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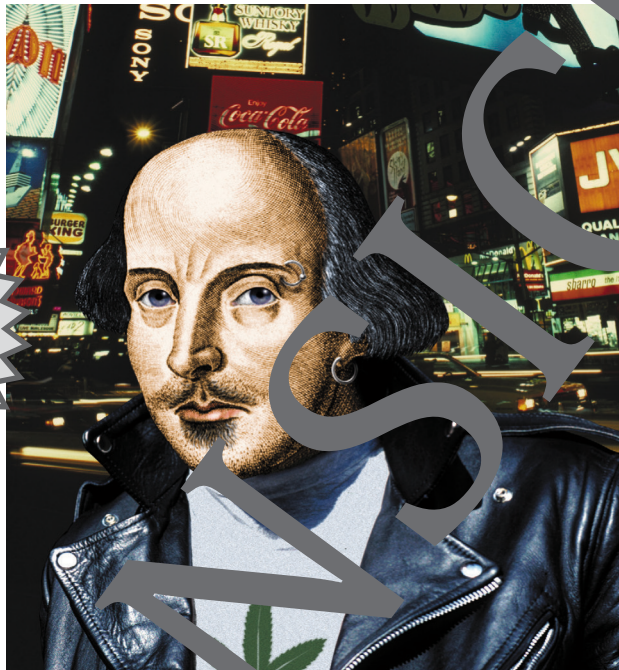
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## Introducing Shakespeare – Den literarischen Superstar für Schüler heute erfahrbar machen (S II)

Marcus Michels, Brühl

II/B3



William Shakespeare – Superstar – zeitlos und modern

„Shakespeare Superstar“ – wie nähert man sich heute einem literarischen Genie, dessen Ruhm mehr als 400 Jahre nach seinem Tod ungebrochen ist? Wie kann man seinen Autor begreifen, über kilometerlange Regale an Sekundärtexten, eine Vielzahl an berühmten Theater- und Filmproduktionen und mehr als 97 Millionen Einträge im Internet allein bei Google existieren? Wie bekommt man Zugang zu Texten, die nicht aus unserer Zeit stammen, deren Gesellschaften aber dennoch zeitlos und modern sind?

Die folgende Reihe bietet eine Einführung in die Welt Shakespeares, die unabhängig von der Erarbeitung eines bestimmten Stückes einsetzbar ist. Im Zentrum stehen dabei motivierende Zugänge: Einerseits veranschaulichen aktuelle Texte aus dem Internet die ungebrochene Aktualität Shakespeares. Andererseits bietet das Konzept ganz praktische Tipps für einen kreativen und aktiven Umgang mit der Sprache und Gedankenwelt des Genies. Curtains up!

**Klassenstufe:** 11/12 (G8);  
12/13 (G9)

**Dauer:** Ca. 14 Unterrichtsstunden + Klausur

**Bereich:** Drama, *Shakespeare and his time and language, analysis of character, active approach to literary texts*

**Materialübersicht****1. Stunde: Addressing the question: Is Shakespeare still relevant today?**

M 1 (Bd) Shakespeare superstar – two portraits

**2./3. Stunde: Shakespeare alive and kicking – Examples of current interest in Shakespeare**

M 2 (Tx/Ab) Is Shakespeare still relevant today?

M 3 (Tx/Ab) Shakespeare fans in the 21<sup>st</sup> century

M 4 (Tx/Ab) 2b or not 2b – Shakespeare goes mobile

M 5 (Tx/Ab) Shakespeare and the 2012 London Olympics

**4./5. Stunde: Plot in action – A spoken summary of *Much Ado About Nothing* (active approach)**M 6 (Tx/Ab) Getting started with a comedy *Much Ado About Nothing***6. Stunde: Shakespeare talk / Famous characters ... and what they are after I: lovers (active approach)**

M 7 (Tx/Ab) Famous characters ... and what they are after – lovers

M 8 (Tx) Shakespeare talk

**7./8. Stunde: Famous characters ... and what they are after II: villains**M 9 (Ab/Tx) *The Tragedy of King Lear* – an outline of the plotM 10 (Tx/Ab) *The Tragedy of King Lear* – extracts**9./10. Stunde: Famous characters ... and what they are after III: the Elizabethan view of the world in *Macbeth* (active approach)**M 11 (Ab/Tx) An encounter with the witches from *Macbeth*

M 12 (Tx/Ab) Consider or what happens if you kill the king

M 13 (Tx/Ab) The Elizabethan view of the world: The Great Chain of Being

**11. Stunde: Hands on drama: What is a tragedy? – Understanding the term double meaning**

M 14 (Tx/Ab) Hands on drama: What is a tragedy?

**12./13. Stunde: 'All the world's a stage' – The Elizabethan theatre (active approach)**

M 15 (Tx/Ab) 'All the world's a stage': The Elizabethan Theatre

**14. Stunde: Back to the beginning – The question of relevance again**

M 16 (Ab) Cluster: Is Shakespeare still relevant today?

**M 4 2b or not 2b – Shakespeare goes mobile**

This article refers to services connected to Shakespeare. Find out more about it.

**Shakespeare makes inroads into hitech world**

Monday 12 December 2011

How many times a day do you receive a text message? Are you tired of reading the same advertising blurb on your mobile or Smart-phone? As a welcome and creative alternative how about receiving

“A horse, a horse! My kingdom for a horse!”

Shakespeare appears to have made inroads into the world of modern communication. After being successful with their poem.me service which allows customers to receive a poem every day by email, an innovative British company recently launched its shake.me service where you are offered the chance to see the Bard in a fresh light.

**Quote or sonnet?**

This messaging service enables people to subscribe to a short quote from a play, poem or sonnet. Subscribers can choose a daily, weekly or monthly service for a small fee.

Text: Christopher Smith

**3 blurb:** a short description of a book, film, or other product written for promotional purposes, Klapptext – 10 **make inroads into sth.:** in etw. vorstoßen – 15 **to launch:** etw. auf den Markt bringen – 20 **to subscribe to sth.:** etw. abonnieren – **ragged:** lacking finish, smoothness, or uniformity, (of cloth or clothes) old and torn – **wart:** (informal) an obnoxious or objectionable person

**Tasks**

1. Read the text carefully and underline the most important information.
2. Write notes which will help you to explain to your classmates why Shakespeare is still of interest today.
3. Add the keywords you have decided on in your group to your own mind map.



Thinkstockphotos/iStockphoto

“You art a very ragged wart.”

During your hectic day take a few seconds to sit back and enjoy a literary break. If you want a change from Shakespeare try other services like love poems or try to solve a daily riddle.

Specialists believe that this is an attractive way to learn more about Shakespeare and hope that young people will be encouraged to read and appreciate Shakespeare more in the future.

After all it was a Shakespearean quote that inspired Huxley to entitle his book *Brave New World*.

Shake-me: a good business idea or not – that is the question.

## M 9 *The Tragedy of King Lear* – an outline of the plot

*The range of characters in a play or novel is very important for the creation of meaning. Read the abridged outline of the plot of *The Tragedy of King Lear* and don't forget that visualization is a useful technique for future reading tasks. Learn more about a King who wants to test his daughters to find out how much they love him and in doing so loses everything.*

Since he wants to live his remaining years in tranquillity the king of Britain King Lear, wants to divide up his country between his three daughters, Gonerill, Regan and Cordelia. He thinks the best way to do this is to measure how much to give each daughter by the amount of love the daughters confess to having for their father. Both  
5 Gonerill and Regan boast of their strong and deep feelings and receive their promised parts (a third of the kingdom each).

The youngest daughter, Cordelia, however, is the only one to honestly say what she feels; she does not want to put on an act as her sisters did. She says that she loves her father according to her duty as a child. Lear takes this as a clear insult; he cannot distinguish the truth from flattery. In an act of madness he  
10 therefore disinherits Cordelia and even banishes her from his country. The Earl of Kent defends Cordelia in front of Lear but for saying this unwanted truth he also is banished.

The kingdom is equally divided between the other two daughters who become rulers over these parts. But it does not take long for the King to find out the true nature of his two daughters' love. Agreements that were made about living alternately with one or another of them are quickly disregarded. They let  
15 him feel that he is a burden to them and that they were only interested in the inheritance. Both of them together turn nasty against him which finally drives Lear mad. Cordelia is the one who truly loves her father and finally saves him. Both are reconciled.

The action to do with a villain called Edmond can be regarded as a sub-plot to all of this. He is the bastard son of the Duke of Gloucester. His half-brother is Edgar. Right from the start of the play Edmond thinks up an evil plot to disinherit Edgar and become the Earl himself, and to betray the King to put himself in his place. With a fake letter he makes Gloucester, his father, believe that his brother Edgar wants to betray  
20 the father. But not Edgar but Edmond is the villain. It does not take long for him to become the Earl of Gloucester.

At one stage in the play he becomes the focus of attention when both of Cordelia's sisters, though they  
25 are both married, switch their loyalties on him. Edmond has kept both his options open because he had declared his love to both of them. After her husband dies Regan declares her intention to marry Edmond. This leads to the jealousy of her sister Gonerill who then poisons her own sister but when her husband finds out about this, she kills herself.

Cordelia together with her father Lear have become prisoners in a conflict between the two kingdoms, of Britain and France. Edmond has clear intentions of having both of them be killed but it turns out that  
30 there is no need to do that: in her grief Cordelia has killed herself and Lear cannot bear to see the daughter who really loved him and dies himself, too.

After all his evil doings and treasons have been discovered, Edmond is finally killed and reported dead  
35 by a messenger. It is finally Goneril's husband, the Duke of Albany, who follows Lear on the throne and becomes King of Britain.

**9 flattery:** excessive and insincere praise – **10 to disinherit so.:** to prevent so. from inheriting one's property – **33 treason:** the action/crime of betraying so. or one's country

### Tasks

1. Read the plot outline of *King Lear* carefully.
2. Create a visualization (keywords and arrows) which shows the relationships and conflicts between the characters. You can also look online for more information on the plot and the characters of the play.



## From Rags to Riches? – The American Dream Revisited – Eine Landeskundereihe für die Oberstufe (S II)

Ekkehard Sprenger, Preetz



© Photo: Center for Community Change, www.communitychange.org

Der American Dream in Gefahr: Straßenprotest in Washington

II/C5

Worin besteht der *American Dream*? Was bedeutet er für den einzelnen Amerikaner? Und gibt es ihn heute überhaupt noch?

Die Reihe ermöglicht den Schülern in literarischen und expositorischen Texten eine Auseinandersetzung mit dem unterschiedlichsten Perspektiven auf den *American Dream*. Auch ein Vergleich mit dem Blick nach Europa wird gewagt: Träumen wir Europäer etwa den besseren Traum?

Die Lernenden erhalten vielfach die Gelegenheit, ihr Selbst- und Fremdbild zu hinterfragen und sich sowohl mit Klischees als auch mit der amerikanischen Realität auseinanderzusetzen.

**Klassenstufe:** 11/12 (G8); 12/13 (G9)

**Dauer:** ca. 8 Doppelstunden

**Bereich:** Landeskunde USA, *American Dream*, Lebensentwürfe von Immigranten

**Kompetenzen:**

1. Umgang mit Texten: analytische Auseinandersetzung mit unterschiedlichen Textsorten
2. Methodenkompetenz: kooperatives Lernen
3. Interkulturelle Kompetenz: den Entwurf und die Bedeutung des amerikanischen Traums anhand ausgewählter literarischer Beispiele nachvollziehen und mit den eigenen Lebensentwürfen vergleichen

**Materialübersicht**

- 1. Doppelstunde: Connecting to the topic – analysing quotations and life stories**
- M 1 (Bd) Picture stimulus for the unit
- M 2 (Ab) About the American Dream – analysing quotations
- M 3 (Ab) Presenting living examples of the American Dream
- 2. Doppelstunde: Immigration – living on hopes and dreams**
- M 4 (Tx) Follow your dreams – a Jewish immigrant tells her story
- Excerpt from the short story *The Miracle* (1920) by Irena Yezierska
- 3. Doppelstunde: The original idea of the American Dream – what was it all about?**
- M 5 (Tx) William Faulkner on the idea of the American Dream
- Excerpt from the essay *On Primitive The American dream, What Happened to it* by William Faulkner
- 4. Doppelstunde: Education – a key to the American Dream**
- M 6 (Tx) A Mexican immigrant on his long path to an education
- Excerpt from *Possible lives: The Promise of Public Education in America* (1995) by Mike Rose
- 5. Doppelstunde: Hard work will get you there – realising the American Dream**
- M 7 (Tx) *Who Burns for the Perfection of Paper* – a poem on achieving the American Dream
- Poem *Who Burns for the Perfection of Paper* (1993) by Martín Espada
- 6. Doppelstunde: Off to new horizons! – Breaking with old traditions**
- M 8 (Tx) An acceptance letter from Yale – finding the courage to break away from old traditions
- Excerpt from the novel *Girl in Translation* (2010) by Jean Kwok
- 7. Doppelstunde: The American Dream today – does it still exist?**
- M 9 (C) Does the American Dream still exist? – Looking at some data
- 8. Doppelstunde: Is there a European Dream?**
- M 10 (Tx) The American Dream vs the European Dream
- Excerpt from *The European Dream: How Europe's Vision of the Future Is Quietly Eclipsing the American Dream* (2004) by Jeremy Rifkin
- M 11 (Ab) How to write an essay

## M 2 About the American Dream – analysing quotations

In search of a better life many people from different countries and backgrounds emigrated to the USA. Those immigrants shaped the progress of the country, and created the national heritage of the American Dream. Let's have a look at some quotes about this dream.

a) "Amerika, du hast es besser [...]"

Johann Wolfgang von Goethe (1749–1832),  
German writer

b) "There's no free lunch"

An Italian immigrant on what  
years of American life had taught

c) "Like all people who have nothing,  
I lived on my dreams."

Anzia Yezierska (1881–1970), American novelist  
and Jewish immigrant from Poland

d) "This generation immigrants will take  
any kind of work and do any kind of hard  
work. They are the greatest believers in  
the American dream."

Dr. Sash... an American sociologist, on the  
immigrants from the West Indies

e) "Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me:  
I lift my lamp beside the golden door!"

Emma Lazarus (1849–1887), American poet

f) "To seek their American dream, many  
Mexican Americans had given up their homes,  
and everything they owned to come here. When they get  
here, they find that they have to find a job and  
an education to survive."

Carlos Fuentes (1928–2012), Mexican novelist and essayist

g) "Here was no hot running water,  
cold water. The water in the village  
was filthy ... Any place with 'clean  
water' must be like 'the sky above  
the sky.' America is heaven."

Chin Moy Lee, a Chinese immigrant

### Tasks

1. Work in pairs: Choose one of the quotations and paraphrase it to explain what it means.
2. Report to the class the most important or interesting conclusions you have reached in your group about the meaning of the quotation.
3. Divide the class in two halves and compare the quotations: One half decides how the quotations are different, and one half decides how the quotations are similar.
4. Find a common theme for the texts you are going to work with in this unit.



### M 3 Presenting living examples of the American Dream

*The saying "from rags to riches" became true for many immigrants or their descendants. Let's have a look at four of those who were among the fortunate.*

#### Task

- Work in groups of three: Choose one of the people below and prepare a presentation on their lives by doing some Internet research.
- In your presentation show how the person you have chosen made the American Dream come true. While scanning the websites listed below for information, focus on aspects that are related to the American Dream. All members of your group must be involved in the presentation.

#### Helpful websites

**Jennifer Lopez:** <http://en.wikipedia.org/wiki>

**Madonna:** <http://www.biography.com>

**Howard Schultz:** <http://en.wikipedia.org/wiki>  
<http://www.referenceforbusiness.com/biography>

**Arnold Schwarzenegger:** <http://www.biography.com>, <http://en.wikipedia.org/wiki>



© picture-alliance/dpa

**Jennifer Lopez** – is an immigrant from Puerto Rico



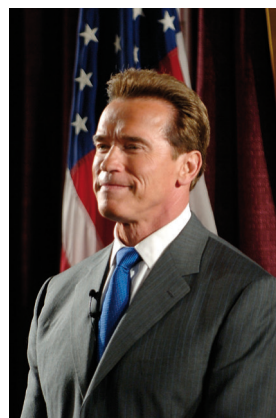
© picture-alliance/dpa

**Madonna** – is the granddaughter of Italian immigrants



© BOBBY YIP/Reuters/Corbis

**Howard Schultz** – comes from a poor Jewish family



© Phil Klein/Corbis

**Arnold Schwarzenegger** – emigrated to the United States in the 1960s

## How to Improve Your Writing Style – Methodentraining für die Klassen 10–13

Manuela Olde Daalhuis, Düsseldorf

### M 1 How to write a good text – some tips

#### How to write a good text

When writing a text, you want the reader to understand your thoughts. Therefore there is no sense in using complicated words and over long sentences. If you do not know what you mean to say, spend the time thinking about a new, powerful argument rather than writing a confusing or boring sentence. A good writing style starts with clear and structured thoughts.



#### How to choose your words

Use effective, clear words rather than pompous, long words. \_\_\_\_\_ (1)

Avoid repeating the same word in the same paragraph. \_\_\_\_\_ (2)

#### How to build your sentences

Keep sentences relatively short. Use subclauses, participles and gerunds. \_\_\_\_\_ (3)

#### How to organise your paragraphs

Avoid paragraphs that contain only one long sentence. \_\_\_\_\_ (4)

If your paragraph is as long as a page, split it into smaller paragraphs.

Use some connectives<sup>1</sup> to show how one sentence refers to the next one in a paragraph. \_\_\_\_\_ (5)

<sup>1</sup> **connective:** linking word, e.g. although, therefore, yet

#### Task

Where do the sentences a)–e) fit in? Read the text and fill in the correct letters in the gaps.

- Every few lines, a full stop gives the reader time to breathe before reading your next idea.
- This way the reader can follow your train of thought and concentrate on your argument easily.
- This is a means to vary the sentence structure and shorten your text.
- What makes it difficult for the reader?
- Otherwise, the reader might find the text boring.

## V

## M 8 Varying your sentence structure – preposition + gerund

Find out how preposition + gerund constructions help you to vary your sentence structure.

useful for instead of in spite of by without after before for	}	<b>-ing</b>	<p>After the prepositions on the left, the verb is used in the form of a gerund (-ing).</p> <p>Example:</p> <p>These exercises are useful. They help you to improve your sentence structure.</p> <p>→ These exercises are useful <b>for improving</b> your sentence structure.</p>
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**Task:** Shorten the sentences by using one of the prepositions + gerund listed above.

- Malala Yousafzai is a Pakistani educational activist. In the year 2013, she was listed as the youngest candidate for the Nobel Peace Prize after she fought for girls' access to education even in life-threatening conditions.
- The eleven-year-old wrote about the Taliban's terrorist activities. She also described a girl's everyday life in her region when she wrote a BBC blog under a pseudonym from 2009 onwards.
- Before the Taliban attacked Malala's school bus, they spread fear in the region because they banned girls from attending school, dance, and music. They also blew up a lot of girls' schools.
- Many girls stopped attending school. Malala did not give up, she continued to go to school and learned for her exams. On 9<sup>th</sup> October 2012 the Taliban stopped Malala's school bus and asked specifically for her. After one Taliban shot her in the head and throat, she had serious life-threatening injuries. Worldwide, there was an outcry of rage.
- Although Malala is famous worldwide, Malala knows that her autobiography *I am Malala* has been banned from thousands of private schools in Pakistan.
- In Pakistan, some people blame her because she has become the target of western forces in their eyes. They think the western countries use the Taliban's attack on Malala for their own political aims but fail to see the fact that many Pakistani civilians have already died from American drone attacks.



Malala Yousafzai

© Thinkstock/Getty Images News

Malala and her family now live in Great Britain. On her 16<sup>th</sup> birthday, she spoke in front of the UN and gave them a petition with 4 million signatures asking for a universal right to education. The UN wants to realise this by 2015. To honour Malala's activism, the UN wants to celebrate her cause every year on 10<sup>th</sup> November on Malala Day.

Text: Manuela Olde Daalhuis; Source: [www.bbc.com/news/world-asia-23241937](http://www.bbc.com/news/world-asia-23241937), [www.childrenspeaceprize.org/](http://www.childrenspeaceprize.org/)

## Our Blue Planet – Our Changing World: Materialien zur Durchführung einer mündlichen Prüfung in der Einführungsphase

Eva Maria Schepp, Münster

### M 1 Prüfungsblock 1 – Partner A

#### Part I: Monologue – Cartoon analysis

1. **Describe** the cartoon in detail.
2. **Interpret** the cartoon and explain the environmental topics related to it and its punchline.



© Jennifer Hill, 12 August 2010; © www.cartoonstock.com

#### Part II: Monologue – Discussion

##### Online shopping

You and your best friend love to go shopping at least once a week. At school you have just learned about the destruction of the earth. Thinking about your own carbon and water footprint has convinced you that you want to help protect the environment. Therefore, you have now decided to buy all your clothes online, as you think this will protect our planet better than buying in stores.

You are now talking to your best friend about it. You think he/she should also shop online, but your friend is not convinced and prefers to go to local stores.

Collect arguments that support your opinion, **discuss** them with your friend and try to convince him/her that shopping online is better. Finally, find a compromise.

**You will start the discussion.**

### Kompetenzen

Die Schülerinnen und Schüler<sup>1</sup> erweitern ihre **funktionale kommunikative Kompetenz** und können sich an Diskussionen über das Thema „Our Blue Planet“ beteiligen, indem sie einen vorgegebenen oder eigenen Standpunkt vertreten und begründen. Sie können ihre Gesprächsbeiträge planen und funktional umsetzen sowie auftretende sprachliche Schwierigkeiten durch die Verwendung von Kompensationsstrategien umgehen.

Sie erweitern ihre **Text- und Medienkompetenz** und können Cartoons sach- und fachgerecht analysieren, indem sie diese in Bezug auf ihre Aussageabsicht, Darstellungsform und Wirkung deuten.

Darüber hinaus erweitern die Schüler ihre **Kompetenz im Bereich des kulturelles Orientierungswissen**, indem sie sich anhand des Themas mit globalen Herausforderungen im Hinblick auf die Aspekte „Umweltverschmutzung“ und „Umweltschutz“ kritisch auseinandersetzen.

<sup>1</sup> Im weiteren Verlauf wird aus Gründen der besseren Lesbarkeit der Begriff „Schüler“ verwendet.

### Niveau

Klasse 10 (G8)/11 (G9)

### Dauer

Ein Prüfungstag (mündliche Prüfung von maximal 10 Schülern)

### Einbettung

Die Prüfungsmaterialien können unabhängig von einem Lehrwerk im Rahmen des für die Einführungsphase vorgesehenen Themas „Our Blue Planet“ eingesetzt werden.

## Hinweise

### Inhaltliche Vorbereitung der Prüfung

Die folgenden Themen und Umweltkonzepte sollten in Vorbereitung der Prüfung erarbeitet werden.

### Methodische Vorbereitung

- Analyseschritte für die Interpretation eines Cartoons (Erklärung der *punchline*)
- Vermittlung von Diskussionsvokabular (*discussion phrases*)
- Vermittlung von Vokabular zur Bildbeschreibung
- Vermittlung von thematischem Wortschatz

### Umweltkonzepte

- greenhouse effect / global warming / rising sea level
- food miles
- water footprint
- carbon footprint
- deforestation
- organic farming
- fossil fuels / renewable energies
- green travelling

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**Die Deutsche Bibliothek – CIP-Einheitsaufnahme**  
**RAAbits: Impulse und Materialien für die kreative**  
**Unterrichtsgestaltung. – Stuttgart: Raabe. – Loseb. – 1. Ausg.**

Englisch, Sekundarstufe II  
Grundwissen  
ISBN 978-3-8183-0091-3

© 1994 Dr. Josef Raabe Verlags-GmbH, Stuttgart

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Redaktion: Dagmar Storck, Juliane Thon, Stefanie Schultze  
Redaktionelle Mitarbeit: Ellen Wenzel, Chris Smeeton, Johanna Stotz, Glyn Thomas  
Beraterin: Ilona Königsfeld  
Umschlaggestaltung: MDM Mungenast Direktmarketing GmbH  
Hintergrundphotographie: Skyline New York. © Bavaria Bildagentur  
Einklinker: Virginia Woolf. © AKG Berlin

Satz: Textdruck Michaela Rother, Altlußheim  
Printed in Germany  
ISSN 0946-5294  
ISBN 978-3-8183-0091-3

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