

PRÜFUNGSAUFGABEN HT 1

1. Outline the speaker's view of himself and his fellow human beings.
(Comprehension) *(16 Punkte)*
2. Analyse how the speaker's views are presented. Focus on structure, use of language and poetic devices.
(Analysis) *(24 Punkte)*
3. Choose one of the following tasks:
 - 3.1 Discuss what has become of the speaker's appeals in 21st century Britain. Refer to work done in class.
(Evaluation: comment) *(20 Punkte)*
 - 3.2 A youth conference in London dealing with migration in the 21st century has chosen "Europe's new voyage begins" as its motto, alluding to Agard's poem (ll. 50–51). You as an exchange student are invited to give a debate statement discussing the topic. Refer to ideas of the poem and work done in class to write your statement.
(Evaluation: re-creation of text) *(20 Punkte)*

Text:

John Agard was born in British Guyana (West Indies) in 1949. He moved to England in 1977.

Remember the Ship

As citizen
of the English tongue

I say remember
the ship

5 in citizenship

for language
is the baggage
we bring -

a weight
10 of words to ground
and give us wing -
as millennial waters
beckon wide

and love's anchor
15 waiting to be cast
will the ghost of race
become the albatross
we shoot at our cost?

I'm here to navigate -
20 not flagellate
with a whip of the past
but again I say remember
the ship
in citizenship

25 for is not each member
of the human race -
a ship on two legs
charting life's tidal
rise and fall

- 30 as the ship
of the sun
unloads its light
and the ship
of night
- 35 its cargo of stars
again I say remember
the ship
in citizenship
and diversity
- 40 shall sound its trumpet
outside the bigot's wall
and citizenship shall be
a call
to kinship
- 45 that knows
no boundary
of skin
and the heart
offer its wide harbours
- 50 for Europe's new voyage
to begin

Quelle: John Agard, "Remember the Ship", in: Writing black Britain 1948-1998. Hrsg. James Procter. Manchester: Manchester University Press, 2000, S. 258f.

Annotations:

- 12** **millennial** – the poem was written in 1998 and published two years later
- 17** **albatross** – *here* allusion to S. Coleridge's poem Rime of the Ancient Mariner (1798): a mariner shoots the albatross that has shown his ship the way out of dangerous waters; the other sailors on board think this leads to a curse that will kill all of them
- 40 f.** **sound its trumpet outside the bigot's wall** – *here* allusion to the biblical story where the Hebrews destroy the walls of the city of Jericho only with the sound of trumpets
- 49** **offer** – *here* shall offer

LÖSUNGSVORSCHLAG HT 1

Aufgabe 1

Outline the speaker's view of himself and his fellow human beings.

HINWEIS Der Operator „outline“ ist dem Anforderungsbereich I zugeordnet. Hier sollen Sie darlegen, welche Haltung das lyrische Ich offenlegt und wie es sich im Verhältnis zu seiner Umwelt bzw. zur Gesellschaft sieht. Beachten Sie, dass Sie nicht den Inhalt des gesamten Gedichts wiedergeben sollen. Verwenden Sie das *Simple Present* und denken Sie an einen Einleitungssatz.

Lösungsschritte

1.	Gedicht mehrfach lesen und Auffälligkeiten markieren: Reime, Stilmittel, Bilder und Vergleiche, Rhythmus ...
2.	Einen Einleitungssatz formulieren (Titel des Gedichts, Autor, Quelle und Thema nennen)
3.	Eigenen Text verfassen: die Frage beantworten und Erklärungen im Sinne des Operators „outline“ formulieren

Stichpunktlösung

- The poem “Remember the Ship” by John Agard, published in an anthology titled “Writing black Britain”, puts the urge and need for a better world without racism into metaphors and poetic words.
- The poem is a piece of political lyric that talks about the personal experience of the lyrical “I”.
- The lyrical “I” puts himself in the center of the poem, telling the reader his emotions and feelings about language: it should unite the people.
- In lines 3–5, he addresses the reader directly: “Remember ...”, starting a dialogue/personal communication with the reader; through the poem, he addresses the reader directly two more times with imperatives, one time with a question (ll. 22–24, 36–38 and 17/18).
- The lyrical “I” clearly states that no matter which race, we all belong to the human race, using the personal pronouns like “we” and “us” (ll. 7, 11, 17) to unite the people through grammatical means: he is a human, and so are our fellows.
- His dream is clear: there is a wish of a “kinship that knows no boundary of skin” (ll. 44–47).

Aufgabe 2

Analyse how the speaker's views are presented ...

HINWEIS Die Operatoren „analyse“ und „focus“ sind dem Anforderungsbereich II zugeordnet. Sie sollen den Gedichtinhalt klar herausarbeiten und insbesondere die Bilder und Vergleiche erklären. Der Aufbau des Gedichts sowie die sprachlichen Mittel, die eingesetzt werden, verdeutlichen meist die Textaussage. Schreiben Sie im *Simple Present*, da Analyse und Reflexion in der Gegenwart erfolgen.

Lösungsschritte

- | | |
|----|--|
| 1. | Greifen Sie im Einleitungssatz die Hauptaussage aus Aufgabe 1 auf. |
| 2. | Beantworten Sie die Schlüsselfragen: Wieso unterstützt der Aufbau bzw. die Struktur des Gedichts diese Aussage? Wie lassen sich die Bilder und Vergleiche deuten? Welche Stilmittel werden eingesetzt? |
| 3. | Schreiben Sie einen zusammenhängenden Text. |
| 4. | Ziehen Sie ein Fazit. |

Stichpunktlösung

Theme

- The poem pleads that all men should be equal, no matter what colour their skin has (ll. 44–47).

Structure

- The lyrical “I” in the center of the poem gives a personal statement that looks and outward appearance should not be a mean to judge upon people and supports this statement through metaphors. He further emphasizes this statement by repetitive use of imperatives and personal pronouns that include the reader and / or appeal to him/her directly.
- The poem moves towards its climax (l. 44, when citizenship is a step towards kinship), then decreases in tone, but increases in dimension: treating all human beings equally should be of importance not only in Britain, but in Europe, although there is no imperative but an infinitive here (l. 51: “to begin”).

Use of language

- Powerful metaphors such as “language is the baggage we bring” (ll. 6–8), meaning that our words are an important mean to gain self-respect as well as respect for others: according to the poem, citizenship should not be defined by geographical borders but through language (ll. 1, 2).

- The metaphor of the “ship” is powerful, too: a ship is a mean of transportation for humans and goods like language is a mean (“baggage”) of transportation for thoughts and spirits.
- “Ship” appears in various compounds: citizenship, ship of the sun, ship of the night, kinship. While the term “citizenship” refers to the (British) society and to the community, the “ship of the sun” is a metaphor for hope, light and happiness (and probably a hint to a brighter future) and, although dark, “the ship of night” carries some light, too (l. 35: “cargo of stars”). At the end, the compound “kinship” is used to emphasize more closeness, meaning we all are family.
- The albatross: as explained in the annotations, sailors take an albatross as a good omen since it is able to show a ship the way out of dangerous waters; shooting an albatross, however, brings bad luck. Thus, the rhetorical question in lines 16–18 (“Will the ghost of race become the albatross we shoot at our cost?”) means that treating all humans the same should be natural.
- line 40f.: The biblical illusion is mentioned to emphasize the importance of the poem’s main plead.
- Other stylistic devices are contrast (ll. 10/11) , frequent repetitions (ship/citizenship/kinship) and imperatives (ll. 3/4, 22, 36) and nautic terms such as “anchor” (l. 14), “navigate” (l. 19), “tidal rise and fall” (ll. 28/29), “harbours” (l. 49).

Form

- There is no obvious rhyme in the poem except for “skin”/“begin” (ll. 47/51).
- The rhythm is mostly iambic, meaning there is an unstressed syllable followed by a stressed syllable.

TIPP Gedichte thematisieren meist innere Vorgänge: bewegende Eindrücke oder Erfahrungen, tiefe Gefühle, gedankliche Reflexionen. Sie sind deshalb immer subjektiv. Berücksichtigen Sie dieses Wissen, wenn Sie die Wirkungsabsicht eines Textes beschreiben sollen.

Aufgabe 3.1

Discuss what has become of the speaker's appeal ...

HINWEIS Der Operator „discuss“ ist dem Anforderungsbereich III zugeordnet. Hier sollen Sie eine eigene Meinung formulieren und diese begründen.

Lösungsschritte

- | | |
|----|--|
| 1. | Das Gedicht ist ein Appell an die Menschheit, für eine gerechtere Gesellschaft zu kämpfen. Wie steht es um Gleichheit und Gerechtigkeit in Großbritannien heute? |
| 2. | Stellen Sie Thesen auf, die Sie begründen. |
| 3. | Ziehen Sie ein Fazit: Was ist Ihre Meinung? Schlägt das Gedicht eine (realistische) Lösung vor? |

Stichpunktlösung

Britain today is still struggling with racial conflicts, because 2nd-generation immigrants

- often grow up in poor neighborhoods where they have less opportunities, for example in education, a fact often resulting in later unemployment;
- struggle with different values: their peers at school don't understand the moral attitudes and values that immigrant families try to maintain at home;
- lose their religious footing because of different religious values and traditions at home and in society;
- experience intra-family conflicts: the young sneer at their parents for their acceptance of white privilege, low grade work and bad housing.

Aufgabe 3.2

A youth conference in London dealing with migration ...

HINWEIS Der Operator „Give a debate statement“ gehört zu den übergreifenden Operatoren, die von Ihnen eine komplexe Gesamtleistung unter Berücksichtigung aller drei Aufgabenbereiche verlangen. Hier geht es darum, einen Text zu produzieren, ihn inhaltlich zu füllen und stilistisch zu gestalten sowie sachlich zu argumentieren (re-creation of text).

Lösungsschritte

1. Überlegen Sie sich: Welche Erfahrungen haben Sie als Austauschstudent gemacht? Welche Unterstützung haben Sie erfahren? Welche Unterstützung hätten Sie gebraucht?
2. Notieren Sie die Argumente, die Ihre Position stützen.
3. Ordnen Sie Ihre Argumente logisch an.
4. Lesen Sie abschließend Ihren Text gründlich durch und verbessern Sie Fehler. Nutzen Sie ggf. Ihr Wörterbuch und schlagen Sie bei Unsicherheiten nach.

Stichpunktlösung

- As an exchange student, I am in a comfortable situation: I feel welcome, I have a goal to pursue, a place to stay and a lot of people around me who willingly answer the many questions I have. Referring to the poem, I experience “kinship” instead of only “citizenship” and an open-heartedness, so the poem’s concept works for me.
- However, if I hadn’t school, i. e. something meaningful, no place to go and would be confronted with the many differences without a chance to get an answer, I would feel lost.
- Furthermore, I have a concept for the future: I know where to go to, and if I want to come back, I have already made friends.
- Thus, it takes more than just a positive attitude for successful immigration: a good education, reasonable values, friends and kins and a good perspective for the future.

PRÜFUNGSAUFGABEN HT 2

1. Outline Kapur's views on India's development. *(Comprehension)* *(16 Punkte)*
2. Analyse how Kapur tries to communicate his views. Consider the article's structure, argumentative techniques and use of language. *(Analysis)* *(24 Punkte)*
3. Choose one of the following tasks:
 - 3.1 Referring to work done in class comment on the question to what extent India's development as seen by Kapur reflects aspects of the American Dream.
(Evaluation: comment) *(20 Punkte)*
 - 3.2 Imagine you are an American businessman who considers investing in India. Write a letter to the editor in which you refer to Kapur's views.
(Evaluation: re-creation of text) *(20 Punkte)*

Text:

Akash Kapur

How India Became America

The New York Times, March 9, 2012

Another brick has come down in the great wall separating India from the rest of the world. Recently, both Starbucks and Amazon announced that they would be entering the Indian market. Amazon has already started a comparison shopping site; Starbucks plans to open its first outlet this summer.

5 As one Indian newspaper put it, this could be “the final stamp of globalization.”

For me, though, the arrival of these two companies, so emblematic of American consumerism, and so emblematic, too, of the West Coast techie culture that has infiltrated India’s own booming technology sector, is a sign of something more distinctive. It signals the latest episode in India’s remarkable process of Americanization.

10 I grew up in rural India, the son of an Indian father and American mother. [...] For much of my life, my two homes were literally – but also culturally, socially and experientially – on opposite sides of the planet.

All that began changing in the early 1990s, when India liberalized its economy. Since then, I’ve watched India’s transformation with exhilaration, but occasionally, and increasingly,

15 with some anxiety.

I left for boarding school in America in 1991. By the time I graduated from high school, two years later, Indian cities had filled with shopping malls and glass-paneled office buildings. In the countryside, thatch huts had given way to concrete homes, and cashew and mango plantations were being replaced by gated communities. In both city and country, a newly
20 liberated population was indulging in a frenzy (some called it an orgy) of consumerism and self-expression.

More than half a century ago, R. K. Narayan, that great chronicler of India in simpler times, wrote about his travels in America. “America and India are profoundly different in attitude and philosophy,” he wrote. “Indian philosophy stresses austerity and unencumbered,

25 uncomplicated day-to-day living. America's emphasis, on the other hand, is on material acquisition and the limitless pursuit of prosperity." By the time I decided to return to India for good, in 2003, Narayan's observations felt outdated. A great reconciliation had taken place; my two homes were no longer so far apart.

This reconciliation – this Americanization of India – had both tangible and intangible
30 manifestations. The tangible signs included an increase in the availability of American brands; a noticeable surge in the population of American businessmen (and their booming voices) in the corridors of five-star hotels; and, also, a striking use of American idiom and American accents. In outsourcing companies across the country, Indians were being taught to speak more slowly and stretch their O's. I found myself turning my head (and wincing a little) when I
35 heard young Indians call their colleagues "dude."

But the intangible evidence of Americanization was even more remarkable. Something had changed in the very spirit of the country. The India in which I grew up was, in many respects, an isolated and dour place of limited opportunity. The country was straitjacketed by its moralistic rejection of capitalism, by a lethargic and often depressive fatalism.

40 Now it is infused with an energy, a can-do ambition and an entrepreneurial spirit that I can only describe as distinctly American. In surveys of global opinion, Indians consistently rank as among the most optimistic people in the world. Bookstores are stacked with titles like "India Arriving," "India Booms" and "The Indian Renaissance." The Pew Global Attitudes Project, which measures opinions across major countries, regularly finds that Indians admire values
45 and attributes typically thought of as American: free-market capitalism, globalization, even multinational companies. Substantial majorities associate Americans with values like hard work and inventiveness, and even during the Iraq war, India's views of America remained decidedly positive.

I HAVE learned, though, that the nation's new American-style prosperity is a more complex,
50 and certainly more ambivalent, phenomenon than it first appears. The villages around my home have undeniably grown more prosperous, but they are also more troubled. Abandoned fields and fallow plantations are indications of a looming agricultural and environmental crisis. Ancient social structures are collapsing under the weight of new money. Bonds of caste and religion and family have frayed; the panchayats, village assemblies made up of elders, have lost
55 their traditional authority. Often, lawlessness and violence step into the vacuum left behind.

[...] India's Americanization has in so many ways been a wonderful thing. It has lifted millions from poverty, and, by seeding ideas of meritocracy and individual attainment into the national

imagination, it has begun the process of dismantling an old and often repressive order. More and more, though, I find myself lying awake at night, worrying about what will take the place
60 of that order. The American promise of renewal and reinvention is deeply seductive – but, as I have learned since coming back home, it is also profoundly menacing.

*Quelle: Akash Kapur, "How India Became America", in: The New York Times, 09.03.2012
http://www.nytimes.com/2012/03/11/opinion/sunday/how-india-became-america.html?pagewanted=all&_r=0
(letzter Zugriff am 12.09.2014)*

Annotations:

- 7 **West Coast techie culture** – refers to the West Coast of the USA where many important computer companies are located
- 19 **gated communities** – an area surrounded by a fence or wall and protected by a guarded entrance
- 22 **R. K. Narayan** – (1906–2001) well-known Indian novelist
- 47 **Iraq war** – armed conflict in Iraq between 2003 and 2011, which triggered world-wide anti-American protests

LÖSUNGSVORSCHLAG HT 2

Aufgabe 1

Outline Kapur's views on India's development.

HINWEIS Der Operator „outline“ ist dem Anforderungsbereich I zugeordnet. Sie sollen die wichtigsten Fakten im Sinne der in der Aufgabenstellung geforderten Problematik umreißen, ohne ins Detail zu gehen, und mit eigenen Worten wiedergeben. Beachten Sie, dass Sie nicht den Inhalt des Gesamttextes wiedergeben sollen. Verwenden Sie das *Simple Present* und denken Sie an einen Einleitungssatz.

Lösungsschritte

- | | |
|----|---|
| 1. | Text mehrfach lesen und die wichtigsten Fakten/ Strukturen gemäß der in der Aufgabenstellung geforderten Thematik markieren |
| 2. | Einen Einleitungssatz formulieren (Titel, Autor, Quelle, Thema und Problematik nennen) |
| 3. | Markierte Fakten mit eigenen Worten in einem logisch aufeinander abgestimmten Textzusammenhang wiedergeben |
| 4. | Textverbindende und -strukturierende Wörter und Wendungen verwenden (z. B. first, second ... finally, moreover, in addition etc.) |

Stichpunktlösung

- The text “How India became America” by Akash Kapur published in New York Times, March 9, 2012 deals with changes in Indian society because of the growing globalisation.
- India used to be very rural when the author was a child, where the people lived in thatch huts (l. 18), live being “an isolated and dour place of limited opportunity” (l. 38).
- Indian values were shaped through caste, religion and family and observed by village assemblies (ll. 53–55).
- According to the article, the country and society has undergone a tremendous change since the early 1990's (ll. 16–62): Now, the people live in concrete homes, the country is no longer rural (ll. 18/19), youngsters speak English with an American accent and material acquisition and the limitless pursuit of prosperity (ll. 25/26) has brought global enterprises (Starbucks, Amazon, shopping malls) and American businessmen into the country.
- And although all the changes had and have some positive effects (ll. 56–62), the author concludes that India forgets his cultural tradition and values and argues that, with all the money, troubles came, too.

TIPP Lesen Sie den Text mehrfach und lassen Sie ihn auf sich wirken. Welche Gefühle löst er aus? Welche Fragen stellt er? Dies hilft Ihnen dabei, die Wirkungsabsicht des Textes zu bestimmen.

Aufgabe 2

Analyse how Kapur tries to communicate his views ...

HINWEIS Die Operatoren „analyse“ und „consider“ sind dem Anforderungsbereich II zugeordnet. Sie sollen den Text gründlich untersuchen und im Detail definieren, ob und wie der Autor versucht, seine Leser zu beeinflussen. Dabei sollen Sie Ihre Thesen begründen. Die Präsenszeitformen sind angemessene Zeitformen, da Analyse und Reflexion jetzt in der Gegenwart erfolgen.

Lösungsschritte

1. Greifen Sie im Einleitungssatz die Hauptaussage aus Aufgabe 1 auf.
2. Beantworten Sie die Schlüsselfragen: Welche Thesen stellt der Autor auf? Wieso unterstützt der Aufbau bzw. die Struktur des Textes diese Aussage? Welche Bedeutung hat die Wortwahl bzw. die Satzkonstruktion? Welche Stilmittel werden eingesetzt?
3. Schreiben Sie einen zusammenhängenden Text.
4. Ziehen Sie ein Fazit.

Stichpunktllösung

Headline

- How India became America – Kapur states that India is no longer an own country, but has become America.

Content

- On a personal basis, the author shows the consequences of Americanization as harmful and destructive: “Ancient social structures are collapsing ... “ (ll. 53–55); “a striking use of American idiom ...” (ll. 32–35).
- He also talks about the ambivalence of American society, that others neglect: “The villages around my home have undeniably grown more prosperous, but they are also more troubled” (ll. 50/51); then talks about lawlessness and violence as a consequence of disregarding traditional values (l. 55).

- Although Kapur acknowledges some benefits (the nation is wealthier, homes are more steady), attitude and philosophy have assimilated (l. 28: “my two homes were no longer so far apart”).

Structure

- The tone is negative, but concerned – Kapur argues that he knows both countries and insists that India has an ancient cultural system and a lot of traditions that are worth to be preserved.

Argumentative technique

- Kapur gives his views after creating a picture of himself as a very caring, worried and knowful person: he knows both countries, has lived in both of them, but sympathizes with the ancient cultural system; money, he argues, can’t be everything that counts. Being proud of his heritage, he states that the loss of tradition and values often leads to lawlessness and violence.
- His text moves from a concerned tone at the beginning to a worried tone, believing that Americanization brought more harm than good; however, his argumentation is strongly emotional – he gives examples, not facts.

Use of language

- Kapur uses a lot of words and terms of negative connotation: “infiltrated India” (l. 7), “frenzy (some call it an orgy) of consumerism” (l. 20), “cashew and mango plantations being replaced by gated communities” (ll. 18/19), “profoundly menacing” (l. 61), to quote just a few of Kapur’s negative sentence constructions when talking about the effects of Americanization of India.

Aufgabe 3.1

Referring to work done in class comment on the question ...

HINWEIS Der Operator „comment“ ist dem Anforderungsbereich III zugeordnet. Formulieren Sie eine eigene Meinung und begründen Sie diese.

Lösungsschritte

- | | |
|----|---|
| 1. | Legen Sie dar, was Sie über den American Dream wissen – nur dann können Sie darauf auch Bezug nehmen. |
| 2. | Welche Entwicklung hat Indien genommen? Legen Sie Ihre Meinung in Bezug auf die Aufgabenstellung detailliert dar. |
| 3. | Ziehen Sie ein Fazit. |

Stichpunktlösung

- The American Dream: a national ethos that, because all men are created equal (as stated in the Declaration of Independence) everybody has the chance to have personal and financial success through hard work and can thus move upwards; moreover, according to this ethos, everybody has the possibility to make individual choices.
- Traditional Indian values are a belief in caste, religion and family, thus the individual does not have too many choices (ll. 24–28, 54–56).
- According to Kapur, India has been “infiltrated” by American, i. e. foreign values and traditions and neglected to be proud of its own heritage. Globalization comes with a hype about money as well as with lawfulness and violence.
- Referring to the American Dream, Kapur suggests that the many individual choices come with a negative effect on society: gated communities instead of plantation to feed the people, material acquisition instead of an uncomplicated day-to-day living, an environmental crisis instead of blooming fields and plantations ...
- To sum up, Kapur wants to warn its people about the costs of Americanization before it is too late.

Aufgabe 3.2

Imagine you are an American businessman ...

HINWEIS Der Operator „write a letter“ gehört zu den übergreifenden Operatoren, die von Ihnen eine komplexe Gesamtleistung unter Berücksichtigung aller drei Aufgabenbereiche verlangen. Hier geht es darum, einen Text zu produzieren, ihn inhaltlich zu füllen und stilistisch zu gestalten sowie kreativ zu denken (re-creation of text).

Lösungsschritte

- | | |
|----|---|
| 1. | Überlegen Sie sich: Können Sie Kapurs Argumente für Ihre Zwecke nutzen? |
| 2. | Notieren Sie sich Argumente, die Ihre Position stützen. |
| 3. | Schreiben Sie einen Brief: Denken Sie an die persönliche, formal korrekte Anrede und zum Schluss an eine Grußformel und Ihre Unterschrift. |
| 4. | Lesen Sie abschließend Ihren Text gründlich durch und verbessern Sie Fehler. Nutzen Sie ggf. Ihr Wörterbuch und schlagen Sie bei Unsicherheiten nach. |

Stichpunktlösung

- Referring to Kapur's article "How India became America", I suggest that you better ask the people on the street: Isn't it more comfortable to have a safe and stable home that protects you against heavy monsoon rain and probably running water instead of a thatch hut?
- Would you as an individual not rather like to make your own decision instead of listening to Mum and Dad until you die?
- Isn't it rewarding to be able to acquire some wealth and personal success through hard work instead of working but having others take the benefit of it?
- Isn't it worth to turn your own country into a dream country instead of struggling for the same goals far away from home?
- I have to state that in my opinion as an American investor, I very much appreciate the people's effort to speak our language – business is easier and more effective, if one understands each other.
- By creating a good climate for further investment, Indian population as a whole could take profit of Americanization, making India a better place and rewarding the people for their efforts.

TIPP Ein Leserbrief gibt dem Leser einer Zeitung die Möglichkeit, die eigene Meinung publik zu machen. Bedenken Sie hier: Der Absender ist ein ausländischer Investor, der die Menschen für sich gewinnen möchte, um gute Geschäfte zu machen. Welche Haltung liegt seiner Argumentation deshalb zugrunde?

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