

Advertising spending stays nearly flat

(A) Global advertising expenditures grew 0.6 percent in 2002 to \$444 billion; of this total, \$309 billion was spent on major media, including television, radio, and newspapers. This modest growth was almost fully driven by the United States, which at \$235 billion accounts for over half of the total advertising market. In 2002, U.S. advertising grew by 1.7 percent, stimulated by an economic recovery and cyclical events like the Winter Olympics and the U.S. congressional elections - the latter generating \$1 billion in ads. Yet the worldwide increase followed a fall of 9.2 percent in 2001, which was triggered by the U.S. recession, the financial market collapse, the Internet "bubble burst", and terrorist attacks.

(B) In Japan, which is the second largest advertising market and buys 12 percent of major media advertising, spending fell 5 percent in 2002. In Germany, the third biggest market and the largest one in Europe, spending fell by 6 percent. In contrast, advertising in China, the seventh largest market, is growing quickly; it was unaffected by the downturn in 2001 and has jumped 14 percent over the past two years.

(C) The global average advertising spending per person for 2002 dropped slightly to \$71, as increases in spending were matched by population growth. Yet this figure masks a huge variation across countries. While major media ad spending stood at \$4 per person in China and \$282 per person in Japan, in the United States it was \$494 per person - 10 times the global average.

(D) Advertising promotes consumer spending, which in its current form is harming environmental and human well-being. In 2001, for instance, 5 of the top 10 advertisers were car companies. And even while the economy stagnated that year, the global passenger car fleet grew to 523 million, with production of new cars reaching 40 million. Cars burn vast quantities of oil - polluting the air, contributing to respiratory diseases, and stoking climate change.

(E) The pharmaceutical industry, the sixth largest global advertiser, spent \$2.5 billion on television and print advertising in 2000 in the United States, directly targeting consumers and generating demand for drugs. While pharmaceuticals can help save lives, advertising can promote unnecessary use of expensive drugs. A recent survey of U.S. physicians found that 92 percent of patients requested an advertised drug from their doctors and that 47 percent of those doctors felt pressured to prescribe those drugs.

(F) Advertising has become pervasive in daily life and continues to expand into new realms. Increasingly, advertisers are marketing to children to shape consumption preferences early and to take advantage of the growing amount of money that people are spending on children, which hit \$405 billion in 2000. American children are bombarded with 40,000 television ads per year, up from 20,000 in the 1970s. Half of these encourage children to request unhealthful food and drinks.

(G) In addition, embedded ads, such as product placements in movies, can seriously influence children. In a recent study, researchers found that smoking in movies is strongly associated with youth smoking habits - as strongly as other social influences, such as parental or sibling smoking habits. U.S. advertising to children has spread to schools, where ads adorn walls, sporting equipment, and even educational programming.

(H) To reduce children's exposure to marketing, several countries, including Denmark, Greece, and Belgium, restrict television advertising to children; Sweden and Norway totally ban it. Even full bans are only partly effective, however, because satellites can beam television ads from other countries to restricted markets.

(I) Public interest groups are also working to reduce children's exposure to advertising and to teach children about marketing motives. In the United States, a campaign of the *American Legacy Foundation* known as 'The Truth' uses controversial ads, education and grassroots activism to challenge teens not to get manipulated by the tobacco industry's marketing into starting a lethal habit.

[647 words]

Assadourian, Eric: *Advertising spending stays nearly flat*

In: **Vital Signs 2003**, a handbook published by **The Worldwatch Institute** Washington D.C., p. 48

Worksheet**Task 1: Mark the most suitable option with a cross:**

(8 Punkte)

1. The meaning behind the headline **is** that the amount of money spent on advertising ...

A	never sees big changes.
B	is rather low.
C	hasn't changed a lot.
D	hasn't risen since 2002.

2. Which adjective describes the author's attitude towards advertising as shown in the second half of the text?

A	matter-of-fact
B	unbiased
C	critical
D	irritated

3. Advertising spending depends on ...

A	multiple causes.
B	economic developments.
C	the size of the country.
D	the media.

4. Why do the figures expressing global advertising spending per person have to be treated with care?

A	They don't represent population growth.
B	They don't take China into account.
C	They don't take regional differences into account.
D	They aren't general enough.

5. The sentence "*And even while the economy stagnated that year, ...*" (ll. 18/19) could best be replaced by ...

A	And despite the fact that the economy stagnated that year, ...
B	And with respect to the fact that the economy stagnated that year, ...
C	And given the fact that the economy stagnated that year, ...
D	And due to the fact that the economy stagnated that year, ...

6. Which of the following could act as a heading for paragraph E?

A	Drugs can be harmful
B	Ads seem to work
C	Doctors are responsible for informing patients
D	Patients are to blame

7. Which of the following is **not expressly** mentioned in the text?

A	Children's consumption habits can be easily influenced.
B	Adults are prepared to spend a lot on children.
C	Children's media habits are different from those in 1970.
D	Family habits influence the habits of children.

8. The final aim of the campaign mentioned in paragraph I is to ...

A	confront children with less advertising.
B	create public interest.
C	keep youngsters away from cigarettes.
D	make kids realize how advertising works.

Pole position

(A) There had been 10 days of storm in a too-small yacht in the Southern Ocean, the worst stretch of water in the world. Waves breaking right over us had carried our life raft away in the night, despite two chains securing it to the cabin roof. In the rush and the noise and the spray, none of us had even noticed its going. Not that it mattered. As our skipper pointed out, if the boat had gone down we would not have survived 10 minutes in the raft. We had passed icebergs, great flat-topped platforms; island-sized things that put aircraft carriers to shame. We had hit a small one that barely broke the surface but still bashed a dent in our bow. But now sun broke through the cloud, land was ahead - and that land was Antarctica. The coast was sheer cliffs of ice, far, far above our mast. Just one cove of black rock broke the white line where the wind was so strong it blasted the ice away. It is called Commonwealth Bay and the winds there blow at 190mph. It was a hairy anchorage, dodging between a rock and a towering, grounded iceberg with only feet to spare either side. It was the first and last time I saw our skipper turn pale.

(B) Heading for shore in an inflatable Zodiac, we saw three large rocks ahead and landed by the middle one. The one at the end rolled over, lazily opening an eye. It was an elephant seal, a vast mass of fat, shapeless, sunning itself; even on its side it was higher than we were. It looked at us incuriously, and decided that we just did not matter. Then it closed its eye, wobbled a bit of flesh that might have been midriff or quadruple chin or a bit of quadruple belly, and went back to sleep. We were quite irrelevant to its life. We were intruders. In all that huge emptiness, we did not matter. We were small. Antarctica makes you feel not just small, but puny. If this place doesn't teach you to respect the world, nowhere will.

(C) The same is true at the other end of the world - the northern polar regions. The first time I went to the Arctic was to climb Mount McKinley in Alaska. It was summer but I remember the fresh air and a vast wilderness, and I could not stay away. I returned to try for the North Pole in 1983, a solo push. Getting out of the plane - an old, shuddering DC3 - it was pitch dark: this was in February, with 24 hours of darkness. Making a base in -40C is so cold the hairs in your nose start to freeze. But walking on the frozen sea into emptiness, dragging your possessions behind you like a giant snail, there is nothing quite like it on earth. I failed: a fall and cracked ribs meant that I had to give up that time. But I knew I had to come back. I have been coming back more or less ever since.

(D) These are the last true wildernesses, the last places on earth where man does not properly belong. And they are to be found away from the airstrips, the research stations, the strange moon-base science colony of the South Pole itself, the metal shacks and portable buildings that are the northernmost settlements of Arctic Canada. Leave those behind, and all that remains is the food and shelter you have dragged with you; the wind, the ice and the cold. You are left with yourself, your companions and whatever is in you and in them. If you are going to survive, it is on your own resources, mental and physical.

(E) In Antarctica you can still feel just a little of what those early explorers must have felt: Amundsen, Scott, Shackleton (my own hero) . . . their courage and endurance are beyond expression. What they went through, we can never go through; they knew at the outset they would be away for years. They were leaving not just their homes, but all news of their homes. The challenges they faced were far greater than anything we confront; but we can feel something of it, just a fraction, all the same.

(F) Yet there are still challenges in the polar regions; and young people who will rise to them. Even in my short time, the changes have been huge. When I first went to the Arctic, I had to know Morse code to use with the high-frequency radio. I had to do an Ocean Masters course so I could take sights with a sextant. Now, we have GPS and satellite phones that let you ring your wife from the ice cap.

(G) But it is an unforgiving environment. Mistakes cost you. My first mission in the Antarctic was to climb a mountain, Mount Vinson. I wanted to climb it because it is Antarctica's highest, and therefore

50 one of the Seven Summits, each the highest mountain in each of the seven continents. We flew in a Hercules plane to a place called Patriot Hills and came to a slow, bumpy stop. The ramp went down; we were on a runway made of blue ice. An American got off first, stood on the ice, went head over heels - and flew back out again on the same plane with a suspected broken elbow.

55 (H) The polar regions set challenges for everyone. After a yacht trip to the Magnetic South Pole, I organised a sledging trip for beginners to the North Magnetic Pole. We called it the Ultimate Challenge and the idea was to sledge from the coast of Arctic Canada across the sea ice with 10 young people, none of whom had ever done anything like that before. The most amazing thing about the Ultimate Challenge was how people changed. When we left, we had a good idea of how most of the group would react - but I remember in particular a guy called Andy Higgs. He was very quiet and sat at the back of the tent: he had Arctic shock. Each day he was slow, worried about frostbite. Three days out of Resolute Bay, he asked if he could go home at the first and only sign of civilisation we would pass, the Polaris Uranium mine, a week's sledging out of Resolute.

60 (I) I said "OK, but if you are leaving us in four days you can at least help with the navigation before you go." So every hour I would ask him where we were. Each night I would get him to mark out the route. I showed him how to navigate with the sun and wind. Each day he became more and more confident, with his navigation and also within himself. When we reached the mine I said, "Why don't you stick with us until the re-supply plane comes - it's only six more days - and go out on that?" Each day
65 he grew in stature. The re-supply came but there was no question of Andy going. By the time he got to the magnetic pole he was the strongest member, mentally and physically, on the team.

70 (J) We are not Scotts, we are not Amundsens, we are not Shackletons. But what we are, we are; and the Poles find it out in us. My own time came in 1996. I was nearing the end of the first unsupported solo trek by a Briton to the South Pole; and I had fallen and damaged myself and strapped up my back with duct-tape and cardboard which, together with Ibuprofen, had meant I could carry on. I was tired, and it seemed I had been out there for ever - and I was 13 miles from the South Pole. Then I saw the steam from the South Pole station, rising on the horizon. The tears welled up in my eyes and froze on my cheeks and I knelt down and cried. By the time I reached the pole the next day, I had had my private moment. They don't get much better.

[1365 words]

Adapted from: www.travel.telegraph.co.uk Filed: 11/10/2003

Worksheet

Task 1: Mark the most suitable option with a cross:

(8 Punkte)

1. After the more playful title "Pole Position", which subtitle would sum up the text best?

A	The Poles are situated in extreme locations.
B	The Poles are becoming increasingly popular as holiday destinations.
C	The Poles are the greatest challenge for today's adventure travellers.
D	The Poles are the places to go to for travellers wanting to do the same as the early explorers.

2. Which of the following sets of headings represents the sequence of ideas in the text?

A	Vivid impressions - Growing with the task - How it all began - What it takes to explore the Poles - Safe at last
B	How it all began - What it takes to explore the Poles - Growing with the task - Vivid impressions - Safe at last
C	Vivid impressions - How it all began - What it takes to explore the Poles - Growing with the task - Safe at last
D	Growing with the task - How it all began - What it takes to explore the Poles - Safe at last - Vivid impressions

3. The purpose of the first two paragraphs is to show that Antarctica is

A	virtually empty.
B	plagued by heavy storms.
C	an awe-inspiring environment.
D	full of dangers.

4. The author speaks of "*the last places where man does not properly belong*" (l. 29).

This means an environment ...

A	not meant to be inhabited by man.
B	inhabited by animals only.
C	that does not belong to anyone.
D	where man should not travel.

5. Which of the following is **not expressly** mentioned in paragraphs E and F?

The early explorers ...

A	were practically cut off from the outside world.
B	had to leave their families for a long time.
C	can be compared with today's adventurers.
D	were prepared to take enormous risks.

6. By mentioning the episode about the American (paragr. G), the author wants to ...

A	state that even professional mountaineers are sometimes careless.
B	prove you must be on the alert all the time.
C	entertain the reader.
D	show how comical the situation was.

7. Why did Andy not fly out with the re-supply plane?

A	There was only a short distance left for the group to cover.
B	Without his navigation the group would have lost its way.
C	He wasn't the person to demand special treatment.
D	He did not see a reason any more for leaving early.

8. By saying "*I had had my private moment*" (ll. 73/74) the author expresses that he ...

A	had just become aware of what the early explorers had achieved.
B	had been overwhelmed by a sense of achievement.
C	will never again experience a similar situation.
D	had had the best time of his life.

Home, Smart Home

(A) I once worked as script consultant on a Warner Bros. film called “Futurehome,” which blessedly was never made. The initial draft was promising: an average middle-class family, Dad, Mom and two clean-cut kids, wins a contest that entitles them to move into a big corporation’s latest and greatest invention – the ultimate automated home of the future.

5 (B) At first it’s all terrific, as the super-intelligent house, complete with soothing voice, anticipates their every wish, helping Mom with the cooking, the kids with their homework, controlling the lights and appliances and entertainment system so Dad barely has to move a muscle when he comes home from work and flops into the recliner. The corporation is delighted: clearly their house of the future will be a commercial smash.

10 (C) But then, the ease and comfort of the automated life begins to corrode the character of the house’s inhabitants – the family becomes lazier, more isolated from one another, alienated from the real world. ... This being Hollywood, however, the studio executives wanted more action, so by the fourth draft, the house had become a mad killer: the mother was macerated by an out-of-control food blender, the daughter roasted in a microwave clothes dryer, and in the basement a tiny nuclear power source was threatening to melt down and take out the entire city.

15 (D) Like many movies, the execution was over the top but there was a kernel of truth in the concept: the idea of a highly-automated “intelligent” house gives some people the creeps. I am not among them. So I ask myself what is it that makes some people nervous about a house that knows their name and adjusts their lighting?

20 (E) I pondered the question last month as I toured Microsoft’s remarkable Home of the Future prototype at the company’s massive Bellevue, Washington, campus. Was there anything here to be nervous about?

(F) For starters, the Microsoft home has all of the usual “smart home” aspects, such as a nice voice synthesizer that greets you by name once you’ve used your keycard to enter. And it makes good use of some existing technology, letting each inhabitant of the house specify where and how to receive messages. If you’re in the car and someone comes to the front door, you can answer the door from your car and talk to the visitor. Or, if you don’t want to be bothered, the visitor’s message, spoken on the front porch, can be turned into text and sent to you via e-mail. But the Microsoft project goes further, by showcasing the domestic potential of some upcoming technology.

25 (G) In the kitchen, for example, the refrigerator makes use of the “smart tags” that will likely be attached to most consumer products in another decade or so. These tiny radio frequency chips are intended to replace bar codes for check-out purposes in stores – cash registers will simply communicate with each item’s chip to learn its price. Once you’ve brought the groceries home, the Microsoft kitchen takes further advantage of these chips. That means the refrigerator “knows” what it contains, and can communicate that via a synthesized voice. You can phone your refrigerator – or send it an e-mail – and ask whether you need to buy eggs.

30 (H) But there’s more: once home, you can take ingredients out of the refrigerator and set them on a kitchen counter that can also “read” the ID chips. The home’s computer then verbally suggests a few recipes that will match the ingredients you’ve chosen. Pick one of the recipes, and it’s instantly projected onto the surface of the counter in front of you, ready to prepare....

35 (I) So what’s here to make folks nervous? Perhaps it’s what I noticed on the big video screen in the living room: a notation that Grandma was having a “normal” day. My guide explained: the house was monitoring a hypothetical grandmother’s activities at her nearby home, also automated. Thus far she’d opened her front door to pick up the newspaper and also brewed some coffee, both at about her usual time for such activities – so her house was reporting to our house that Grandma’s day was “normal.”

45

Musterprüfung 1
Aufgabenteil: Reading

Variante 3

50 (K) Hmm. Clearly, if Grandma hadn't left her bed all day, a concerned child would want to know, and the smart house was providing that service. But I couldn't help but think about that hypothetical grandma who, by the time this kind of feature is actually feasible, will likely be in her late seventies. What will she think about living in a house that reports her activities back to her kids? Maybe she'll think it's reassuring – or maybe she'll think it's a little creepy.

<http://www.msnbc.com/news/834106.asp>

[768 words]

Worksheet

Task 1: Mark the most suitable option with a cross:

(8 Punkte)

1. The text can best be characterised as ...

A	an advertisement for the “smart house”.
B	a description of the “smart house”.
C	a comment on the “smart house”.
D	an analysis of the “smart house”.

2. For the writer, the “smart house” is ...

A	a fascinating invention.
B	rather frightening.
C	totally ridiculous.
D	a mixed blessing.

3. The writer’s description of the Hollywood film shows that she is ...

A	indifferent towards it.
B	critical of it.
C	enthusiastic about it.
D	angry about it.

4. In the original movie script, things start turning bad when ...

A	the inhabitants become bored with having nothing to do.
B	the family members lose touch with other people.
C	the automated house begins to malfunction.
D	people get locked up in their rooms.

5. When saying that “the execution was over the top” (l. 16) the writer claims that ...

A	the film exaggerated the story elements of the script.
B	the film turned out to be very expensive to make.
C	the film showed mother and daughter dying in a pool of blood.
D	in the film, the house actually blew up the whole city.

6. An appropriate heading for paragraph F would be ...

A	Just another smart home
B	Familiar devices put to new use
C	The friendly house
D	How to create a safe home

7. In the 'home of the future', the kitchen counter is ...

A	fridge, scanner, loudspeaker and cooker.
B	work surface, kitchen dish and computer.
C	work surface, scanner and monitor.
D	recipe book, printer and cooker.

8. The writer thinks that the idea of houses monitoring each other and reporting activities ...

A	is just a hypothetical feature.
B	will never be put into practice.
C	will be realised within her grandma's lifetime.
D	will take some time to be put into practice.

Task 2:

(7 Punkte)

One route away from work addiction

After university, Martin Judd, 41, worked with the Atomic Energy Authority, before moving to the food and drinks industry. He spent ten years with Kraft Jacobs Suchard, where he was a senior purchasing manager dealing with multimillion-pound contracts. In November 2000, he left his job and moved with his family from Oxfordshire to Killin in Scotland, where he runs the *Allt Fuileach Bed & Breakfast*.

He was asked the following questions on his move to a new life.

Match them with the appropriate answers by adding the letter of the answer to the respective question. You do not need all answers.

1. Did you enjoy working as a senior executive?	
2. What made you look for a change?	
3. Had you heard of 'downshifting'* as a concept?	
4. How did you put that concept into practice?	
5. What options for change did you consider?	
6. What does your day look like?	
7. What has been the biggest change?	

**downshifting: changing to a job or style of life where you may earn less but which puts less pressure on you and involves less stress*

- A) I used to have a very strict work routine. Now I do domestic chores and look after guests. I don't wear a suit any more. Here I'm taken at face value, not for my job title.
- B) Fortunately, I did not suffer from the usual health problems such as mental exhaustion, sleeplessness, headaches and anxiety and my performance at work was not affected. This is surprising since I tended to put myself increasingly under pressure with self-imposed deadlines.
- C) I was interested in business philosophy, and I'd read books about it. I also joined *New Ways to Work*, an organization dedicated to flexible working, and achieving a balance between work and the rest of life.
- D) Frankly speaking, I appreciated the trappings of success: money, a big car, a big house, holidays and so on. Travelling was also quite fascinating, although it sometimes put a strain on my home life. I was well-paid, but I wasn't sure I had the stamina to survive.

- E) Big business is good at getting you to solve problems. So I ran a check on my life and analyzed what was good and bad. I was surprised to find that things in my private life were more important than the next step in my career: simple things like spending more time with my son, Nathan, and my wife, and having time for piano lessons and to improve my German.
- F) Once I answered a questionnaire, trying to find out whether I was a potential work addict. Although I turned out to be seriously overdoing it, this was only a minor motive - if any - for turning my back on my job.
- G) I looked at part-time work within the same organization, which my employers were not prepared to accept. I also considered other part-time work locally, but because we knew we would have to sell the house, we were prepared to look elsewhere. I'd always loved Scotland because of the mountains and walking. But it wasn't an easy process having to work full-time, research and plan a new career, sort out the finances, sell the house and enter a new community.
- H) The thing I found most demoralizing was incompetent leadership, and my inability to influence it. I saw a number of senior people who were totally demotivated and only waiting for retirement, and I would never want to be like that. The work was stressful, I was growing increasingly disillusioned, and I broke down in tears on more than one occasion. I set myself high standards, perhaps unrealistically high.
- I) I used to be money-rich and time-poor, and now it's the other way round. But there are no regrets. I've just taught Nathan to swim, which makes me very proud. And the business is taking off. I'm probably still not totally relaxed, but I do feel more fulfilled.

Adapted from: *Business Spotlight* 3/2001 p.25

Task 3:

(15 Punkte)

US schools to be battleground in war on junk food

America is starting to fight back against the junk food culture which is so ingrained a part of its national identity. Its two biggest states, California and Texas, are proposing to ban snacks and soft drinks from school cafeterias while legislation at state and federal levels is being prepared. In a country where 60 per cent of the adult population is overweight, these moves are, most will agree, long overdue.

"We're just beginning to see obesity move into the policy arena," said Morgan Downey, of the American Obesity Association, who says the floodgates were opened by last month's decision by the IRS (= Internal Revenue Service) to link weight loss to tax breaks. "Previously, it was seen as an individual problem."

Plans to turn the land of the cheeseburger into the land of the soy bean shake have set the scene for a battle royal with the giant companies whose profits depend on the national appetite for fast food.

They argue that it is lack of exercise rather than a diet of cheeseburgers and sodas which is to blame for the three-fold increase in child obesity in the past 30 years.

Mr Downey says: "They [the fast-food companies] dwarf pro-nutrition groups in terms of resources and they have huge clout on Capitol Hill (= Congress). But they are also very sensitive to their public image. That is the real way change is being brought about."

In the past year, a number of polemical popular books have addressed the social and nutritional implications of the way giant food conglomerates market junk food. It is the marketing of big-brand junk foods to school-age children which, for most nutritionists, remains the most powerful single factor in the country's future health.

PepsiCo, for example has said explicitly that its strategy is to push to expand soft drink consumption among children aged six to 11.

Sponsorship deals with food companies are now worth an estimated \$750 million annually to American schools. The money often allows them to buy much-needed sporting and computer facilities but comes with strings attached. Fast food companies say they are merely making their products available more widely.

Contracts with soft-drink makers specify numbers and placements of vending machines in schools, often tying sponsorship levels with sales quotas. Fast food companies, meanwhile, operate concessions in an increasing number of school cafeterias. Elementary schools hold themed days for Pizza Hut and McDonalds; Taco Bell products are sold in 4,500 schools.

Academic independence, say many nutritionists, is under threat. Corporate sponsorship also extends to teaching materials such as text books. A 1998 survey by the Consumers' Union concluded that 80 per cent of such material were biased in ways which promoted the sponsors' views and products.

"There is a groundswell of concerns from parents and administrators," said Mr Downey. "It's a bad trade-off to try to get extra revenue by fattening up our kids."

Nutritionists and public health campaigners say the incursion of junk food into America's public schools contributes directly to the obesity pandemic which taxes the health care system to the limits. Their opponents describe them as nags and busybodies determined to interfere with freedom of choice. But those on both sides of the debate seem to agree on one thing: the fight against Big Food in America looks set to be for the beginning of this century what the fight against Big Tobacco was at the end of the last.

[579 words]

From: The Daily Telegraph, 21 May 2002

I. Answer the following questions by filling in the required words or by completing the sentences: (6 Punkte)

1. Which **two** expressions in the first three paragraphs indicate that there is a very close relationship between American culture and junk food?

Junk food is a _____ (1)

America is the _____ (1)

2. What should have been done long ago to tackle the junk food culture?

a) _____
_____ (1)

b) _____
_____ (1)

3. Which expression used by Morgan Downey tells us that obesity is starting to get more public attention? (2 words)

He mentions the _____ (1)

4. What incentive does the US administration consider as a reward for people losing weight? (2 words)

_____ (1)

II. Gapped summary

(5 Punkte)

At the end of a meeting, the CEO (=Chief Executive Officer) of a big soft drinks corporation sums up the company's strategy with respect to their engagement at schools.

Fill in words from the text (one or two words depending on the lines provided):

"First and foremost, we have to keep in mind that with everything we are doing our _____ in the public must not suffer. (1)

Our major aim is to increase kids' _____ of our products. (1)

This we can best achieve through offering their schools _____, which means they can be equipped with _____ facilities they could not otherwise afford. If we then create a link between the money we offer and their _____, we can be sure that _____ schools will do everything they can to promote our products. (1)

The ultimate goal would be to get the schools into organizing _____ for our company." (1)

III. Formulieren Sie auf Deutsch, wobei kurze thesehafte Sätze genügen. (4 Punkte)

Ein Stichwort dient dabei als Hilfestellung und kann jeweils im Satz verwendet werden.

1. Welches Argument bringen die Fast Food - Hersteller gegen ihre Kritiker vor?

(Ursache der Fettleibigkeit) _____
_____ (1)

2. Welche Vorwürfe erheben diejenigen, die Fast Food und Soft Drink - Automaten aus den Schulen verbannen wollen?

a) (Schulbücher): _____
_____ (1)

b) (Profite): _____
_____ (1)

c) (Kosten): _____
_____ (1)

Task 4:

(6 Punkte)

Describe the situation in the picture in about 60 words.



Task 5:

(24 Punkte)

Choose **either A or B.**

A. Composition:

Education is an important matter in Germany. The results of the German pupils in the PISA study came as a shock to the nation. You are a member of the students' committee that has been invited to hand in feasible proposals at the school-board how to improve the educational situation at your school.

Prepare a statement (about 200 words) to be read out in the next meeting.

B. Letter:

The European Leonardo student exchange at your college offers you to take part in a work placement programme, where you spend three months at an Irish call centre run by RCI, a company specialised in organising tourist activities.

Write a letter to the personnel manager of the company to introduce yourself in a sort of profile.

Don't forget to focus on

- your personal skills
- your interests and motivation for this stay abroad.

Write about 200 words.

Variante 1: Advertising spending stays nearly flat

Task 1:

1.	2.	3.	4.	5.	6.	7.	8.
C	C	A	C	A	B	C	C

Variante 2: Pole position

Task 1:

1.	2.	3.	4.	5.	6.	7.	8.
C	C	C	A	C	B	D	B

Variante 3: Home sweet home

Task 1:

1.	2.	3.	4.	5.	6.	7.	8.
C	D	B	B	A	B	C	D

Task 2: One route away from work addiction

1. Did you enjoy working as a senior executive?	D
2. What made you look for a change?	H
3. Had you heard of 'downshifting'* as a concept?	C
4. How did you put that concept into practice?	E
5. What options for change did you consider?	G
6. What does your day look like?	A
7. What has been the biggest change?	I

Task 3:

I. Answer the following questions by filling in the required words or by completing the sentences:

- Which two expressions in the first three paragraphs indicate that there is a very close relationship between American culture and junk food?
 Junk food is a **part of its national identity** 1
 America is the **land of the cheeseburger** 1
- What should have been done long ago to tackle the junk food culture?
 a) **ban snacks and soft drinks from school cafeterias (Texas/ California)** 1
 b) **prepare legislation (state/ federal)** 1
- What area does Morgan Downey refer to in order to indicate that obesity is starting to get more public attention? (2 words)
 He mentions the **policy arena** 1
- What incentive does the US administration consider as a reward for people losing weight?
tax breaks 1

II. Gapped summary

"First and foremost, we have to keep in mind that with everything we are doing our image in the public must not suffer.	1
Our major aim is to increase kids' consumption of our products.	1
This we can best achieve through offering their schools sponsorship deals , which means they can be equipped with	1
facilities they could not otherwise afford. If we then make the amount of money we offer dependent on their sales quotas , we can be sure	1
that schools will do everything they can to promote our products.	
The ultimate goal would be to get the schools into organizing themed days for our company."	1

III. Formulieren Sie auf Deutsch, wobei kurze thesenhafte Sätze genügen.

Ein Stichwort dient dabei als Hilfestellung und kann jeweils im Satz verwendet werden.

1. Welches Argument bringen die Fast Food - Hersteller gegen ihre Kritiker vor?

(Ursache der Fettleibigkeit) **Mangel an Bewegung** 1

2. Welche Vorwürfe erheben diejenigen, die Fast Food und Soft Drink - Automaten aus den Schulen verbannen wollen?

a) (Schulbücher): **Häufig durch Sponsoren beeinflusste einseitige Darstellungen** 1

b) (Profite): **Profite werden erzielt, indem Kinder 'gemästet' werden.** 1

c) (Kosten): **Das Gesundheitssystem wird durch die Volksseuche Fettleibigkeit bis an seine Grenzen belastet.** 1

Task 4 und 5:

Die Bewertung des Teils **Writing** erfolgt mit Hilfe der Beschreibungen auf der nächsten Seite.

Bewertung der schriftlichen Sprachproduktion – 12. Jgst. / Fachhochschulreifeprüfung

Punkte	Themaentwicklung* und Struktur	Korrektheit der sprachlichen Mittel	Spektrum der sprachlichen Mittel
8 - 7	<ul style="list-style-type: none"> - relevante und besonders interessante Aspekte nennt - mit konkreten Details erläutert/illustriert - geschlossene, ausgewogene Darstellung mit durchgängiger Logik 	<ul style="list-style-type: none"> - allgemein gute Beherrschung der Sprache; Fehler sind Ausrutscher und nicht sinnstörend 	<ul style="list-style-type: none"> - Wortschatz erlaubt Präzision im Ausdruck stellenweise ausgesprochen idiomatisch - auch komplexe Satzstrukturen vorhanden - verwendet sinnvolle Verknüpfungswörter
6 Eurolevel B2	<ul style="list-style-type: none"> - relevante Aspekte genannt - mit konkreten Details erläutert/illustriert - aufgabenbezogen gegliedert - einfache logische Bezüge (räumlich, temporal, kontrastiv, kausal) klar erkennbar und durchgehalten 	<ul style="list-style-type: none"> - Grammatikfehler und falsche Wortwahl kommen vor, sind aber selten, führen nicht zu Missverständnissen und sind nicht systematischer Natur 	<ul style="list-style-type: none"> - Wortschatz erlaubt angemessene Ausdrucksweise - idiomatische Wendungen vorhanden - auch komplexe Satzstrukturen vorhanden - verwendet ein begrenztes Repertoire an passenden Verknüpfungswörtern
5	<ul style="list-style-type: none"> - relevante Aspekte genannt - eher knapp dargestellt, wenig konkret - aufgabenbezogen gegliedert - logische Bezüge nicht ganz durchgehalten 	<ul style="list-style-type: none"> - Grammatikfehler führen nicht zu Missverständnissen, sind nicht systematischer Natur, aber häufiger - vereinzelt Wortfehler, die den Leser irritieren 	<ul style="list-style-type: none"> - einfache Sprache, die jedoch variiert verwendet ist - idiomatische Wendungen vorhanden - verwendet ein begrenztes Repertoire an passenden Verknüpfungswörtern
4 Eurolevel B1+	<ul style="list-style-type: none"> - einzelne sachfremde Aspekte vorhanden - zu knapp dargestellt, kaum konkretisiert - Aspekte aneinander gereiht; wenig logische Bezüge hergestellt 	<ul style="list-style-type: none"> - vereinzelt systematische Grammatikfehler - Tendenz zu deutschem Satzbau - vereinzelt Wortfehler, die zu Missverständnissen führen 	<ul style="list-style-type: none"> - einfache Sprache, wenig Variation - kaum idiomatisches Englisch, gelegentliche Germanismen - verwendet nur einfache Verknüpfungswörter
3	<ul style="list-style-type: none"> - Aspekte kaum von überpersönlichem Interesse und/oder nicht themenrelevant - knappe, wenig konkrete Darstellung - keine logische Struktur 	<ul style="list-style-type: none"> - nur ganz geläufige Wendungen werden korrekt verwendet; sonst viele systematische Fehler - Fehler, die den Sinn entstellen, der vom Leser mühsam entschlüsselt werden muss 	<ul style="list-style-type: none"> - begrenzter Wortschatz führt zu Wiederholungen und umständlichen Formulierungen - Germanismen überwiegen - kurze, isolierte Sätze weitgehend ohne Verknüpfung
2 - 0	Thema nicht behandelt und/oder weitgehend unverständliche Darstellung		

*Die stofflich-thematischen Ansprüche auf Niveau B2 sind: über den Alltag und das eigene Interesse hinaus gehende, aber vertraute Sachverhalte; Fachthemen auch nicht aus dem eigenen Interessensgebiet (aber nur, wenn Wörterbuch zur Verfügung steht); komplexere Sachverhalte und Probleme mit Ursachen und Folgen.