren sie ungläubig an.*

The excerpt from Dave Eggers' novel *The Circle*, published in 2013, is set in the kitchen of Mae's parents.

reference to source

Her parents and her former boyfriend Mercer have been waiting for her so they can have dinner together. Mae comes in late because she has posted a photo of the chandelier Mercer gave to her parents. The other characters do not know about her posting the photo and Mae intends to surprise them with it.

description of the situation

Mae's mother wants to propose a toast but she is interrupted several times by either Mae's or Mercer's phone ringing, so she gets a little upset. Whereas Mercer turns off his phone, Mae's phone keeps receiving messages in response to the photo she has posted. Finally, she cannot wait any longer and tells everybody what she has done. While Mae is proud of herself, Mercer himself seems to be appalled and threatens to leave if she does not stop. However, Mae ignores him and does not even realise his departure because she is too busy checking her phone for a message from Dubai. When she finally looks up from her phone, she only sees her parents staring at her.

(193 words)



**Abiturprüfung Berlin/Brandenburg 2023**  
**Englisch Grundkurs**

**Prüfungsteil 1: Leseverstehen und Schreiben**

(70 %)

Der Prüfungsteil 1 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

**Aufgabenstellung 1.1 – Tasks**

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**Themenschwerpunkte:** *Saving the planet; Aims and ambitions*

- 1 Outline the Cairngorms Wolf Project and its aims. (30 %)
- 2 Analyze how the author presents the meeting between the locals and the members of the project. (30 %)
- 3 Choose one of the following tasks:
  - 3.1 “*That’s all well and good for nature, [...] but it’s costing me land I could be grazing sheep on. Agriculture is the third-largest employer in rural Scotland. You threaten that and you threaten the entire community.*”  
(ll. 49–51)  
Comment on the farmer’s position. (40 %)

OR

- 3.2 You are a member of the Global Youth Community, an internet platform by and for young people to exchange ideas and collaborate on different projects.  
Write an entry for the forum blog in which you assess to what extent local projects can make a difference in solving global problems. (40 %)

**Text** (excerpt from the novel)

## **Once There Were Wolves**

by Charlotte McConaghy

*In this excerpt from the novel, a team of biologists has arrived in the Scottish Highlands, among them the female protagonist Inti Flynn.*

1 The school auditorium has no heating; the air within feels even colder than it does  
outside. My fingers are turning numb as I sink into a backrow seat beside Niels and  
Zoe. There is a woman in the audience holding a sign that reads CIGARETTES AND  
WOLVES, KILLERS THAT COME IN PACKS and a kid waving one that says WILL  
5 THERE BE ANY DEER LEFT WHEN I GROW UP? I roll my eyes.

On the stage sit a row of people. Evan is among them, our spokesperson, chosen  
not only because he is articulate and charismatic, but because he's the only one in our  
core team who is Scottish, and this, we've been told, is likely to land better with the  
locals. [...] I am a bad-tempered Australian who finds it hard to hide contempt and  
10 sucks at public speaking. Next to Evan sits Anne, the warrior who singlehandedly got  
this project through Parliament and also a massive pain in my ass. I don't know who  
the rest of the people up there are, I suppose prominent members of the community. In  
the crowd I know there are members of the farmers union, the gamekeepers union, and  
the Hillwalkers group, plus dozens of landowners from the entire Cairngorms region –  
15 all of whom have opposed our project. And despite my teasing with Anne, I do under-  
stand why. There are no members of corporate agriculture here tonight. These people  
are mostly local farmers living under massive financial pressure, and a perceived threat  
to their hard-earned livelihoods is a frightening thing. It's Evan's job to try and ease  
some of that fear.

20 One of the men on the stage stands to speak, white-haired and pairing his traditional  
tartan kilt with a more casual knit pullover. "Most of you know me but for any who  
don't, I'm Mayor Andy Oakes," he says. "This meeting's been called to give you some  
necessary information and for you to voice your concerns and hopefully have them  
appeared. Here to speak to us tonight is Anne Barrie, head of the Wolf Trust, in coop-  
25 eration with Rewilding Scotland, and Evan Long, who's one of the biologists with the  
Cairngorms Wolf Project."

Anne gives a little thank-you speech that could not be more brownnosing if she  
tried, then she yields the stage to Evan to explain the situation: that there are now three  
pens holding a total of fourteen wolves within the Cairngorms National Park and that  
30 come the end of winter the wolves will be released from these pens to live freely in the  
Scottish Highlands. They are here specifically for a rewilding effort in a broader at-  
tempt to slow climate change, and on an experimental basis.

"What we have here in Scotland," Evan says, "is an ecosystem in crisis. We ur-  
gently need to rewild. If we can extend woodland cover by a hundred thousand hectares  
35 by 2026 then we could dramatically reduce CO<sub>2</sub> emissions that contribute to climate  
change and we could provide habitats for native species. [...]"

I look around at the faces I can see; most appear somewhere between pissed off,  
bored, and plainly confused.

Evan continues. “Deer eat tree and plant shoots so that nothing has a chance to  
40 grow. We are overrun with deer. But wolves cull that deer population, and keep it  
moving, which allows for natural growth of plants and vegetation, which encourages  
pollinating insects and smaller mammals and rodents to return, which in turn allows  
the return of birds of prey, and by keeping the fox population in check the wolves also  
45 allow medium-sized animals to thrive, such as badgers and beavers. Trees can grow  
again, creating the air we breathe. When an ecosystem is varied, it is healthy, and eve-  
rything benefits from a healthy natural ecosystem.”

A man from the crowd stands. He’s wearing a crisp white shirt and tie and holds  
his tweed flat cap in his hands. His gray handlebar mustache is a sight to behold, even  
from my angle. “That’s all well and good for nature,” he says in a deep, resonant voice,  
50 “but it’s costing me land I could be grazing sheep on. Agriculture is the third-largest  
employer in rural Scotland. You threaten that and you threaten the entire community.”

There are a few rumbles of agreement.

“It is unacceptable to me,” he goes on, “that animals could be introduced that would  
destroy the Highlander way of life. I want to see a thriving, vibrant community that  
55 supports its people. To me there’s nothing sadder than a glen with no sheep and no  
people. People are the lifeblood of any area.”

A whistle, a smattering of applause. I stare at the back of the farmer. This world he  
describes, empty of wild creatures and places, overrun instead by people and their ag-  
riculture, is a dying world. (798 words)

*McConaghy, Charlotte. “Once There Were Wolves.” Orion Magazine. Aug. 4, 2021. Accessed Nov. 10, 2022 from <https://orionmagazine.org/article/once-wolves/>*

#### **Annotations**

- l. 14 Cairngorms: a mountainous region and national park in the Scottish Highlands
- l. 27 brownnosing: derogatory: pleasing someone of authority in the hope of improving one’s standing

## Prüfungsteil 1: Leseverstehen und Schreiben

### Aufgabenstellung 1.1

- 1 *An outline is a summary. Here you are to sum up what the text says about the Cairngorms Wolf Project and its aims. Mark the important information in the text and structure it before you write your solution. By doing this, you will make sure that you include all the necessary aspects and leave out what is not important for the task.*

#### **Cairngorms Wolf Project**

- project to reintroduce wolves to the Scottish Highlands
- authorised by parliament
- 14 wolves currently held in pens will be released
- strong opposition from farmers, who fear for their cattle and are under financial pressure, as well as from landowners and the gamekeepers union

#### **Aims**

- control overpopulation of deer and foxes
- deer eat plants and tree shoots and thus destroy forests
- by reintroducing wolves biodiversity is increased
- ultimate goal is to reduce CO<sub>2</sub>

The Cairngorms Wolf Project aims to reintegrate wolves into the countryside of the Scottish Highlands. It is an experimental project authorised by parliament and run by a team of biologists in cooperation with other environmental organisations. 14 wolves, currently in captivity, will be released into the wild in the spring in order to control the overpopulation of deer and foxes.

reintroduce  
wolves

authorised by  
parliament

control  
overpopulation

Lacking a natural enemy, deer overrun the woods, eating all the small plants and tree shoots that would otherwise bind CO<sub>2</sub> and mitigate climate change. In addition, the reduction of the fox population would allow other small animals to thrive in the wild. The presence of wolves acts as a balancing element, reducing the overproliferation of other animals and re-establishes a biodiverse ecosystem.

more plants and  
tree shoots, less  
CO<sub>2</sub>

biodiversity

The project is opposed by landowners, local farmers and gamekeepers, however, who worry that the wolves will destroy their agricultural livelihood by eating their sheep and deer for hunting.

opposition

(152 words)

- 2 *It is obvious that the members of the project and the majority of the local population stand in opposition to one another. For your analysis you have to find elements in the text that prove this. The mayor is an exception to this as he is a local who supports*

the ecological project and who is trying to mediate between the two positions. You can refer to the following aspects:

- narrative perspective: first-person narration from the perspective of an environmental activist
- temperature of the room matches the cold reception of the group by the locals
- locals are introduced as emotional and sensationalist (signs in bold letters)→ narrator rolls her eyes at them (cf. ll. 3–5)
- narrator is portrayed as a bad-tempered Australian who finds it hard to hide contempt; she is understanding but slightly condescending towards the locals
- mayor stands in between the two groups; a local who supports the activists' project; tries to mediate; this is represented by his clothes, which represent both worlds
- the reader feels with the narrator: sympathy for worries of the locals but their dreamland is a “dying world”

The story is told through the eyes of one member of the team of biologists. The author sets the scene for the atmosphere in the room by describing the temperature: “The school auditorium has no heating; the air within feels even colder than it does outside. My fingers are turning numb” (ll. 1/2). This is a portent of the cold reception from the locals who are opposed to the narrator and her team, but the lack of heat also indicates that this local area is poor. The protest signs around the room are written in capitals suggesting that the local arguments are sensationalist and emotional rather than fact-based: “CIGARETTES AND WOLVES, KILLERS THAT COME IN PACKS ... WILL THERE BE ANY DEER LEFT WHEN I GROW UP?” (ll. 3–5). The narrator “roll[s her] eyes” when she sees the signs (l. 5). This juxtaposition demonstrates the conflict between the scientists and local farmers.

The team of biologists is described as very diverse. They have chosen as their spokesperson the member who would appeal most to the audience: “he’s the only one in our core team who is Scottish, and this, we’ve been told, is likely to land better with the locals” (ll. 7–9). The narrator describes herself as “a bad-tempered Australian who finds it hard to hide contempt and sucks at public speaking” (ll. 9/10). This attitude is shown when she rolls her eyes at the signs. The relationships within the team are also complex: the team includes Anne, for example, whom the narrator describes as “the warrior who singlehandedly got this project through Parliament and also a massive pain in my ass” (ll. 10/11).

The opposing group is shown sympathetically, demonstrating the narrator’s understanding of their anger and worries when she says that they have all “opposed our project [...] I do understand why” (ll. 15/16). According to her, “[t]hese people are mostly local farmers living under massive financial pressure, and a perceived threat to their hard-earned livelihoods is a frightening thing”

narrative perspective

cold temperature = cold atmosphere

protest signs = sensationalist and emotional

conflict between scientists and locals

diverse team

spokesperson

attitude of the narrator

relationship within the team

angers and worries of locals





**Abiturprüfung Berlin/Brandenburg 2023**  
**Englisch Leistungskurs**

**Prüfungsteil 1: Leseverstehen und Schreiben**

(70 %)

Der Prüfungsteil 1 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

**Aufgabenstellung 1.1 – Tasks**

---

**Themenschwerpunkte:** *Aims and ambitions; Overcoming prejudice in society*

- 1 Outline the information about Manuel and his performance. (20 %)
- 2 Analyze how atmosphere is created in this excerpt. (40 %)
- 3 Choose one of the following tasks:
  - 3.1 “We’ve all had this dream [...]. The dream in which, to the world’s surprise and our own, we turn out to be best.” (ll. 70/71)  
Using the quotation and Manuel’s example as a starting point, assess to what extent educational institutions can help young people realize their potential. (40 %)

OR

- 3.2 You are taking part in a TEDYouth event on equality and social justice with live speakers and discussions for young people.  
Write a speech, commenting on different ways to overcome prejudice in society. (40 %)

**Text** (excerpt from the novel)

**Trust Exercise**

by Susan Choi

*In this excerpt, Latino student Manuel is auditioning for the school musical, “Guys and Dolls”, an American musical romantic comedy from 1950.*

*Among the audience are his charismatic drama teacher, Mr Kingsley, and Sarah and Ellery, two of his classmates.*

- 1 Manuel had come onstage, an apparition. Perhaps it wasn’t Manuel. He wasn’t dressed like Manuel, in the slightly too-small and slightly too-youthful striped T-shirts you could tell, just from looking, had been bought from the sale rack at Sears, or maybe

from the Purple Heart Thrift Store, by Manuel's unknown mother, after being dis-  
5 carded by whoever had bought them at Sears. The shirts Manuel wore every day had  
pills, and faint, ancient stains of the kind that defeated all efforts, and they squeezed  
his upper arms and his neck. For pants, Manuel wore corduroys that had almost no  
cord left. And regardless of weather conditions, Manuel never took off his jacket, the  
10 same fake-wool-lined corduroy jacket they'd first seen him in, and that seemed to them  
now as permanent as a turtle's scuffed shell. The onstage Manuel was missing this  
traditional garb, though not dressed any better. He wore a pair of black slacks that were  
shiny with age, and a grayish-white button-up shirt that, despite being short at the  
sleeves, was tightly buttoned at the cuffs, emphasizing the bony excess of his wrists.  
15 The feet were encased in hard black leather shoes that looked too small, and the usual  
bushy brown hair was combed back from the face exposing large, startled eyes, unfa-  
miliar to all, beneath an equally novel, creased brow. A sheaf of paper was gripped in  
the hands. The Manuel-apparition looked like a waiter, an unhappy and poorly dressed  
waiter.

Sarah realized with amazement he was dressing, as well as he could, for the part.  
20 *Guys and Dolls* would of course call for old-fashioned menswear: leather shoes, slacks,  
a button-up shirt. Not one other boy, for the sake of the audition, had made the slightest  
alteration to his everyday clothes. They'd all auditioned in their Levi's and polos and  
dumb slogan T-shirts. [...]

Manuel again turns that mesmerizing color of a live coal. At length he says, barely  
25 audibly, "I am going to sing the 'Ave Maria' of [a bunch of syllables Sarah can't  
hear]." Strings seem to be tied to his elbows, equally pulling on him from both sides,  
so that, in his tensile, motionless state, he might fly to pieces. Then the stage-left string  
breaks, and he lurches toward Mr Bartoli, extending his music. Mr Bartoli pages  
through it, nods. "Shall I begin?" he asks.

30 Manuel wrings his hands in a fretful grandmotherly way, abruptly drops them to  
his sides. Mr Kingsley, still standing, his back to the rest of the house, says, "Manny,  
I know you can do it."

He speaks as though he and Manuel are entirely alone. Yet no one in the house  
fails to hear him, to the very last row.

35 It's possible for silence to change quality. The silence had been enforced, the sil-  
ence of quashed merriment. Now it's the silence of genuine puzzlement. Mr Kingsley  
never uses nicknames or pet names. To indicate an altered attitude he sometimes calls  
them, instead of their given names, Ms or Mr and then their last name. This denotes  
bemusement, disapproval, and much in between, but whatever the case there is always  
40 a distance implied. "Manny" observes no such distance. "Manny" doesn't even ob-  
serve that there might be some forty-odd people elsewhere in the room.

Mr Kingsley sits down again. The back of his head, with its limited features, its  
expensive haircut, and the ends of his spectacles' temples hooking over the backs of  
his ears, is nearly as expressive to them as his face – it radiates a peremptory certitude.  
45 "Come on. You know what I want. Give it to me." If the back of his head can say this,  
just imagine the front. [...] Manuel – Manny? – seems to be in wordless communi-  
cation with this hidden front of Mr Kingsley's head. He gazes into it, receives something

## Aufgabenstellung 1.2 – Tasks

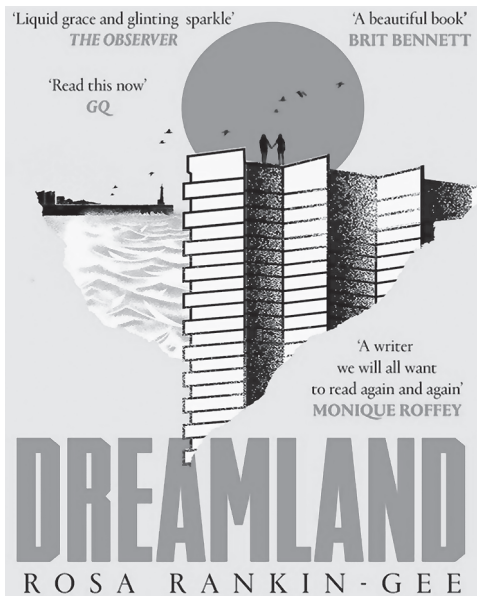
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**Themenschwerpunkte:** *The impact of the media on society; Saving the planet; Aims and ambitions*

- 1 Outline the features of climate fiction and the reasons why cli-fi has become so popular. (30 %)
- 2 Analyze how the author conveys her attitude towards cli-fi and its potential impact on readers. (30 %)
- 3 Choose one of the following tasks:
- 3.1 “In times of intense worry and rampant uncertainty, [cli-fi novels] almost seem to hold out the promise of a how-to manual – how to handle crisis, how to deal with calamity, how to simply muddle through.” (ll. 32–34)  
Using the quote as a starting point, assess to what extent reading literature helps people in their search for direction in life. (40 %)

OR

- 3.2 Using the information on the novel “Dreamland” from the book cover and the article to illustrate your point, write a blog entry for [www.goodreads.com](http://www.goodreads.com) in which you discuss whether reading cli-fi in schools contributes to raising students’ awareness of environmental issues. (40 %)



Source:  
<https://www.simonandschuster.co.uk/books/Dreamland/Rosa-Rankin-Gee/9781471193842>. Accessed September 27, 2022.

Der Prüfungsteil 2 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

### **Aufgabenstellung 2.1 – Task**

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**Themenschwerpunkte:** *Aims and ambitions; Saving the planet*

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”.

**Text** (Auszug aus dem Artikel)

#### **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 Wolfermann 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 ge-  
zahlt 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 Medikamente  
15 von den Einzelhändlern direkt nach Hause zu den Kunden. „Es lief gut an“, sagt Axel  
Wolfermann – dank Werbung über soziale Medien sowie Kontakten zur Stadt und ört-  
lichen Wirtschaft. Ein Spargelbauer im Stadtteil Arheilgen machte den Anfang. 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 Rad-  
dienst entschieden. [...] Umweltschutz gehört für ihn zum Geschäftsmodell. Für seine  
Naturprodukte nutzt er recyceltes Verpackungsmaterial, bei Versand und Bezahlung

25 bietet er Kunden Modelle an, die Ökoprojekte unterstützen. Rund vier von 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 Wolfermann. Am Valentinstag nahmen 30 die Ausfahrten ebenfalls zu, und Ostern werde sicherlich eine weitere Herausforderung, 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 35 weiterleiten. „Wird bis 12 Uhr bestellt, liefern wir am selben Tag aus“, sagt Florian Treiber. Der Dreiundzwanzigjährige, 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 über- 40 nimmt 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 45 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 Lieferdienst ist auch Gegenstand mehrerer Bachelorarbeiten. 50

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 Lieferdienst gebührenfrei. Doch es soll eine neue Rechtsform gefunden werden, damit Lieferrad DA als Verein oder GmbH Gewinne 55 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 Lieferdienst, aber angewiesen ist das Projekt auf zusätzliche Kunden wie die Stadt, kommunale Betriebe, Unternehmen oder Wochenmarkt- 60 Beschicker. Andere Kommunen haben schon Interesse am Aufbau eines ähnlichen Lieferdienstes 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>

#### **Annotationen**

Z. 13 DA: Autokennzeichen von Darmstadt

Z. 46 Hiwi: studentische wissenschaftliche Hilfskraft

## Lösungsvorschläge

### Prüfungsteil 1: Leseverstehen und Schreiben

#### Aufgabenstellung 1.1

- 1 “Outline” is the keyword to tell you what type of text you are being asked to create. In contrast to a summary, you would not need an umbrella sentence containing the title, author, source etc. Instead you can start right away. The task gives you a good hint as to how to structure your text.

#### **Information about Manuel**

- is taking part in the audition for a school musical
- usually dressed in cheap, worn-out, second-hand clothes, but has dressed up for the occasion
- Hispanic background
- sings Ave Maria

#### **Information on his performance**

- very shy, nervous, reluctant in the beginning
- needs his teacher’s encouragement to start
- performs extraordinarily well, which greatly surprises the audience
- is frenetically applauded by his schoolmates after his performance

Manuel is a young Latino who is auditioning for a role in the school musical.

audition for school musical

In contrast to all the other students, he has dressed up to match the 1950s setting of the play. Manuel is known for wearing rather cheap, threadbare clothes bought from local charity organisations or discount markets, indicating that he comes from a poor background. His clothes are still cheap and ill-fitting but suit the musical, which shows he has put some effort into his preparations for the audition.

cheap clothes but dressed up

Consequently, he feels quite nervous when he announces he is going to perform “Ave Maria”. After a little encouragement from Mr Kingsley, his drama teacher, he starts singing. To everyone’s surprise he turns out to be an excellent singer and even his Spanish accent now contributes to the authenticity of his performance.

nervous  
needs encouragement

At the end, the audience applauds Manuel frenetically, while the artist, still sweating with the strain, is happy but takes it in modestly.

turns out to be excellent singer

is applauded by audience

(158 words)

Well, yes, I'm sure there will be students who don't like cli-fi books. Some may say that it's pure fiction and they'd rather listen to what real scientists tell us. We'd better start doing something other than reading novels and discussing them hypothetically. Some might even find them too gloomy, as the scenarios are a little too close to what is happening in reality.

**con:**  
no interest in sci-fi literature

Added to that, there are many more topics that need to be talked about in class. We could read more classics like Shakespeare or Austen or we could spend more time on important topics such as race relations or immigration.

other important topics

However, climate change is increasingly becoming the primary topic of our time. The world has woken up to the crisis that we have created for ourselves. Many of the scenarios described in cli-fi are no longer future scenarios. The poles are melting, warm regions are dealing with fires and droughts and the rest of the world is dealing with storms and floods of an intensity that we have not experienced before. Sci-fi novels could be a wake-up call.

**pro:**  
most important topic of our time

Cli-fi novels could provide ideas that – although coming from outside the scientific world – could show us how to tackle environmental problems.

ideas for change

Reading and discussing cli-fi literature in class could also help students cope with their fear of the future and give them a feeling of togetherness. When the situation seems so bleak that we want to give up, it can offer a certain optimism that we can still make a change.

emotional support

All in all, I'd love to deal with cli-fi in class!

**conclusion**

When I read *Dreamland* I couldn't put it down, and when I had read it from cover to cover I knew novels like that needed to be part of our school curriculum. Tell me what you think and if you'd read *Dreamland* in the comment section below.

Live long and prosper.

(571 words)

## Prüfungsteil 2: Sprachmittlung

### Aufgabenstellung 2.1

*You are supposed to write an article for a project website. This means you have to include the following parts: heading, introduction, main part and conclusion. Your style should be formal, but as those being addressed are mainly young people, some colloquial language is also allowed. As no additional questions narrow down the content needed for your article, the whole text must be summarised with a special focus on the project's sustainability.*



*The following issues are important:*

**introductory paragraph:**

*What is “Lieferrad DA”?*

*– a delivery company that delivers products within the city by bike*

*What makes “Lieferrad DA” a perfect example of sustainable entrepreneurship?*

*– protects the environment*

*– good for local business*

*– fair wages for employees*

*– goal: profitability*

**characteristics of the project:**

*– founded by three university professors*

*– COVID pandemic as the perfect opportunity to start a bike delivery service*

*– ministry provided funds*

*– marketing via social media and through personal contacts*

*– staff (both administrative and drivers) made up of students*

*– customers order directly from retailers, who inform “Lieferrad DA”, who are responsible for the delivery*

**success of “Lieferrad DA”:**

*– in high demand (among both bigger and smaller retailers); sustainability is an important factor for many businesses*

*– peak times around holidays*

*– very employee-friendly: students are paid quite well and can gain experience in their field of business (e. g. logistics)*

**future outlook:**

*– new subsidies in sight*

*– so far, the delivery service has not generated money, but new and profitable business models are planned*

*– hope that new clients will be gained*

*– expansion to other cities*

**A green idea with a bright future**

Sustainable entrepreneurship combines protecting the environment with supporting local businesses, paying fair wages and still being profitable. This is what “Lieferrad DA”, a bike delivery service founded in Darmstadt, a town near Frankfurt, is all about.

Inspired by the COVID pandemic and with the help of a government grant, three university professors working in the fields of business, logistics and applied sciences set up the company in the summer of 2020 and started delivering all sorts of goods to people’s doorsteps. From the start, they advertised on social media and made use of their good relationship with both the town administration and local businesses to succeed. Customers can order directly from the retailers participating. These are in contact with “Lieferrad DA”, who then handle the rest of the delivery process.

**headline**

**introduction**

**main part**  
characteristics of  
the project



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