

Textaufgabe I

A PRINCELY PIONEER

Once upon a time there was a prince who unwisely confided to the media that while tending his beloved garden, he often talked to his plants. He also warned his future subjects about losing touch with their natural surroundings and their rich cultural heritage. But the people scoffed and said it was the fuddy-duddy Prince who was out of touch. And as for talking to his plants - well, they shook their heads and remembered the madness of the Prince's forebear, King George III, who famously struck up a conversation with a tree that he had mistaken for the King of Prussia.

These days Britain's Prince of Wales is still considered a tad eccentric: after all, who in his right mind would have lost the love of the fairytale Princess Diana? But increasingly, Charles is winning applause for his not-so-crazy campaign to combat what he calls "the wanton destruction that has taken place ... in the name of progress." For 30 years the Prince has been in the forefront of efforts to promote kinder, gentler farming methods; protect Britain's countryside from urban sprawl; improve city landscapes; and safeguard the nation's architectural heritage. And whereas his was once a lonely if plummy voice crying in the wilderness, the Prince has seen many of his once maverick opinions become mainstream.

Charles is not the first royal concerned about nature. Mad King George dabbled in botany when he wasn't losing his mind or the American colonies, and Charles' father, the Duke of Edinburgh, has long supported wildlife causes. But it is Charles who has become the crusader, with a vision of Britain that may border on the romantic but is in synch with Britons alarmed by what is happening to their green and pleasant land. He has the energy and dedication to get things done. "My problem," he has said, "is that I become carried away by enthusiasm to try and improve things, and also feel very strongly that the only way to progress is by setting examples and

then hoping others will eventually follow."

An example people are following is organic farming, which Charles has adopted wholeheartedly on his own farmlands in the Duchy of Cornwall and surrounding his country home at Highgrove in western England. Charles once noted that when he decided to go organic, which means forswearing artificial fertilizers and pesticides, the experts were very polite, "but what they were saying about this latest demonstration of insanity once they were out of earshot can only be surmised." Today the experts have been confounded<sup>1</sup>. The duchy's Home Farm near Highgrove is 100% organic and highly profitable and serves as a model for farmers around the country at a time when farm incomes are falling and organic produce is in high demand, fetching premium prices in shops and supermarkets.

Charles is throwing himself into another pioneering project: a radical way to meet Britain's need for new housing. Appalled by suburban developments made up of identical boxlike dwellings that eat into the countryside, the Prince is creating a model township called Poundbury on duchy land adjoining the town of Dorchester, south of Highgrove. The houses - 220 so far, with an additional 2,280 planned - are not identical but come in different sizes and styles that pay homage to traditional English architecture and materials. Some are privately owned, others government subsidized. All are highly energy efficient. The town layout prefers people over cars: front doors give onto streets that are safer for children because the roads are too winding to allow cars to speed. A 1998 British government report cited Poundbury as an example for future developments because its efficient use of space permits a higher population density, thus fighting sprawl. As a skeptical journalist noted after touring Poundbury, "the Prince of Wales has got it right."

From: *TIME*, April-May 2000

Annotation:

1 to confound s.b.: here: to prove s.b. wrong

PLEASE TURN OVER

WORKSHEET: A Princely Pioneer

maximum number of  
points attainable

I. Questions on the text

Read all the questions first, then answer them  
in the given order.

Use your own words as far as is appropriate.

- |   |    |
|---|----|
| 1. How did the British public view Prince Charles in the past and what were the reasons for this view?                            | 10 |
| 2. To what extent has the Prince's image changed? (Refer to lines 10-20.)   | 10 |
| 3. How has Charles influenced British farming?  | 10 |
| 4. Describe the characteristic features of Poundbury. Why has Charles launched this project and how has it been received?         | 20 |
| 5. What is the writer's personal attitude towards the Prince and his activities? Examine in detail how this attitude is conveyed. | 20 |
| 6. What use of a literary genre does the writer make in the first paragraph and to what effect?                                   | 10 |

II. Composition 40

Choose o n e of the following topics.  
Write about 120 to 150 words.

1. "Saving the planet starts at home." Discuss.
2. Cities are sometimes called "urban jungles". Is this characterization justified?

III. Translation 40

Translate the following text into German:

160

PLEASE TURN OVER

The British public has taken against genetically modified crops in a big way. Activists uproot them and supermarkets attempt not to furnish their customers with them. This week the Prince of Wales came out against them for the umpteenth time, a piece of non-news that still managed to provoke headlines throughout the country.

Europeans have in general been more skeptical about genetically modified crops than Americans, who have so far swallowed the idea, and the food, with relatively few qualms. And among the Europeans the Brits have been particularly adamant in their refusal to have anything to do with such things. The recent history of British agricultural politics - the killing of millions of cows for fear that their increasing madness was spreading into the population - has left the public distrustful of "unnatural" tinkering with the food chain. The prince says that he wants us to reject all genetic modification and instead "work with nature for the benefit of humankind."

From: Newsweek, 14 June 1999

Textaufgabe II

During the night after his first day Marcus woke up every half-hour or so. He could tell from the luminous hands of his dinosaur clock: 10.41, 11.19, 11.55, 12.35, 12.55, 1.31 ... He couldn't believe he was going to have to go back there the next morning, and the morning after that, and the morning after that, and ... more or less every morning for the rest of his life, just about.

He just wasn't right for schools. Not secondary schools, anyway. That was it. And how could you explain that to anyone? It was OK not to be right for some things (he already knew he wasn't right for parties, because he was too shy, or for baggy trousers, because his legs were too short), but not being right for school was a big problem. Everyone went to school. There was no way round it. Some kids, he knew, got taught by their parents at home, but his mum couldn't do that because she went out to work. Unless he paid her to teach him - but she'd told him not long ago that she got three hundred and fifty pounds a week from her job. Three hundred and fifty pounds a week! Where was he going to get that kind of money from? Not from a paper round, he knew that much. The only other kind of person he could think of who didn't go to school was the Macaulay Culkin<sup>1</sup> kind. They'd had something about him on Saturday-morning TV once, and they said he got taught in a caravan sort of thing by a private tutor. That would be OK, he supposed. Better than OK, because Macaulay Culkin probably got three hundred and fifty pounds a week, maybe even more, which meant that if he were Macaulay Culkin he could pay his mum to teach him. But if being Macaulay Culkin meant being good at drama, then forget it: he was crap at drama, because he hated standing up in front of people. Which was why he hated school. Which was why he wanted to be Macaulay Culkin. Which was why he was never going to be Macaulay Culkin in a thousand years, let alone in the next few days. He was going to have to go to school tomorrow.

He was quiet at breakfast. 'You'll get used to it,' his mum said as he was eating his cereal, probably because he was looking miserable. He just nodded, and smiled at her; it was an OK thing to say.

35 There had been times when he knew, somewhere in him, that he would get used to it, whatever it was, because he had learnt that some hard things became softer after a very little while. The day after his dad left, his mum had taken him to Glastonbury with her friend Corinne and they'd had a brilliant time in a tent. But this was only  
40 going to get worse. That first terrible, horrible, frightening day was going to be as good as it got.

He got to school early, went to the form room, sat down at his desk. He was safe enough there. The kids who had given him a hard time yesterday were probably not the sort to arrive at school first  
45 thing; they'd be off somewhere smoking and taking drugs and raping people, he thought darkly. There were a couple of girls in the room, but they ignored him, unless the snort of laughter he heard while he was getting his reading book out had anything to do with him.

What was there to laugh at? Not much, really, unless you were the  
50 kind of person who was on permanent lookout for something to laugh at. Unfortunately, that was exactly the kind of person most kids were, in his experience. They patrolled up and down school corridors like sharks, except that what they were on the lookout for wasn't flesh but the wrong trousers, or the wrong haircut, or the wrong  
55 shoes, any or all of which sent them wild with excitement. As he was usually wearing the wrong shoes or the wrong trousers, and his haircut was wrong all the time, every day of the week, he didn't have to do very much to send them all demented.

From: Nick Hornby, *About a Boy*, 1998

Annotation:

1 Macaulay Culkin.: famous American child actor

PLEASE TURN OVER

WORKSHEET:

maximum number of  
points attainable

I. Questions on the text

Read all the questions first, then answer them  
in the given order.

Use your own words as far as is appropriate.

- |   |    |
|---|----|
| 1. Describe the situation Marcus finds himself in during the night.                                       | 10 |
| 2. What role does Macaulay Culkin play in Marcus' thoughts?   | 20 |
| 3. What does the reader learn about the boy's family background and about his relationship to his mother? | 10 |
| 4. How does Marcus see his fellow pupils? What thoughts and feelings do they evoke in him?                | 10 |
| 5. How is Marcus characterized in the text, explicitly and implicitly?                                    | 20 |
| 6. What narrative perspective is used in this passage and what is the effect on the reader?               | 10 |

II. Composition 40

Choose o n e of the following topics.  
Write about 120 to 150 words.

1. "Schools should concentrate more on developing social skills than on teaching pupils facts and facts only." Discuss.
2. Leaving school as soon as possible may be tempting for quite a few pupils. Weigh the pros and cons.

III. Translation 40

Translate the following text into German:

160

PLEASE TURN OVER

Whatever happened to school uniform? In the 1960s and 70s it seemed to be on its way out. But then something happened. Britain pulled back from total abolition. Today that group of scruffy adolescents at the school gates will - more likely than not - be wearing variants on the same basic blue, black or green dress code<sup>1</sup>.

Much of the rest of the world would probably see Britain's school uniforms as an anachronism - so why have many schools voted to retain them? "They appeal to parents," says Malory Wober of the University of Michigan. "Uniform represents order and the majority of British parents still want that from schools." Among headteachers the argument is often put that uniform reduces competitiveness between fashion-conscious pupils and obscures the differences between rich and poor children.

British teenagers like the challenge of a uniform. One head said: "When I think of the efforts they go to to subvert the rules I think it's almost an essential part of growing up."

From: *The Times Educational Supplement*, 14 January 2000

1 dress code: set of rules about what clothes you must wear in a school, business etc.