

Hallo liebe 12er des Kurses ENG1,

heute nochmal auf diesem Wege, ab Donnerstag bin ich hoffentlich wieder vor Ort.

Zunächst ein paar Hinweise zu den Aufgaben aus der letzten Woche, ich möchte euch die erforderlichen Aspekte nicht vorenthalten. Bitte prüft, ob ihr die Aufgaben gemäß den folgenden Bewertungshinweisen erfüllt habt. Notfalls nacharbeiten!

**Zu den Aufgaben für den heutigen Tag nach unten scrollen....wichtig!!!**

Teilaufgabe 1:

Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text den Schulleiter und den Schulinspektor charakterisieren.

Erforderliche Aspekte:

principal:

- black
- headmaster of a school probably attended only by coloured students
- seems intimidated by the presence of the supervisor
- believes in his students and encourages their talents
- motivates them to be proud of their ethnic background
- defends Aaron courageously:
  - shows his self-confidence in confirming Aaron's explanation
  - takes responsibility
  - states his position with reasoned arguments
  - provokes the supervisor by mentioning black people's achievements

supervisor:

- white, blue-eyed
- shows a certain arrogance and is aware of his dominant/superior position
- displays racist behaviour
- having seen Aaron's picture:
  - first surprised, astounded
  - unsure how to proceed
  - intimidates the people around him by staring them down
  - starts his interrogation
  - becomes furious and enraged
  - threatens Aaron
- caught speechless by the principal's words
- regains his composure
- displays his authority in a menacing way: demands the principal's resignation

#### Teilaufgabe 2:

Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text darstellen, wie sich die Atmosphäre im vorliegenden Textauszug entwickelt und welche Einzelelemente sie konstituieren.

##### Erforderliche Aspekte:

- festive and solemn, but also tense because of the supervisor's presence
- oppressive silence as everyone waits for his reaction to Aaron's picture
- trouble is brewing: atmosphere becomes menacing / threatening
- stunning response of principal, who stands up for Aaron and his own principles
- supervisor's rage culminates in demand for Du Vaul's resignation

The students are expected to substantiate their answers with references to the text.

#### Teilaufgabe 3.1:

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, in dem sie ein konkretes Beispiel aus dem realen Leben oder einer fiktionalen Vorlage präsentieren, bei dem der Protagonist und/oder die Protagonistin Zivilcourage zeigt und/oder für seine/ihre Überzeugung einsteht. Sie begründen ihre Entscheidung für das gewählte Werk / die gewählte Persönlichkeit.

##### Erforderliche Aspekte:

- short summary of the incident/historical event or relevant parts of the plot
- focus on the chosen character and his/her predicament
- explanation of why his/her behaviour is outstanding and reveals his/her courage (relevance for the topic)
- explanation of where the special appeal / significance of this story or incident lies

### Teilaufgabe 3.2:

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, in dem sie aufzeigen, wie sich für sie Toleranz definiert und argumentativ belegen, warum Toleranz für eine funktionierende moderne Gesellschaft unverzichtbar ist.

#### Mögliche Aspekte:

definition as a basis:

- the willingness to accept and respect somebody/something, especially opinions or behaviour that you may not agree with or people who are not like you

necessary because:

- more people of different ethnic, religious, cultural backgrounds are living together than ever before
- societies are becoming increasingly diverse
- clashes and confrontations over values, principles, matters of faith are inevitable
- conflicts can only be resolved by compromise, i.e. a form of tolerance
- process of globalisation demands that people widen their views and accept differences
- tolerance starts in everybody's private environment and means overcoming one's egoism
- historical examples of tolerance have always been stories of success and progress
- practicing tolerance successfully requires mutual understanding
- education and culture can promote an atmosphere of tolerance
- a climate of intolerance may lead to destruction, violence or even war

### Prüfungsteil 3:

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der sich an eine breite internationale (Schul-) Öffentlichkeit richtet, die textsortenspezifischen Charakteristika eines Artikels aufweist (z. B. Überschrift, Einleitung, Schlusssatz, klar nachvollziehbare Gliederung) und die zentralen Aussagen über Stadt- und Schrebergärten darstellt.

#### Erforderliche Aspekte:

- gardening in cities, which has a long tradition in Germany, is being revived

past

- allotments developed in Germany in the 19th century
- very popular in the former GDR: urban gardening seen as way to relax near home
- the gardening movement faced great difficulties after German reunification, as soon as people were able to travel without restrictions

present

- today of special interest to young generation, particularly families with children
- focus in life is shifting: not only earning money but also one's social life seems to be crucial
- desire for sustainability, demand for organic products
- wish to teach children about nature
- private retreat
- safety for children

## Aufgaben für heute, 16.03.2022

Der Notenschluss rückt näher und ihr habt euch nun intensiv mit Aufgaben vertraut gemacht, welche sich an Abituraufgaben orientieren.

Daher heute eine kleine Lernerfolgskontrolle zu den Anforderungsbereichen II und III, natürlich zu Gunsten der für euch verfügbaren Unterrichtszeit gekürzt:

Read the following text and work on the two tasks.

*A new IVF (in vitro fertilization) procedure has been introduced in which the mitochondrial DNA of the future baby comes from a third person. It is intended to prevent inheritable mitochondrial diseases.*

### **A baby with three parents? This is a scientific breakthrough we should be celebrating**

Anthony Clifford Grayling

Medical innovations which appear to take us into unfamiliar ethical territory evoke predictable responses. This week's announcement about a new IVF procedure was accordingly couched in apologetic terms, in anticipation of an outcry. This is because the procedure uses DNA from three people in order to prevent the passing on of heritable diseases. The announcement nervously assured us that the procedure would be used only to prevent very rare conditions, that only a few babies would be born each year as a result, and that it would be strictly controlled by legislation.

The announcement should instead have been made with a great fanfare. It represents a fine scientific advance and a victory in the battle against some devastating diseases. And, in doing so, it gives hope of parenthood to those who otherwise could not risk having children born only to suffer.

It is an indictment of our intellectual culture that so much airtime should be given to the stock responses of moral conservatives and religious lobbies who protest at the idea of 'three-parent babies', 'meddling with nature' and 'playing God', and to issue dire warnings about unintended consequences and slippery slopes. For although it is, of course, right that there should be thoughtful and responsible regulation of any medical technology, these sorts of arguments are based on nothing but muddle and ignorance.

Firstly, all medicine 'meddles with nature', given that cancer and pneumonia are as natural as elm trees and roses, and combating them means interfering in their natural courses. Secondly, there is no more strangeness in the idea of having three genetic parents than having four genetic grandparents, or any number of genetic siblings and other relatives. To think otherwise is to be stuck in a conventional view that is blind to the fact that families are social entities, and society has hardly ever restricted itself to the fact, that in unreconstructed biological form, pregnancy usually requires the co-operation of at least two contributors.

The point about our genetic connections is a particularly silly one. Everyone on the planet is related to everyone else. All anatomically modern humans are descended from one female, Mitochondrial Eve. She lived 190,000 years ago, but in fact our inter-relatedness is vastly more intimate than that. If you do the arithmetic on the number of your forebears – four grandparents, eight great-grandparents, 16 great-great-grandparents, and so on – you find that as recently as 600 years ago, there were far fewer people on Earth than would be needed for you to have no common ancestors with me. So the idea of genetic mixing and relatedness is an old story, and no more problematic in the case of a three-parent child than a four-grandparent child or one who knows she is related to the world population as a whole. [...]

The three-DNA technique is tantamount to a miracle for those whose choice is otherwise either childlessness or the risk – and perhaps the certainty – that to be a parent must come at the expense of a difficult and, in too many cases, awful life for their offspring. Since hardly anyone would wish to make that bargain, the choice itself is no choice: carrying a heritable disease is a ban on parenthood. Until, that is, now.

(550 words)

*From: The Independent, 28 June 2013*

## Annotations

- mitochondrial** [ˌmɪtəʊ'kɒndrɪəl] connected to the mitochondrion, a part of the cell which functions as the cell's 'power plant'. It has its own independent DNA.
- 2 **couch sth. (in sth.)** say sth. in a particular style
- 4 **heritable** ['herɪtəbəl] passed from parent to child
- 10 **indictment** [ɪn'daɪtmənt] sign that society is very bad
- airtime** time that is given to a particular subject in the media
- stock** (adj) usual; cliché
- 11 **lobby** group of people who try to influence politicians on a particular issue
- 12 **dire** very bad
- 26 **forebear** ['- -] (fml) person in your family who lived a long time ago, ancestor
- 32 **tantamount to sth.** the same as sth.

## TASKS:

1. Explain how the author tries to convince his readers by analysing the style of the text. Focus also on the use of stylistic devices and their functions.  
Write about 250 words.

## 2. CHOOSE a or b!

**a**

*Situation:* You are doing research for a school presentation on recent scientific achievements and you have read Grayling's comment.

Write a letter to the editor in which you state your opinion on the article, express how you felt after reading it and discuss the topic. Write about 200 words.

**OR**

**b**

*Situation:* You are one of the scientists working on this new IVF procedure and you have read Grayling's comment on your announcement.

Write a letter to the editor defending the cautious tone of the announcement stating that any scientific progress has to be put to the test in ethical and social respects. Write about 200 words.

**EURE LÖSUNGEN ZU DEN AUFGABEN 1 UND 2A oder 2B SIND VIA MAIL BIS 18UHR AN MICH ZU SENDEN UND WERDEN BEWERTET!**

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