

# Bund/NI Topic 1.3 Progress and sustainability

## Topic-Übersicht

Schülerbuch	Aufgabenformate und Fertigkeiten	WB+CD / VN / LHB+CDs
<b>Getting started (Bund pp. 38–39/NI pp. 42–43)</b>		
Pictures	<ul style="list-style-type: none"> <li>• <i>describing pictures</i></li> </ul>	Challenge-Code 8d5i5k (Talking vocabulary)
<b>A Climate change (Bund pp. 40–41/NI pp. 44–45)</b>		
Certainties and uncertainties of climate change (763 words)	<ul style="list-style-type: none"> <li>• <i>brainstorming</i></li> <li>• <i>reading comprehension</i></li> <li>• <i>collecting information</i></li> <li>• <i>paraphrasing terms</i></li> </ul>	LHB KV 10 (DOK auf DVD)
<b>B Alternative energy (Bund pp. 42–43/NI pp. 46–47)</b>		
Britain could be running on 100% renewable energy by 2050 (723 words)	<ul style="list-style-type: none"> <li>• <i>describing diagrams</i></li> <li>• <i>reading comprehension</i></li> <li>• <i>listening comprehension</i></li> <li>• <i>writing a comment</i></li> </ul>	LHB-CD © A 1.21 (DOK auf DVD)
<b>C Saving the planet (Bund pp. 44–45/NI pp. 48–49)</b>		
A Friend of the Earth (800 words)	<ul style="list-style-type: none"> <li>• <i>reading comprehension</i></li> <li>• <i>analysing a fictional text</i></li> <li>• <i>writing a comment</i></li> </ul>	LHB KV 11 (DOK auf DVD) WB-CD © A 3 WB, ex. 2
<b>D GM and designer food (Bund pp. 46–47/NI pp. 50–51)</b>		
Facts on GM food/Facts on Nano-technology (136/75 words)	<ul style="list-style-type: none"> <li>• <i>brainstorming</i></li> <li>• <i>describing diagrams</i></li> <li>• <i>reading comprehension</i></li> <li>• <i>panel discussion</i></li> </ul>	WB, ex. 1
<b>E Eco-tourism (Bund pp. 48–49/NI pp. 52–53)</b>		
What it means to travel green (572 words)	<ul style="list-style-type: none"> <li>• <i>brainstorming</i></li> <li>• <i>reading comprehension</i></li> <li>• <i>describing cartoons</i></li> <li>• <i>writing a comment</i></li> </ul>	LHB KV 12 (DOKs auf DVD) WB, ex. 3
<b>Spot on grammar (Bund p. 50/NI p. 54)</b>		
The passive	<ul style="list-style-type: none"> <li>• <i>making passive sentences</i></li> </ul>	WB, ex. 4, 5 VN, ex. a) – d)
<b>Hotspot (Bund p. 51/NI p. 55)</b>		
Projects 1–6	<ul style="list-style-type: none"> <li>• <i>projects and group work</i></li> <li>• <i>giving a presentation</i></li> <li>• <i>internet research</i></li> </ul>	LHB KV 5A, 5B, 6, 7 (DOKs auf DVD)
<b>Exam practice (Bund pp. 52–53/NI pp. 56–57)</b>		
New film exposes unsavoury side of US food industry (492 words)	<ul style="list-style-type: none"> <li>• <i>reading comprehension</i></li> <li>• <i>analysing an article</i></li> <li>• <i>writing a comment</i></li> </ul>	LHB-CD © A 1.24

**Getting started**

Bund Seite 38–39/NI Seite 42–43

Skills file,  
Bund S. 128/  
NI S. 339

**1** Bund Seite 38/NI Seite 42

**Lösungsvorschlag:**

- A What will happen to the polar bears? How long before the polar ice caps have completely melted?
- B What makes nuclear power so dangerous?
- C Are wind and solar energy expensive?
- D How do I know which food is safe to eat?
- E How can I find out where my eggs come from?
- F What is eco-tourism? What should I not do when I am on holiday?
- G What does free range mean?
- H Why is recycling so important?

Word bank

**2** Bund Seite 39/NI Seite 43

**Lösungsvorschlag:**

- a) Magazines specializing in ...
  - A ... weather and climate.
  - B ... the environment.
  - C ... renewable energies.
  - D ... food and health.
  - E ... animal welfare.
  - F ... travel.
  - G ... farming.
  - H ... housekeeping.

b) Individuelle Beiträge.

**3**

**Hinweis:** siehe Hotspot 1, hier im LHB auf S. 45.

**A Climate change**

Bund Seite 40–41/NI Seite 44–45

Skills file,  
Bund S. 140/  
NI S. 351

**1** Bund Seite 40/NI Seite 44

**Lösungsvorschlag:**

Changes	Consequences
<i>rising sea levels</i>	<i>coastal areas/cities will be flooded</i>
<i>long periods with high temperatures and little rain</i>	<i>crops production will decrease</i>
<i>rising temperatures in some areas</i>	<i>areas where agriculture was impossible will be able to develop new crop cultures (e.g. in Greenland people can now grow potatoes)</i>
<i>falling temperatures (ice age) in other places, failure of the gulf stream</i>	<i>migration will increase because people will head for areas where it is not too hot or too cold (to live and grow food)</i>

**2**

**Lösungsvorschlag:**

*Climate change:*

- *climate has always varied*
- *humans affecting it*
- *predictions for the future:*
  - *some regions and seasons wetter, others drier*
  - *intensified summer droughts*
  - *more severe tropical cyclones*
  - *less intensely cold, but more extremely hot weather*

- heavier rain
- increased flooding

### Geographical changes:

- mountain glaciers retreating
- Arctic sea-ice reducing in extent and thickness
- global sea level likely to rise by 10–90cm during this century; consequences: flooding of low-lying coasts, loss of some habitats
- increase of temperatures by more than 3°C over Greenland will cause ice to melt; consequence: sea level will rise several metres in next 1,000 years
- boundaries between world’s vegetation zones likely to shift
- freshwater systems may change in temperature, flow and level, affecting water biodiversity, water supplies and water quality

### Changes in temperature:

- 15 hottest years in history have occurred since 1980; five hottest since 1997; three hottest: 1998, 2002, 2003
- rise in average global surface temperature in the last 100 years: 0.7°C
- northern hemisphere: most drastic temperature rise
- estimated average temperature rise by 2100: 1.5–5.8°C; unprecedented in last 10,000 years

### Changes in atmosphere:

- natural vs. human-induced greenhouse warming
- humans have increased level of greenhouse gases (carbon dioxide, methane, nitrous oxide, water vapour), e.g. by burning fossil fuels; consequence: climate out of balance
- CO<sub>2</sub>:
  - responsible for 60% of human-induced greenhouse warming
  - levels risen from 280ppm to 379ppm since the mid-18th century (start of Industrial Revolution)
  - likely to at least double from pre-industrial levels by end of this century
- methane:
  - responsible for 20% of human-induced greenhouse warming
  - last century: levels more than doubled, still rising, but more slowly
- nitrous oxide:
  - together with other gases responsible for 20% of human-induced greenhouse warming
  - levels rise by 0.25% each year

### Other predictions for the future:

- possibly better food production in mid-latitudes, but risk of famine in tropical and sub-tropical regions
- water availability likely to become an even bigger problem, especially in sub-tropics
- human and animal diseases likely to spread to new areas
- more heat-related deaths
- “environmental migration” away from risk areas; consequences: political conflicts and health problems

**Erweiterung:** Die S befassen sich zunächst in Einzelarbeit mit der im Artikel genannten Webseite [www.climateprediction.net](http://www.climateprediction.net) und machen sich Notizen dazu. Anschließend vergleichen und ergänzen sie ihre Ergebnisse in Kleingruppen, bereiten sie visuell auf (z.B. auf Plakaten) und stellen sie dann im Plenum vor.

Skills file,  
Bund S. 142/  
NI S. 353

### 3 Bund Seite 41/NI Seite 45

**Alternative:** Diese Aufgabe kann durch die Auflage ergänzt werden, in den Definitionen bestimmte Begriffe nicht zu verwenden, z.B. bei der Erklärung des Begriffs „Klimawandel“ ohne die Wörter *climate*, *change*, *temperature* auszukommen.

### Lösungsvorschlag:

German	Possible paraphrase	English
fossile Brennstoffe	Resources such as coal or gas which you burn to provide energy. They are very old natural products and are not renewable. Burning them causes most of the CO <sub>2</sub> in the atmosphere.	fossil fuels

Durchschnitts-temperatur der Erdoberfläche	<i>If you measure how warm the Earth is generally on its outside, you get the ...</i>	<i>average global surface temperature</i>
Treibhausgase	<i>They are substances that are neither solid nor liquid. The more of them get into the atmosphere, the more the Earth warms up.</i>	<i>greenhouse gases</i>
beispiellos, noch nie dagewesen	<i>Something new, something that has never been there before.</i>	<i>unprecedented</i>
Eisschicht	<i>A thick layer of frozen water.</i>	<i>ice sheet</i>
Überschwemmungsgefahr	<i>A term which describes the danger that large areas might be covered with water as a consequence of heavy rain and sea level rise.</i>	<i>risk of flooding</i>
Klimawandel	<i>A phenomenon that has always existed but is now becoming extreme due to human activities. Some consequences are that mild regions become hot, cool regions become milder and polar ice sheets melt.</i>	<i>climate change</i>

## 4

**Hinweis:** siehe Hotspot 2, hier im LHB auf S. 45.

Kopiervorlage 10  
(DOK auch auf  
DVD für L)

**Vertiefung:** Zur Vertiefung kann **Kopiervorlage 10** (*Climate change made easy*) eingesetzt werden. Das Arbeitsblatt enthält eine vereinfachte Grafik zur Erklärung des Klimawandels. Die S diskutieren die Übersicht in Partnerarbeit.

## B Alternative energy

Bund Seite 42-43/NI Seite 46-47

Skills file,  
Bund S. 130/  
NI S. 341

### 1 Bund Seite 42/NI Seite 46

#### Lösungsvorschlag:

- *The pie chart shows the United Kingdom's energy sources in 2010.*
- *40% of the UK's energy comes from natural gas. According to the chart, this is the UK's largest source of energy.*
- *Oil is the second largest source of energy with 35%.*
- *Coal represents 15% of the UK's energy sources and nuclear only 7%.*
- *The remaining 3% of the UK's energy sources are hydroelectricity and other renewable energy sources.*
- *The chart shows that the UK is fairly dependent on natural gas and oil.*
- *The chart shows that the UK has a relatively low dependence on nuclear power.*
- *According to the chart, the UK only gets a small portion of its energy from newer energy sources, such as wind and solar.*

### 2 Bund Seite 43/NI Seite 47

#### Lösungsvorschlag:

##### a)

- *60%: The Committee on Climate Change (CCC) wants the UK to reduce emissions by 60% by 2030.*
- *80%: Emissions should be reduced by 80% by 2050.*
- *100%: The CCC believes that Britain will be in a position to use 100% renewable energy by 2050.*
- *1990: The figure taken as reference point for future reductions is from the year 1990.*
- *2030: The year by which emissions should be reduced by 60%.*
- *2050: The year by which emissions should be reduced by 80%, or maybe even 100%.*
- *11,000: The UK has 11,000 miles of coastline.*
- *20,000: There are plans for around 20,000 offshore turbines to generate power in the future.*

##### b)

- *the complete transformation of the UK electricity market*

- meeting the binding 2050 target of reducing carbon emissions by 80% from a 1990 baseline figure
- a new approach to how we heat our homes, how we travel, and how we fuel industry
- a move away from oil and gas to increased electrification; this will double electricity demands, and make renewable sources necessary to meet this larger demand
- developing renewable energies
- managing output; supply must meet demand at all times
- massive improvements in how to forecast, store and manage renewable power, and how to back it up; to secure this we will need a highly dynamic and interconnected European electricity grid
- a total overhaul of our planning system so that Nimby's can no longer block progress
- introducing such good incentives that the private sector will take them on board
- getting support from the financial sector for early-stage technology investments
- moving transport away from combustion; petrol and diesel-fuelled cars
- using electric vehicles, charged by renewables, as local capacitors through distributed energy systems, thus providing energy storage for the electricity network, with the potential to sell their excess stored energy back to the grid when demand outstrips local generation
- a smarter grid, for example microchips controlling our fridges and washing machines so they switch on when the local wind farm is generating excess energy
- a change in how energy is used in the UK, and getting individuals to participate

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3  
 Transkript  
 (DOK auf DVD)  
 Skills file,  
 Bund S. 108/  
 NI S. 319

**3**  
**Hinweis:** Der Hörtext ist auf **Audio-CD 1** zu finden und zur besseren Handhabung in drei Tracks unterteilt: **Track 1.21**, **Track 1.22** und **Track 1.23**. Das **Transkript** des Hörtextes steht auf der **DVD** hier im LHB als Word-Dokument zur Verfügung.

**Lösungsvorschlag:**

a) Individuelle Beiträge.

b) *save energy: turn off electronic devices/lights, no standby mode, unplug chargers, turn thermostat down, wash at low temperatures, drive less often, check tyres, plant trees, recycle waste, use cloth bags not plastic bags, use less water*

c) Individuelle Beiträge.

Skills file,  
 Bund S. 116/  
 NI S. 327

**4**  
**Lösungsvorschlag:**

Arguments for mass tourism	Arguments against mass tourism
<ul style="list-style-type: none"> <li>• financial benefits (both for the tourism industry and the people living at tourist destinations)</li> <li>• infrastructural development is beneficial for both tourists and local people</li> <li>• promotes traditions and culture of a particular country/area</li> </ul>	<ul style="list-style-type: none"> <li>• mass tourism is negative for the culture of a tourist destination because the local people completely adapt to tourists' needs just for the sake of money</li> <li>• mass tourism damages the environment because travelling to these destinations consumes a lot of fuel and produces a lot of CO<sub>2</sub></li> <li>• tourists produce a lot of waste because they consume one-way products for the sake of convenience</li> </ul>

**5**  
**Hinweis:** siehe Hotspot 3, hier im LHB auf S. 45.

## C Saving the planet

Bund Seite 44–45/NI Seite 48–49

**1** Bund Seite 44/NI Seite 48

**Lösungsvorschlag:**

- The book could be about an environmentalist.
- A friend of the earth is someone who: lives in an environmentally friendly way; recycles; buys returnable bottles; does not throw waste away in the countryside; separates waste; does not waste energy; uses public transportation instead of own car; buys environmentally friendly products; supports environmental groups; does not buy GM food; tries to convince other people

to take care of the environment; uses biodegradable packing material; has a catalytic converter in his or her car, etc.

Skills file,  
Bund S. 111/  
NI S. 322

**2**

**Lösungsvorschlag:**

a)

- wasted energy (oil heating)
- abused the resources of the earth
- did not recycle (except twice a year)
- drove fast, wasted fuel
- polluted the environment

b) Before his attitude changed, he did not care about the environment like all the other people around him. Later, he was influenced by Andrea, Teo and other people. (But we are not told how he was influenced.) Then he started selling the house and cars, etc. and began to live in an environmentally friendly way.

Skills file,  
Bund S. 115/  
NI S. 326

**3**

Bund Seite 45/NI Seite 49

**Lösungsvorschlag:**

a) Examples from the text:

- "... I was a criminal. Just like you." (l. 11)
- "... Want more? I drank wine, spent money, ..." (l. 40)
- "And just like you – if you live in the Western world, and I have to assume you do, or how else would you be reading this? ..." (ll. 41–42)

Effect on the reader:

- By addressing the readers directly, he wants to provoke them, make them think about their own attitude towards the earth and environmental problems.
- The text becomes more interesting for the readers because they are forced to make up their minds.

b) Examples of sarcasm, simile and word choice:

- Let's eat each other, ... (ll. 6–7)
- Ecology. What a joke. (l. 8)
- ... three-thousand-square-foot house (l. 12)
- ... oil burner the size of Texas (l. 13)
- ... commune with the squirrels (ll. 15–16)
- ... like a permanent filling in a rotten tooth (l. 23)
- ... like filings to a magnet (ll. 24)
- ... like a napkin dispenser in a restaurant (l. 33)
- ... tattered, bleeding planet (l. 44)
- ... may he rot in hell ... (l. 47)

Influence on the tone: The exaggerations make you smile at first, but when you start to think about the deeper sense of the statements you are impressed.

Skills file,  
Bund S. 116/  
NI S. 327

**4**

**Lösungsvorschlag:**

Boyle's way of presenting humans is very pessimistic. The last sentence shows how much T. C. Boyle's first person narrator despises mankind for its way of treating the earth and the environment. According to his opinion humans will destroy the earth without having the chance of protecting it. I think this statement is too absolute and too pessimistic. It is true that humans are the biggest threat to the environment. But we all have to come to terms with our duty to protect the earth as well. We cannot ignore it. If we were an enemy of the people, we would have to be an enemy of ourselves. In my opinion we have to try to be both, a friend of the earth but also a friend of the people. I think this is possible and we can manage it.

**5**

**Hinweis:** siehe Hotspots 4, hier im LHB auf S. 45.

Kopiervorlage 11  
(DOK auch auf  
DVD für L)

**Vertiefung:** Zur Vertiefung des Themas kann **Kopiervorlage 11** (Environmentally sinning) eingesetzt werden. Die S halten ihre täglichen Umweltsünden in einer Tabelle fest.

**D GM and designer food**

Bund Seite 46–47/NI Seite 50–51

**1** Bund Seite 46/NI Seite 50

**Lösungsvorschlag:**

- a) *fat, calories, sugar, not too many artificial ingredients, etc.*
- b) Individuelle S-Beiträge.

Skills file,  
Bund S. 130/  
NI S. 341

**2**

**Lösungsvorschlag:**

*Attitudes towards GM food in Europe:*

- *Support in Spain has remained quite constant, the level of support in general is quite high.*
- *Support in the UK is not stable: there was a sharp decline from 1996 to 1999 and a sharp increase from 1999 to 2002. Since then, support is on the decline again.*
- *Germany has experienced a steady drop in support. From 1996 to 2005 it almost dropped by 50% from 56% support to 30% support.*
- *In Greece the decline rate is even sharper: a steep decrease in support took place from 1996 to 2005. During that period support continually went down from 49% to 12%.*
- *To sum up, support in Europe varies greatly but a general downward tendency can be noticed.*

*Comparison with USA:*

- *In the USA opposition to genetically modified foods has declined by 10% points while support has been stable.*
- *When it comes to absolute numbers, almost half of the population is against GM foods, whereas one third is in favour of it.*
- *To put it in a nutshell: Although figures vary a lot within Europe one can generally say that opposition to GM foods is only on the rise in Europe.*
- *Interestingly, however, when comparing e.g. the figures of 2005 it might come as a surprise that the percentage of GM food support in Germany, the UK, and Spain was higher than in the USA.*

**3** Bund Seite 47/NI Seite 51

**Lösungsvorschlag:**

- *The drink consists of a basic liquid that has no colour and no taste.*
- *On the bottle, there are different buttons that you can press.*
- *Once selected, the chosen drink, including additives, flavours, etc. can be activated by microwave.*
- *The other flavours that were not chosen remain in their nanocapsules and pass through your body.*
- *The ingredients you have chosen are either activated in your mouth or pass into your blood stream.*

Skills file,  
Bund S. 133/  
NI S. 344

**4**

**Lösungsvorschlag:**

- a) Individuelle S-Beiträge.
- b)

Benefits	Risks
<ul style="list-style-type: none"> <li>• <i>Food can be changed to fit the consumer's likes.</i></li> <li>• <i>Nutritional value can be manipulated or influenced, thus creating a healthier diet.</i></li> <li>• <i>People can eat whatever they like and still lose weight.</i></li> <li>• <i>You don't need to shop for dozens of different foods: just buy one basic type and press a number of buttons.</i></li> <li>• <i>Foods could be tailor-made to give a person exactly what he or she needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The companies could manipulate their customers (e.g. by introducing substances that render the consumer addicted to a particular type of food).</i></li> <li>• <i>It remains unclear whether artificially created foods offer the same benefits as natural, healthy foods (e.g. vitamins from a pill don't seem to work the same way as vitamins from fruit and vegetables).</i></li> <li>• <i>We don't know where in the body nanoparticles might accumulate, creating all sorts of havoc.</i></li> </ul>

c) Individuelle S-Beiträge.

5

**Hinweis:** siehe Hotspot 5, hier im LHB auf S. 45.

## E Eco-tourism

Bund Seite 48–49/NI Seite 52–53

1 Bund Seite 48/NI Seite 52

**Lösung:**

Individuelle S-Beiträge.

2 Bund Seite 49/NI Seite 53

**Lösungsvorschlag:**

a)

- *it was largely cut off from large towns and villages*
- *there was no road*
- *no or few tourists*
- *very traditional way of life (picking fruit and fishing)*
- *today you can reach the village more easily*
- *you can get by without speaking Turkish*
- *there are lots of large hotels*
- *it has become a luxury destination offering exotic and imported food*

b) *In the author's opinion, green travel is not simply about how you travel or what you do when you're away. The author says that green travel is about thinking about what impact your visit may have and then acting accordingly. He suggests that we should try to outweigh the negative aspects of our travel to a country with positives. This is appealing to people who are conscious about the environment and the many problems associated with it. It makes people feel that they are doing something good, or at least not something bad.*

c) *With this statement Dave Martin is saying that people should take their tourism money to poorer countries, thereby helping the country develop through tourists' spending.*

Skills file,  
Bund S. 129/  
NI S. 340

3

**Lösungsvorschlag:**

- *The cartoon shows a man standing outside a shop called "Eco-Tours".*
- *In the window of the shop there are some adverts for destinations and flights.*
- *The man is looking into the window and thinking to himself that it is surely more environmentally-friendly to stay at home, and not travel.*
- *The cartoon relates to the text in that it highlights some people's slightly cynical view on eco-tourism.*
- *The text says the label of eco-tourism is sometimes used to make the trips more attractive.*
- *Both the text and the picture offer the argument that it is too simple for companies to adopt the "green" label and image.*
- *Both text and picture suggest that people may sometimes be fooled into believing that they are actually helping the environment when they are not.*

4

**Lösungsvorschlag:**

- *If you fly or drive to the country, travel by train when you are there.*
- *Eat only local food – less food miles.*
- *Support local businesses.*
- *Use water and electricity sparingly.*
- *Recycle your waste.*
- *Walk or use a bicycle as much as possible.*
- *Don't litter.*

5

**Hinweis:** siehe Hotspot 6, hier im LHB auf S. 46.



Kopiervorlage 12  
(DOK auch auf  
DVD für L)

**Vertiefung: Kopiervorlage 12** ("Green" issues) vertieft die Informationen zum Klimawandel und festigt den themenbezogenen Wortschatz durch *clues*.

**KV 12 – Lösungsvorschlag:**

**b)** Definition of global warming: a general increase in world temperatures caused by increased amounts of carbon dioxide in the atmosphere, a key greenhouse gas that has increased since industrialisation

The effects of global warming on the environment:

- rainstorms and snowstorms are increasing in severity
- sea levels are rising and causing damage to beaches and coastal wetlands
- heat waves are increasing and causing a rise in heat related diseases and deaths
- there could be less water availability and thus a drier earth

**c)** 1. flooding, 2. fire, 3. disease, 4. storm, 5. renewable energy, 6. drought, 7. carbon dioxide, 8. greenhouse effect, 9. acid rain, 10. environmentally

## Spot on grammar: The passive

Bund Seite 50/NI Seite 54

Grammar file,  
Bund S. 164/  
NI S. 375

**Hinweis:** Es empfiehlt sich, die S zunächst in Partnerarbeit oder in Kleingruppen die Grammatikerläuterungen im Anhang durcharbeiten zu lassen. Die Sätze 1. – 6. in Aufgabe **a)** sollten im Unterricht gemeinsam besprochen werden.

**Lösung:**

**a)**

1. ... by the Weather Office.
2. ... by Hurricane Andrew.
3. ... by the government.
4. ... by scientists.
5. ... by researchers.
6. ... by European leaders.

**b)**

1. Large companies have been told (by European politicians) to lower their carbon emissions.
2. More energy is consumed today than 10 years ago.
3. Travelers are warned about their carbon footprints.
4. A new "super food" has been created (by a team of researchers).
5. A cargo train carrying harmful waste into the country was stopped (by a group of environmentalists).
6. A new law on the sale of GM foods was passed.

**c)**

1. Should pupils be taught to how to recycle their waste properly?
2. Do you think more should be done to promote eco-tourism?
3. Large fines should be imposed on companies that pollute the environment.
4. What can be done to help stop climate change?
5. It has been predicted that extreme weather conditions will become more common in Europe.
6. Should customers be informed when restaurants serve GM foods on the menu?

**d)**

1. Every year more renewable energy is produced in Germany.
2. How much nature has already been destroyed as a result of mass-tourism?
3. How many small animals are bred only for scientific purposes?
4. Consumers should be warned about genetically-modified food.
5. A factory was recently closed as a result of dangerous gasses.
6. Will polluters be more severely punished in the future?

## Hotspot

Bund Seite 51/NI Seite 55

Kopiervorlagen  
5A, 5B und 6  
(DOKs auch auf  
DVD für L)

**Hinweise zur Projektarbeit:** LHB, Seite 9 und Skills file im SB (Bund S. 148/NI S. 359), sowie Kopiervorlagen 5A, 5B und 6. Um den S die Möglichkeit zu geben, die benötigten Informationen zu recherchieren, kann die Aufgabe über einen Zeitraum von etwa einer Woche gestellt werden.

Skills file,  
Bund S. 151/  
NI S. 362

**1**

**Hinweis:** Möglicher Ausgangspunkt für diese Aufgabenstellung:

[http://en.wikipedia.org/wiki/Fossil\\_fuel](http://en.wikipedia.org/wiki/Fossil_fuel)  
[http://en.wikipedia.org/wiki/Fossil\\_fuel\\_exporters](http://en.wikipedia.org/wiki/Fossil_fuel_exporters)  
[http://en.wikipedia.org/wiki/Nuclear\\_power](http://en.wikipedia.org/wiki/Nuclear_power)  
[http://en.wikipedia.org/wiki/Wind\\_power](http://en.wikipedia.org/wiki/Wind_power)  
<http://www.buzzle.com/articles/renewable-energy-sources-pros-and-cons.html>  
<http://www.conserve-energy-future.com/>

**Lösung:**

Individuelle S-Beiträge.

Skills file,  
Bund S. 147/  
NI S. 358

**2**

**Hinweis:** Mögliche Webseiten:

[http://en.wikipedia.org/wiki/Climate\\_change\\_policy\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Climate_change_policy_of_the_United_States)  
[http://en.wikipedia.org/wiki/UK\\_Climate\\_Change\\_Programme](http://en.wikipedia.org/wiki/UK_Climate_Change_Programme)  
<http://www.decc.gov.uk/>  
<http://thinkprogress.org/climate/2012/04/27/472713/germany-fighting-climate-change-and-phasing-out-nuclear-power-are-two-sides-of-the-same-coin/?mobile=nc>  
<http://www.dw.de/germany-in-top-five-countries-fighting-climate-change/a-2239196-1>

**Lösung:**

Individuelle S-Beiträge.

Skills file,  
Bund S. 148/  
NI S. 359

**3**

**Hinweis:** Nützliche Webseiten:

<http://edugreen.teri.res.in/explore/climate/causes.htm>  
<http://www.direct.gov.uk/en/Environmentandgreenerliving/TheWiderEnvironment/Climatechange/index.htm>

**Lösung:**

Individuelle S-Beiträge.

Skills file,  
Bund S. 147/  
NI S. 358

**4**

**Hinweis:** Nützliche Webseiten:

<http://www.schwabfoundseoy.org/de/competitions/competition/135>  
<http://www.schwabfound.org/sf/index.htm>

**Lösung:**

Individuelle S-Beiträge.

Skills file,  
Bund S. 149/  
NI S. 360

**5**

**Hinweis:** Zunächst werden die persönlichen Daten aufgenommen (*age, gender, education*), danach folgen den themenspezifischen Fragen.

**Lösungsvorschlag:**

1. *age*
2. *gender*
3. *education*
4. *Do you know what GMF actually is?*
5. *Which of the following types of GMF would you accept?*  
*a) soybean (cloning), b) pest-resistant fruit (genetic engineering)*
6. *For which reason would you accept GMF?*  
*a) better taste, b) increased nutritional value, c) longer shelf-life*
7. *Why would you not accept GMF?*  
*a) unknown side effects, b) damage to the natural system*
8. *Do you think a food labelling system should be compulsory?*
9. *Would you still buy food which carries the GMF label?*
10. *Do you think genetic modification is generally OK just because man now knows how to do it?*

Skills file,  
Bund S. 142/  
NI S. 353

**6**  
**Lösungsvorschlag:**

Nuclear power	Alternative energy sources	Climate change	GMF	Eco-tourism
<ul style="list-style-type: none"> <li>contamination, to contaminate</li> <li>risk, risky</li> <li>danger, dangerous</li> <li>MCA</li> <li>radiation</li> <li>nuclear waste</li> <li>to dispose of waste</li> <li>efficiency</li> <li>endless, unlimited</li> <li>CO<sub>2</sub>-free</li> </ul>	<ul style="list-style-type: none"> <li>solar power, solar cells</li> <li>wind power, wind turbines</li> <li>water power, tidal power, wave power, hydro-electric power</li> <li>renewable</li> <li>alternative energy source</li> <li>sustainable, sustainability</li> </ul>	<ul style="list-style-type: none"> <li>rising temperatures</li> <li>rising sea levels</li> <li>melting glaciers</li> <li>dry, drought</li> <li>natural disasters</li> <li>global warming</li> <li>greenhouse effect</li> <li>rain forest, to absorb CO<sub>2</sub></li> <li>deforestation</li> </ul>	<ul style="list-style-type: none"> <li>genetically modified food</li> <li>genetically manipulated</li> <li>resistant to</li> <li>crop (yield)</li> <li>shelf-life</li> <li>side effect</li> </ul>	<ul style="list-style-type: none"> <li>responsible travel</li> <li>reducing emissions</li> <li>conservation</li> <li>sustainable</li> <li>working with local communities</li> <li>cultural awareness</li> <li>respect</li> </ul>

**Bundesausgabe: Exam practice**

Bund Seite 52–53

© A 1.24 **Hinweis:** Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in zwei Tracks unterteilt: **Track 1.24** (ll. 1–37) und **Track 1.25** (ll. 38–88).

**1** Bund Seite 53

**Lösungsvorschlag:**

a) *They claim the film is biased and one-sided. Food companies and farmers have the feeling that they are being demonised.*

b) *Cows are fattened up on heavily subsidised corn, which causes digestive problems. Chickens with oversized breasts have chemicals in their feed which means that they grow twice as quickly as normal ones. Yellow chicks are packed onto conveyor belts, cows are dragged around by a forklift truck, pigs are forced onto the “kill floor”.*

Skills file,  
Bund S. 115/  
NI S. 326

**2**  
**Lösungsvorschlag:**

a) *The author's attitude towards Food Inc. is difficult to make out. There are only a few references in the text. The author might have been appalled by what he/she saw in the film as he/she says the food industry had an “unsavoury” side and contained “stomach-churning footage” (ll. 49–50) about most animals' living conditions. In general, the author gives an objective overview of the film without stating his own opinion.*

b) **Stylistic devices:**

- contrast: “For millions of Americans ... reaches the dinner table.” (ll. 1–10)
- enumeration: “There are no seasons ...” (ll. 11–17); “There is also stomach churning footage ...” (ll. 49–50)
- metaphor: “kill floor” (ll. 55–56); “It could fall off a cliff ...” (l. 74)
- direct quotes/first-hand reporting: “The movie's director ...” (l. 67)

*Effect: reader is involved, text is made interesting, using shocking elements make the reader think about the problems*

Skills file,  
Bund S. 116/  
NI S. 327

3

**Lösungsvorschlag:**

Agree	Disagree
<ul style="list-style-type: none"> <li>• I don't want to put something in my mouth when I don't know what is in it, or where it came from!</li> <li>• It is important that any animals were treated well.</li> <li>• It is important to me that no people were treated unfairly in the production or farming of the food.</li> <li>• I don't want to support animal cruelty or unfair trade.</li> <li>• I don't want any food that has been genetically modified so that it stays green, or "fresh" longer.</li> <li>• I am worried that certain additives can cause illness.</li> <li>• I have the feeling that a lot of fast food chains only use the lowest quality meat in their products.</li> <li>• I do not want to put on a lot of weight.</li> <li>• I want to support local farmers and producers.</li> <li>• I worry about "food miles", i.e. the environmental impact of the food being flown or shipped around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• The most important thing for me is the taste. If something tastes good, then how can it be bad?</li> <li>• People worry too much about what they eat.</li> <li>• Surely if the ingredients were so bad, then the companies would not be allowed to sell their food.</li> <li>• The animals that people say are treated cruelly have been bred especially to be slaughtered.</li> <li>• These animals do not know any other life.</li> <li>• Not everybody can "afford" to be so selective in what they eat. 'Bio' and other special products are often much more expensive.</li> <li>• How do I know that what is written on the packet is the truth?</li> </ul>

**Niedersachsen-Ausgabe: Exam practice**

NI Seite 56–57

© A 1.24 **Hinweis:** Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in zwei Tracks unterteilt: **Track 1.24** (ll. 1–33) und **Track 1.25** (ll. 34–80).

**1** NI Seite 57

**Lösung:**

a) true	film exposes some unsavoury realities about it (ll. 7–9)
b) false	did not agree to be interviewed (ll. 16–17)
c) true	in the view of the food industry the documentary is one-sided (ll. 31–33)
d) false	they cannot digest the corn properly and could become ill as a result of deadly E. coli strains (ll. 34–39)
e) false	refused to co-operate as the documentary would demonise American farmers (ll. 52–58)
f) false	unrecognisable (l. 66)
g) true	the food system could also collapse because of unregulated greed and excessive risk-taking (ll. 67–69)
h) false	does not want us to know the truth because they fear losses in sales (ll. 76–78)

**2**

**Hinweis:** siehe **Lösungsvorschlag** zu Aufgabe 2 Bund (hier auf S. 46). Abweichende Zeilenangaben: 1–9, 10–15, 45\_46, 51, 67, 61.

**3**

**Hinweis:** siehe **Lösungsvorschlag** zu Aufgabe 3 Bund (hier auf S. 47)