

2021

Abitur

Original-Prüfungsaufgaben
mit Lösungen

**MEHR
ERFAHREN**

Hamburg

Englisch

- + *Schwerpunktthemen 2021*
- + *Basiswissen und Übungsaufgaben*
- + *Audio-Dateien*
- + *Lernvideos zu Textaufgaben*

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Hörverstehen:	EA 2018-1
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Hörverstehen:	GA 2019-1
Sprachmittlung: Zum Wegwerfen zu schade	GA 2019-4
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Hörverstehen:	EA 2019-1
Sprachmittlung: CityTree – Multifunktionale Grünfläche für die intelligente Stadt/Diese genialen Quadrat-Bäume sollen Smog wegfiltern	EA 2019-4
Schreibaufgabe I: Canada Doesn’t Know How To Party	EA 2019-7

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Sobald die Original-Prüfungsaufgaben 2020 (grundlegendes und erhöhtes Anforderungsniveau) zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen.

Jeweils zu Beginn des neuen Schuljahres erscheinen die neuen Ausgaben der Abitur-Prüfungsaufgaben mit Lösungen.

MP3-Dateien

Übungsaufgabe 1

Übungsaufgabe 2

Übungsaufgabe 3

Übungsaufgabe 4

Abitur 2018: GA

Abitur 2018: EA

Abitur 2019: GA

Abitur 2019: EA

Abitur 2020: GA

Abitur 2020: EA

Auf die Audio-Dateien können Sie online zugreifen. Ihren Zugangscode finden Sie auf den farbigen Seiten zu Beginn des Buches. Die Hördateien können auch zum Offline-Gebrauch heruntergeladen werden.

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Sprachm. 1), C. Rieske (Hörverst. 3, 4)

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R. Jacob (GA 2018: Schreibaufg. I und EA 2018: Schreibaufg. I und II; EA 2019:
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Schreibaufg. II; GA 2019: Schreibaufg. I; GA 2020: Schreibaufg. II), C. Rieske
(GA 2018: Hörverst.)

Vorwort

Liebe Schülerinnen, liebe Schüler,

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

Sie sollten für Ihre Prüfung nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfungen in Hamburg kennen – dabei hilft Ihnen das Kapitel mit **Hinweisen und Tipps** –, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen. Das können Sie mithilfe der **Lernvideos** an konkreten Beispielen üben. Der Band umfasst zudem ein **Basiswissen** zu den Themen *African American Experiences*, *Love and Power in Shakespeare's Plays* und *Inequalities in Western Capitalist Societies*, das Ihnen bei der inhaltlichen Vorbereitung auf diese Schwerpunktthemen nützlich sein wird.

Der zweite Teil des Buches enthält vier Beispiele (Übungsaufgaben) für **konkrete Aufgabenstellungen** im Stil der **kombinierten Abiturprüfung** zu den Kompetenzbereichen **Hörverstehen**, **Sprachmittlung** und **Schreibaufgabe**. Die Schreibaufgaben sind dabei auf die aktuellen Schwerpunktthemen für das Jahr 2021 zugeschnitten. Die Hörtexte stehen Ihnen **als MP3-Dateien online** auf der Plattform MyStark zur Verfügung. Für den Offline-Gebrauch können sie auch heruntergeladen werden. Außerdem enthält dieser Band ausgewählte **Original-Prüfungsaufgaben**. Anhand von **Musterlösungen** können Sie herausfinden, in welchen Teilbereichen Sie Ihre Kompetenzen weiter verbessern können.

Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Zusätzen zu diesem Band.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2021 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform MyStark.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag

Hinweise und Tipps zum Zentralabitur Englisch in Hamburg

Allgemeiner Aufbau der Abiturprüfung

Die schriftliche Abiturprüfung besteht sowohl im grundlegenden als auch im erhöhten Anforderungsniveau aus drei Teilen. Sie setzt sich zusammen aus einem **sprachpraktischen Teil** (einer **Hörverstehensprüfung** und einer **Sprachmittlung**) und einer **Schreibaufgabe**, auf deren Bearbeitung der Schwerpunkt der Abituraufgabe liegt. Das Hörverstehen dauert 30 Minuten, für die Sprachmittlungsaufgabe werden 60 Minuten veranschlagt. Es besteht keine Wahlmöglichkeit. Beide Prüfungsteile werden nach Ablauf der Bearbeitungszeit eingesammelt, bevor der Prüfungsteil „Schreiben“ beginnt. Erst dann erhalten Sie die beiden Textaufgabenvorschläge, von denen einer auszuwählen ist. Für die Bearbeitung der Schreibaufgabe haben Sie 225 Minuten (auf erhöhtem Anforderungsniveau) bzw. 195 Minuten (auf grundlegendem Anforderungsniveau) Zeit. Eine Lese- und Auswahlzeit ist in diesem Zeitrahmen inbegriffen. Oft basiert ein Vorschlag auf einem **literarischen Text**, der andere auf einem **nicht-fiktionalen Text**. Beide Aufgaben werden von der Behörde für Schule und Berufsbildung Hamburg (BSB) gestellt. Als **Hilfsmittel** werden Ihnen sowohl ein einsprachiges als auch ein zweisprachiges Wörterbuch sowie ein Wörterbuch der deutschen Rechtschreibung für alle Prüfungsteile zur Verfügung gestellt.

Die einzelnen Prüfungsteile

Hörverstehen

Es ist sehr wahrscheinlich, dass das **Hörverstehen** aus mehreren Teilen besteht. Textgrundlage für diesen Aufgabentyp können Radiobeiträge, Reden, Interviews, Ausschnitte aus Diskussionen oder Gesprächen etc. sein. Die Hörtexte sind maximal fünf Minuten lang. Die gesamte Bearbeitungszeit beträgt 30 Minuten. In diesem Kompetenzbereich (Anforderungsbereich 1 bzw. 2) können **geschlossene** bzw. **halb-offene Aufgabenformate** vorkommen, z. B. *multiple choice*, Zuordnung (*multiple matching*), *short answer questions*, *table completion*, *sentence completion*. Dabei steht das reine Hörverstehen im Vordergrund, deshalb werden Sie – wenn überhaupt – nur kurze Phrasen oder Sätze schreiben müssen. Sprachliche Fehler werden nur dann gewertet, wenn sie das Verständnis beeinträchtigen.

Basiswissen zu den Schwerpunktthemen

African American Experiences

Historical overview

Slavery

In the early 17th century, the transatlantic **slave trade** between Europe, Africa and what was then British colonial land in America began. The so-called slave triangle meant that European slave traders bought enslaved Africans in exchange for goods from Europe. The captured Africans were forcibly shipped across the Atlantic Ocean to the Caribbean and the southern states of America where they were sold in exchange for raw

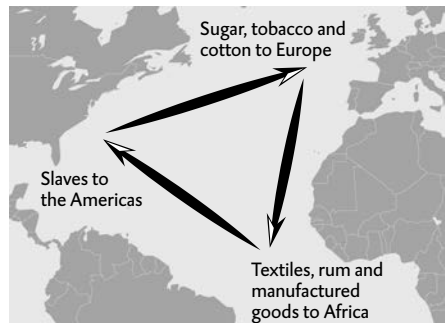


Chart of the Triangle Trade

materials like sugar, cotton or tobacco. Because of the appalling conditions on the tightly packed ships, many Africans died on the journey. The traditional form of slavery was referred to as **chattel slavery**, meaning that humans were treated as the personal property of the owner. They were bought and sold as if they were commodities. Slaves were mainly forced to work on large cotton or tobacco plantations in the southern colonies where the working conditions as well as the hot and humid climate were hard. Others were exploited as servants and had to cook, wash and do all kinds of household chores.

After the War of Independence, when the United States of America was founded, slavery was legal in most of the 13 original colonies, although the **Declaration of Independence** (1776) clearly stated that “all men are created equal”. The principle of equality did not include Black people, however, as the slaves were not regarded as “men” or “people”. Consequently, most slaves were treated with brutality, degradation and inhumanity. They were whipped, mutilated, imprisoned or executed and slave women were often subject to rape and sexual abuse. Slaves were usually denied educational opportunities, such as learning how to read or write, to prevent escape or rebellion.

**Abiturprüfung Hamburg – Englisch:
Übungsaufgabe 1**

Hörverstehen



Task 1: Purple Door Coffee Shop: Changing lives one cup at a time

You will hear a recording about how a project is helping young homeless people in Denver. While listening, tick (✓) the correct answer (a, b or c). Do not tick more than one answer.

You will hear the recording **twice**. You have **one minute** to look at the task.

1. The aim of the scheme is ...
 - a) to give homeless young people a job.
 - b) to raise money to provide shelter for homeless young people.
 - c) to give homeless young people a chance to change their lives.
2. The young people are found through ...
 - a) advertisements.
 - b) suggestions by partner organisations.
 - c) voluntary internships.
3. A big problem of young homeless people is that they ...
 - a) lack many basic life skills.
 - b) often fight each other.
 - c) do not eat healthily.
4. The coffee shop owners ...
 - a) provide an education for the young people.
 - b) meet once a week to talk about their employees.
 - c) help their employees to manage their lives.
5. What Kevin likes about working at the “Coffee Shop” is ...
 - a) gaining new ideas through the programme.
 - b) the approach the owners adopt towards their employees.
 - c) that employees can talk openly to the owners.

Hörverstehen



Text 1: Purple Door Coffee Shop: Changing lives one cup at a time

- 1 PAULA VARGAS: Kevin Person had been homeless for a quarter of his life. Today, he works at this espresso bar and is transitioning into a home.
- KEVIN PERSON: The struggle to get a job even when you have a house nowadays, but when you don't have a house, trying to get a job is so much harder.
- 5 PAULA VARGAS: The mission of the Purple Door Coffee Shop goes beyond serving coffee. The owners want to turn lives around and for two years the non-profit has hired three to four young adults per year. They work with shelters like Urban Peak, where Kevin was staying, for recommendations on who to hire. Kim Easton, who runs Urban Peak, says the partnership is vital to this community.
- 10 KIM EASTON: When someone has lived in chronic stress and trauma for as long as these young people have, everyday fighting for survival, they haven't had the opportunity nor the example of how to learn conflict management, how to manage money, how to cook a meal, how to pay their rent on time – nor do they understand even why that's important.
- 15 PAULA VARGAS: Purple Door co-founder, Madison Chandler, and her partner meet with each worker once a week. They discuss 52 topics ranging from mental health, finance, hygiene and customer service, and provide a life coaching tour; they will help their employees put their past behind them. But there are success stories.
- MADISON CHANDLER: Our very first guy that ever graduated from the programme;
- 20 he's been working at an Auto Parts Warehouse since he left, which has been over a year now.
- PAULA VARGAS: Kevin appreciates the chance to learn new skills. He says the programme is giving him things he never had.
- KEVIN PERSON: They seem to have the philosophy that they don't want to change us,
- 25 they want to help us change ourselves and to have, like, a purpose and, a goal that's, like, tangible.
- MADISON CHANDLER: The more rewarding things are watching somebody start to believe in themselves and to believe that they can achieve a life for themselves that they have dreamed of, or to believe that they are worth it.
- 30 PAULA VARGAS: As for Kevin, who turns 25 this month, living off the streets in a home and having a job will be the best gift he gives himself. For VOA news, Paula Vargas in Denver.

*From: Paula Vargas, "Purple Door Coffee Shop: Changing Lives One Cup at a Time".
In: Voice of America News, 29 May 2015.*

These text passages will help you find the correct answer:

- 1) “The mission of the Purple Door Coffee Shop goes beyond serving coffee. The owners want to turn lives around ...” (ll. 5/6)
- 2) “They work with shelters like Urban Peak, where Kevin was staying, for recommendations on who to hire.” (ll. 7/8)
- 3) “... they haven’t had the opportunity nor the example of how to learn conflict management, how to manage money, how to cook a meal, how to pay their rent on time – nor do they understand even why that’s important.” (ll. 11–14)
- 4) “Purple Door co-founder, Madison Chandler, and her partner meet with each worker once a week. They discuss 52 topics ranging from mental health, finance, hygiene and customer service, and provide a life coaching tour; they will help their employees put their past behind them.” (ll. 15–18)
- 5) “Kevin appreciates the chance to learn new skills. He says the programme is giving him things he never had.” – “They [...] have the philosophy that they don’t want to change us, they want to help us change ourselves and to have, like, a purpose and, a goal that’s, like, tangible.” (ll. 22–26)
- 6) “The more rewarding things are watching somebody start to believe in themselves and to believe that they can achieve a life for themselves that they have dreamed of, or to believe that they are worth it.” (ll. 27–29)

1. The aim of the scheme is ...
 - c) to give homeless young people a chance to change their lives.
2. The young people are found through ...
 - b) suggestions by partner organisations.
3. A big problem of young homeless people is that they ...
 - a) lack many basic life skills.
4. The coffee shop owners ...
 - c) help their employees to manage their lives.
5. What Kevin likes about working at the “Coffee Shop” is ...
 - b) the approach the owners adopt towards their employees.
6. The owners feel that the best thing is seeing the people on the scheme ...
 - b) gain self-confidence.

Text 2: Teen Business Owner Creates Recipe for Success

- 1 FAITH LAPIDUS: For Bree Britt nothing is more enjoyable, soothing and fulfilling than working in the kitchen.
- BREE BRITT: I can be in the worst of moods and ... once I get started baking it’s just ... something turns on where I’m just ... in my whole ... another world.
- 5 FAITH LAPIDUS: Here she says she can be innovative and creative.

Schreibaufgabe I – Canada – A Land of Diversity

Sie erhalten zwei Aufgaben (I und II) zu unterschiedlichen Schwerpunkten. Wählen Sie eine Aufgabe aus und bearbeiten Sie diese.

Assignments

Comprehension

1. Summarise the author's criticism of Justin Trudeau and his government's policies.

Analysis

2. Examine the means the author uses to convey his attitude towards Canada.

Comment/Creative Writing (Choose one.)

- 3.1 Discuss the author's portrayal of Canada. Refer to both this article and your coursework.

or

- 3.2 Imagine you are a young Canadian and a fervent supporter of Justin Trudeau. After having read the article in *The Guardian*, you decide to write a letter to the editor.
Write that letter.

Think Canada is a progressive paradise? That's mooseshit.

by Canadian reporter Jesse Brown

- 1 Quick – picture Canada.

What comes to mind? A progressive wonderland of polite manners and majestic moose? What America might be if it evolved a little? That place you'll move to if Trump wins?

- 5 If that's what you think, that's fine by us. In fact, it's our brand: not America. The nice guys. Dull, kind and harmless. That's how we like to be thought of.

But it's mooseshit.

We are not the country you think we are. We never have been.

- 10 The first prime minister and founding father of Canada, John A. Macdonald, was a raging alcoholic. He spent entire campaigns fabulously drunk and once vomited on stage during a stump speech. When his rival pointed it out, Macdonald shot back that he hadn't puked because of booze, but because he had been "forced to listen to the ranting of my honourable opponent". It was a deflection worthy of Trump. Macdonald handily won the election.

- 15 The reason the Royal Canadian Mounted Police (our "Mounties") ride horses is because during the labour movement of the 30s, horseback was the best way to trample protesting immigrants and miners. [...]

These days, Canada is the second-largest arms exporter to the Middle East. Our Alberta oil sands produce more carbon emissions each year than the entire state of California. Our intelligence agency is allowed to act on information obtained through torture. And a lot of French Canadians are into blackface comedy.

Little of this is widely known, because we happen to share a border with America. When your next-door neighbour is a billionaire celebrity genius with automatic weapons and an undying need for attention, you can get away with all sorts of stuff. It's nice to be thought of as the world's nice guys. And it's useful – it obscures a lot of dirt.

Last year, Canadians almost came to terms with the lie in our branding. After a decade of the rightwing Harper government, with its pro-oil, anti-science and anti-Muslim ideas, it had become difficult to maintain our sense of smug superiority. Add to that the global coverage of crack-smoking Toronto mayor Rob Ford (since deceased), and the maple leaf flag patch sewn to our metaphorical backpack was coming loose at the seams.

In this disillusionment, there was opportunity. If we wanted to reclaim our reputation as a just and caring and helpful society, perhaps we could try behaving like one. During our 2015 election, everything from electoral and environmental reform to international peacekeeping was put back on the table, and we dared to open our eyes (just a peek) to the neglected, remote indigenous communities where suicide rates are shockingly high and access to untainted drinking water is shamefully low. There was a sense that Canada was ready to grow up and forge a national identity based on what we do, not on who we aren't.

Instead, we elected Justin Trudeau, a social media savant who has positioned himself, and by extension Canada, as a sunny chaser to the world's bitter news. Trudeau is the political equivalent of a YouTube puppy video. After your daily barrage of Trump and terror, you can settle your jangled nerves with his comforting memes.

Each week, Trudeau feeds the news cycle a new sharable moment, and our Facebook feeds are overwhelmed with shots of the adorable young statesman cuddling pandas and hugging refugees and getting accidentally photographed in the wild with his top off, twice.

For international audiences, the Justin moment has been a harmless diversion. For Canadians, it's a dangerous distraction. Canadians care far more about what Americans think of us than we do about Canadian politics. Little wonder that things remain so grim.

Despite Trudeau's progressive branding, Canada is right where Stephen Harper left us. It's been a year since the election, and we're still selling arms to Saudi Arabia, still cutting \$36bn from healthcare and still basing our economy on fossil fuel extraction, and running roughshod over indigenous rights to do so.

Too much maple syrup will make anyone sick, and I thought Trudeau's honeymoon was finally over when, sensing a hot meme, he knelt down to offer a three-year-old Prince George a high-five. But the royal toddler left our common prime minister hanging – and to me it seemed the spell was broken. But it wasn't. A few weeks later, right as he was backtracking on a campaign promise for electoral reform, Trudeau's approval rating hit 64 %.

Canada's moment would likely have lapsed by now if not for the American election. The comparison of Trump v Trudeau is just too rich for the press to resist. Canada

2. Die Aufgabenstellung verlangt von Ihnen, die stilistischen Mittel darzustellen, mithilfe derer der Autor seine kritische Einstellung gegenüber Kanada zum Ausdruck bringt. Folgende Aspekte könnten Sie benennen:
- Durch eine direkte Anrede und rhetorische Fragen wird die Aufmerksamkeit der Leserinnen und Leser erregt und sie werden veranlasst, ihr bisheriges Bild von Kanada zu überdenken.
 - Anhand von Beispielen aus der Geschichte des Landes zeigt der Autor, dass es im scheinbar perfekten Kanada schon lange Probleme gibt.
 - Durch negativ konnotiertes Vokabular unterstreicht er seinen Missmut.
 - Zahlen und Fakten machen die Argumentation überzeugend.
 - Der eher umgangssprachliche Ton macht den Text leicht verständlich und unterhaltsam.
 - Mithilfe von Metaphern, Ironie und Übertreibung versucht Brown, den Leserinnen und Lesern die Wahrheit hinter dem idealisierten Bild von Kanada und Justin Trudeau vor Augen zu führen.
 - Anaphern und Alliterationen verstärken die Kritik sogar auf der Klangebene.
 - Vergleiche zwischen Kanada und den USA erklären, warum Kanada trotz der Probleme nichts von seinem Ansehen verloren hat: Es steht im direkten Vergleich mit seinem Nachbarland einfach besser da.

Jesse Brown's article is a scathing attack on Canada's Prime Minister as well as the country's positive self-image. The author uses several techniques to bring his criticism across and convince the reader that Justin Trudeau is a showman, a weak and incompetent politician, and that Canada is not what it pretends to be.

Already in the title as well as in the opening paragraphs, the journalist tries to catch his readers' interest by addressing them directly. He asks **rhetorical questions** about Canada's international image and assumes that most people see it as an idyllic dreamland. He then shatters this stereotypical view with the **explicit vulgar expression** that this is "mooseshit" (title; l. 7). By doing so he makes his readers reconsider their idealized picture of Canada.

Brown goes on to present **historic examples** proving that there have always been cracks in this cherished image of perfection. The country's respected founding father and first prime minister was "a raging alcoholic" (l. 10), and the fact that the "Mounties", Canada's famous mounted police force, ride horses is only a relic of the past, where this was "the best way to trample protesting immigrants and miners" (ll. 16/17).

All through his article, Brown uses **examples, facts and figures** (cf. e. g. ll. 18–21, ll. 36/37, 52–54) as well as **very negative expressions** (e. g. "disillusionment", l. 32; "dangerous distraction", l. 49; "grim", l. 50) when denouncing the government's actions, such as exporting weapons, damaging the environment or violating indigenous rights. This helps him to express his anger and argue convincingly.

A powerful means to get his message across is the **style**, more precisely the casual register, which Brown uses. He does not assume the role of an expert analysing a topic in formal language with technical terms. Instead, he employs a **conversational tone**, frequently interspersed with colloquial (e. g. "booze", l. 12; "get away with



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