



Imbolo Mbue:
Behold the Dreamers

von Stefan Labenz

Schülerarbeitsbuch

Brinkmann.Meyhöfer

Becoming American: Immigration to the US

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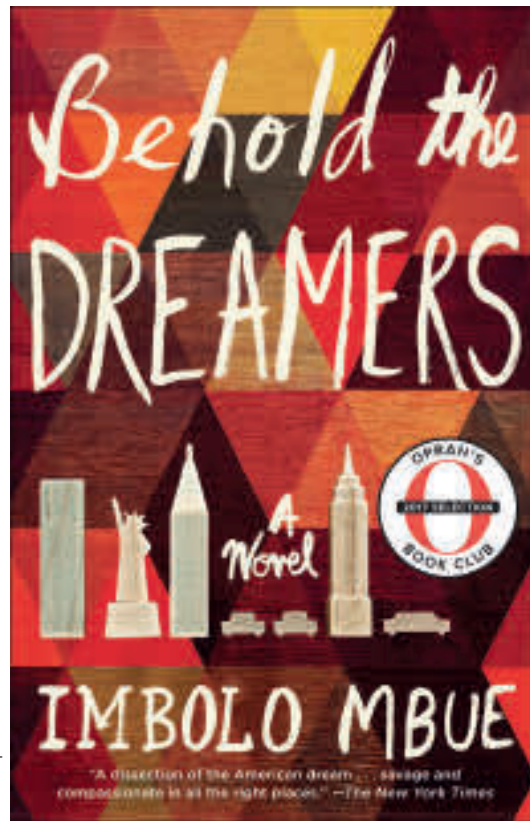
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Annotations for *Behold the Dreamers*

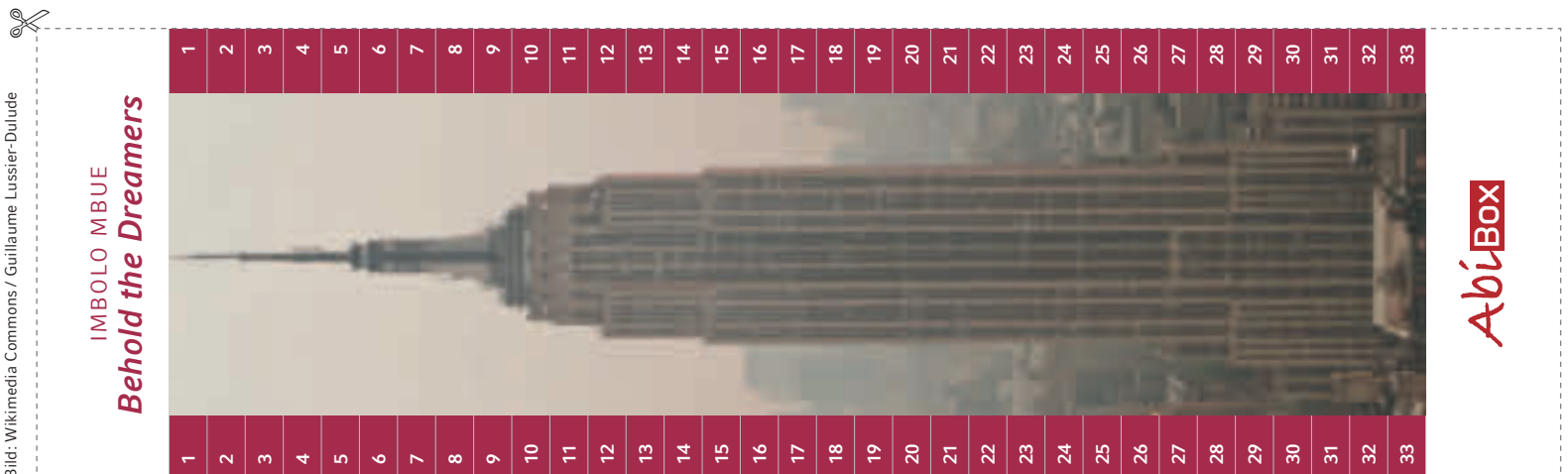
Annotations and vocabulary definitions for *Behold the Dreamers* are available in a separate digital file that will allow you to look up words while you read.

Please scan the QR code below or follow the link to access the document.



Line counter and bookmark for *Behold the Dreamers*

Cut out the bookmark and line counter below in order to make referencing and finding specific lines easier. Of course, you can also use the bookmark to mark your reading process.



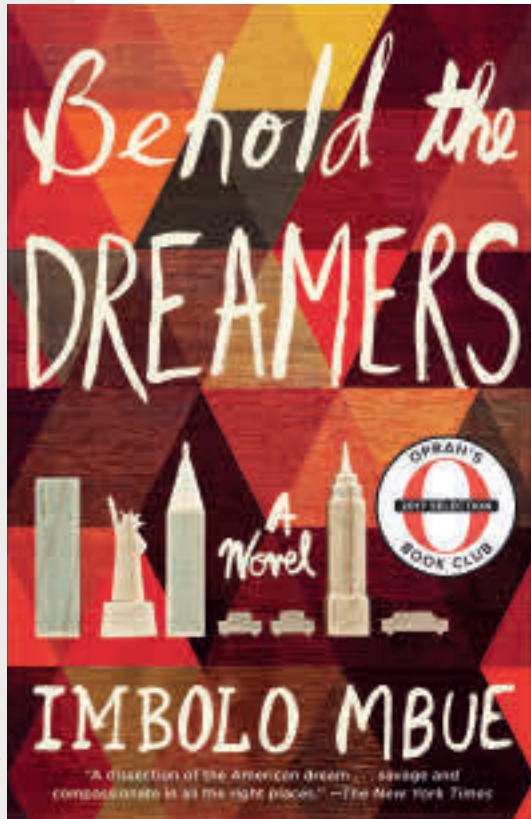
Becoming American: Immigration to the US

I

Meet the author: Imbolo Mbue

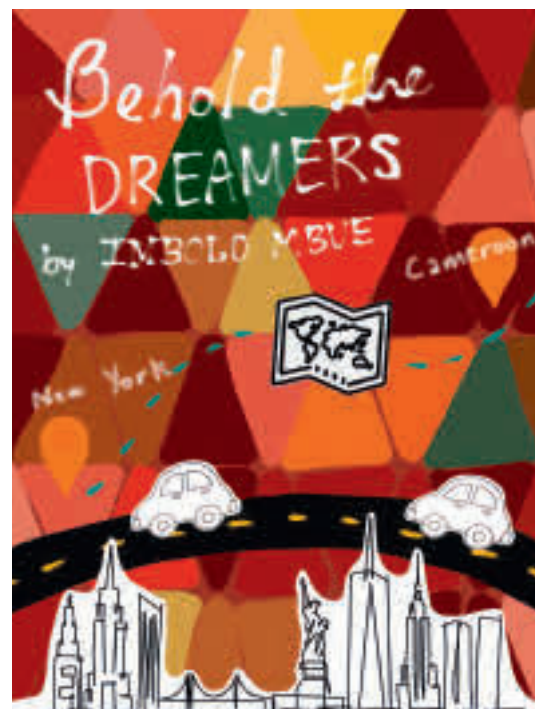
- 1 Look at the different covers / posters and speculate about the themes and plot of *Behold the Dreamers*.

Picture: picture alliance / AP Photo | Uncredited



Picture: <https://i.harperapps.com/hcancovers/9780008158118/y648.jpg>

Picture: https://issuu.com/book-itrep/docs/beholdthedreamers_final



Picture: <https://veniceairsman.com/13399/entertainment/behold-the-dreamers-exposes-the-faulty-american-dream-through-realism-and-tragedy/#modal-photo>

Picture: picture alliance /
Rolf Vennenbernd / dpa | Rolf Vennenbernd



- 2** Listen to the interview with Imbolo Mbue discussing her first novel, *Behold the Dreamers*. Then fill in the table.



Listening

Mbue's background	
role of the financial crisis in 2008	
description of America	
reality of American life (List three details.)	<ol style="list-style-type: none"> 1. 2. 3.
Mbue's portrayal of the Edwards family (List three details.)	<ol style="list-style-type: none"> 1. 2. 3.
Mbue's view of the American Dream for immigrants (List two details.)	<ol style="list-style-type: none"> 1. 2.
a writer's role when addressing complex issues like immigration (List two details.)	<ol style="list-style-type: none"> 1. 2.
Mbue's reflections on the success of her first novel (List two details.)	<ol style="list-style-type: none"> 1. 2.

→ **DICTIONARY**

Prepositions, p. 5

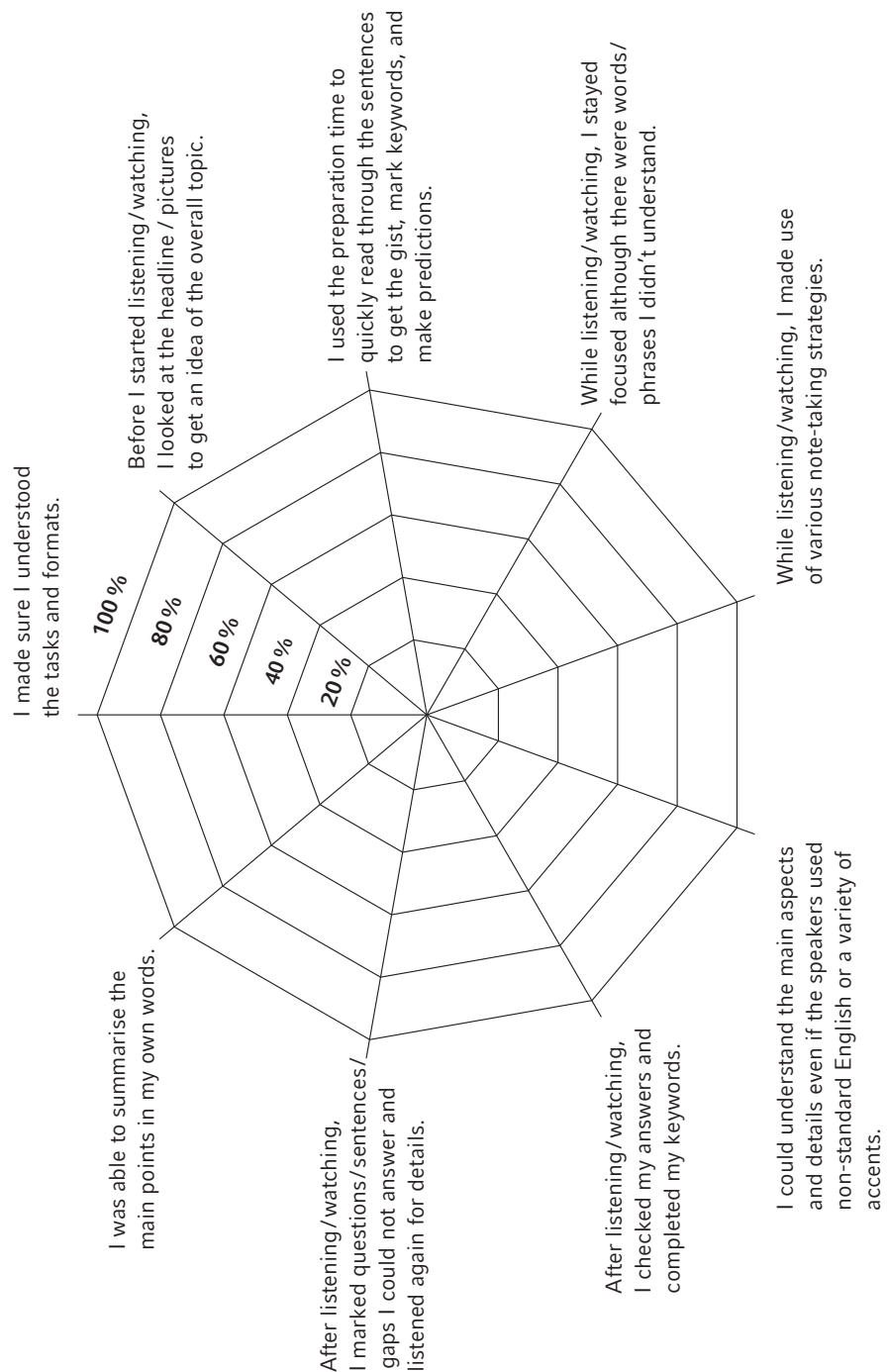
Spelling, p. 5

- 3** Reflect on the insights you have gathered and relate them to the book covers.

Evaluation

- 4** Evaluate your listening skills with the help of the spider chart (100 % indicates the highest level). After completing, connect the dots by drawing a line to see your strengths and weaknesses. Identify any areas needing improvement.

Use a coloured pen.



DICTIONARY

Prepositions

→ zu Schülerarbeitsbuch, S.4, Aufgabe 3

1 Fill in the sentences with the correct prepositions.

- a. Imbolo Mbue came to the US _____ Cameroon in 1998.
- b. She became a citizen _____ 2014.
- c. She started writing this book while she was unemployed _____ the end _____ the financial crisis.
- d. Her novel focuses _____ the financial crisis.
- e. The immigrant family face the odds of moving _____ poverty.
- f. Jende and Neni are dealing _____ not having papers.
- g. A lot of people say that immigrants must play _____ the rules.
- h. The divisive issue _____ illegal immigration is heatedly debated in the US.

Spelling

→ zu Schülerarbeitsbuch, S.4, Aufgabe 3

2 Fill in the correct spellings of geographical names, nationalities and ethnicities.

- a. Imbolo Mbue is an author from _____.
- b. Her first novel is in the _____ fiction tradition about immigration.
- c. The story is about immigrants who come to the _____ States.
- d. They want to become _____ citizens.
- e. The immigrant couple from _____ work for a wealthy family in _____.
- f. The characters navigate their lives in pursuit of the _____ Dream.



q-r.to/bfSWSz

**LERNHILFE**

Behold the Dreamers:
Audiobook
preview

→ *Behold the Dreamers*,
p. 3–10

The dream takes shape: The job interview (chapter 1)

- 1 **a** **IN PAIRS:** Think about questions you expect to be asked in a job interview.
 - b** From what you have heard, what could be the ONE question people would ask in every job interview?
- 2 Read chapter 1 of *Behold the Dreamers*.
You may also listen to the chapter simultaneously.
- 3 **IN PAIRS:** What did you learn about Jende Jonga? Fill in his résumé for the chauffeur position. Sometimes you must read between lines and draw conclusions.

Résumé	Photo:
Personal background:	
About me:	
Work experience: <ul style="list-style-type: none"> • _____ (Limbe, Cameroon) responsibilities: • street cleaner (Limbe, Cameroon) responsibilities: • _____ (Manhattan, NYC) responsibilities: • _____ (Bronx, NYC) responsibilities: 	
Skills:	
Languages:	

4 IN PAIRS: Give short answers to the given prompts.

a. What assumption does the guard make about Jende's job application?

b. Describe the moment when Jende first enters Clark Edwards' office.
What are some of the things he notices and does?

c. How does Jende describe his immigration status to Clark Edwards?

d. What are some of the conditions or expectations that Clark Edwards sets for the chauffeur position during their conversation?

e. At the end of the interview, what advice does Clark Edwards give Jende regarding his appearance?

f. How does Jende feel as he leaves the office?

5 IN CLASS: Comment on your first impressions of Jende and Clark.

SKILL BOX

Reading tips

Picture: Emil Zamek,
Josina Prinz / © Stefan Labenz

Create a reading environment

Reading a book with hundreds of pages takes a lot of time. The first thing you should do is to create a reading environment free from distractions. Find a good place where you enjoy reading and where you can focus. This can be a nice spot in your flat, outside on a bench, while travelling to school or in bed before going to sleep. Avoid things that distract you. So, switch off your phone and take a short timeout from communication.

Set reading goals

Before reading, set yourself a reading goal for the day. This can be a time or page limit. For example, 20–30 minutes, 15–20 pages or a chapter a day would be perfect. Sometimes reading a bit faster is a good strategy to remember the text better and prevents you from getting distracted. But there will

be moments when you have to slow down your reading to get a deeper understanding. It is helpful to keep records of your reading achievements and share your goals with a reading buddy. Motivate and encourage each other as if you were when doing sports.

Become an active reader

When reading, always have a pencil or other tools at hand you can use to highlight certain details in the book.

Always keep in mind that you also read for pleasure. Instead of constantly looking up unknown words, completely ignore them, check the annota-

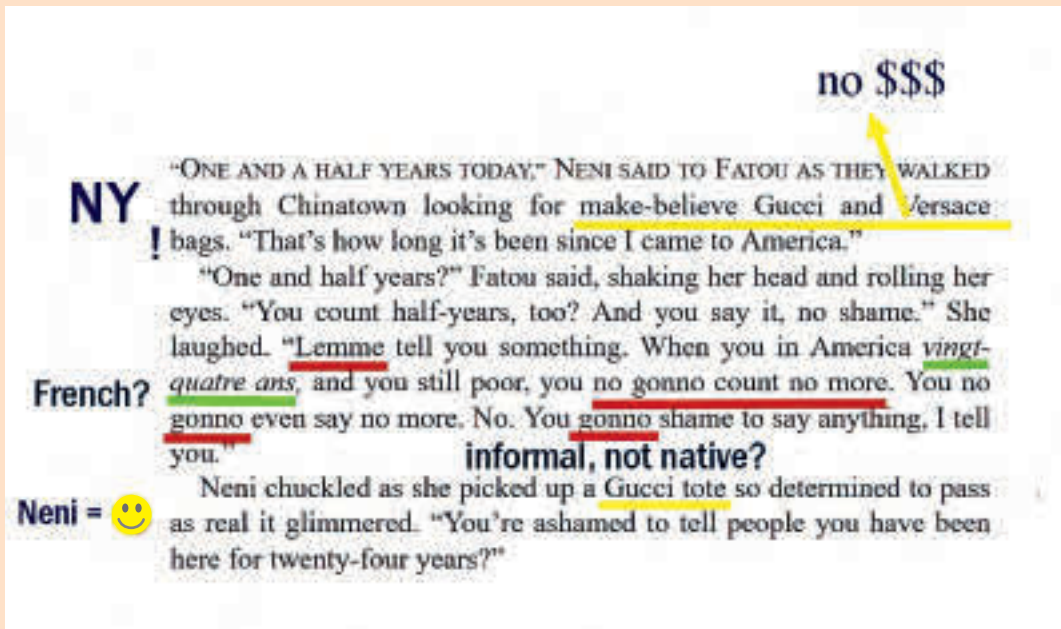
tions or underline them and look them up later.

Use abbreviations for your characters or use their initials that indicate their names, e.g. J → Jende, C → Clark and so on.

Use other symbols and icons to visualise your reading and thought processes.

↪	Use arrows to point out important ideas, connect ideas, to show cause and effect, and structure.
*	Use stars to highlight interesting points.
?	Use question marks to indicate questions you have about the text, to show confusion, curiosity, doubts etc.
!	Use exclamation marks to show surprise or (dis)agreement.
💬	Use speech or thought bubbles to show your thoughts or voice to others.
😊 😞	Use emojis to show personal involvement, emotions etc.
👑 ☀️ ✕ ❤️	Use symbols to visualise ideas, relationships, change etc.

When you read *Behold the Dreamers*, your page may look something like this:



Support your reading

Check whether there is an audio version of the novel available on YouTube, Spotify etc. You can read the book and simultaneously listen to the recording. Sometimes you may find free sample chapters on other platforms as well.

One good thing about this is that an audiobook will tell you how long the recording is and how much time you will take to read each chapter. This will help you to stay focused while reading / listening.

- 6 Identify the clues in the first chapter that help to establish where and when the novel is set. Speculate on their significance.

→ **SKILL BOX**
Reading tips, p. 8

- 7 Study the reading tips for the novel *Behold the Dreamers* (p.8).

A brief history of immigration to the US

Picture: <https://sjhexpress.com/wp-content/uploads/2023/02/yer-Immigration-Unity-Week.jpeg>



- 1** **IN PAIRS:** What messages are the protestors sending about immigration and belonging in the United States?

- 2** **a** **ON YOUR OWN:** Scan the QR codes. First, skim through the timeline on US immigration history, then watch the video.



MATERIAL

U.S. Immigration
Timeline

q-r.to/beS7zJ



MATERIAL
USA: Land of
immigration
q-r.to/beS80B

- b** Based on the video as well as the website, complete the first part of the gapped notepad (p. 14) or create a digital timeline with a partner (→ Media literacy, p. 13).

- C IN PAIRS:** Check your answers.

- 3 a ON YOUR OWN:** Complete the second part of the gapped notepad (p.15).

- b** IN PAIRS: Check your answers.

- 4** **a** Try to memorise as much of the information from the notepad as possible.

- b** Check your knowledge about US immigration by completing the task in the → **ERGEBNISSICHERUNG** *US immigration* (p. 54).

- 5** Compare potential similarities and differences in immigration developments between the past and the present.

6 **HOMEWORK:** Read chapters 2 and 3.

→ *Behold the Dreamers*,
p. 11–25

**Media literacy: Creating a digital timeline**

Here's a digital tip for creating a collaborative digital timeline:

Follow the QR code and use the timeline template to begin.

No need to register – just share the link with your group members so they can work together on the timeline and edit in real time. Add key events and information related to the waves of immigration in the US.

Once you have finished, take a screenshot of your timeline and upload it to a digital pinboard for later revision.



search words:
creately + timeline

q-r.to/bfSWVN

You can also use TaskCards or other tools to create your timeline.

Part I: From indigenous roots to restrictive acts: a comprehensive history of US immigration

Early migration to North America

Native American ancestors migrated from _____ to North America over 20,000 years ago during the _____.

European colonisation and settlement

- European colonisation of America began around _____, leading to the establishment of various immigrant communities.
- Spanish, _____, _____, and Swedish settlers formed communities seeking religious _____ and _____ opportunities.
- Throughout colonisation, the _____ population faced severe consequences, experiencing near-extinction due to conflicts, forced _____ and the devastating impact of _____.

Enslaved Africans arrive

- Enslaved Africans arrived in America against _____, with the first Africans arriving in Virginia in _____.
- _____ persisted until its official abolition in _____.

The Naturalization Act of 1790

- In 1790, Congress passed the Naturalization Act, granting US citizenship to free _____ resided in the United States for at least two years.
- Non-white residents were _____ essential constitutional rights such as _____, own property or testify in court.

Irish and German immigration

- Between 1820 and 1860, a significant number of Irish and German immigrants arrived in the United States, seeking better _____.
- Irish Catholics and Germans settled in various regions, including the Midwest, contributing to the nation's _____.

The Chinese Exclusion Act (1882) and Immigration Act (1891)

- _____ and sentiment grew as Chinese labourers became successful, leading to their exclusion from the United States.
- The Chinese Exclusion Act was the first legislation to broadly _____ immigration from a specific group.
- The Immigration Act of 1891 further restricted immigration, barring _____, criminals and the _____.

Part II: Ellis Island and the evolution of US immigration

Ellis Island opens (1892)

- In January 1892, Ellis Island, the first US _____, opens in New York Harbor, processing its first immigrant, Annie Moore from Ireland.
- Over _____ immigrants enter the US through Ellis Island until 1954.

Immigration Laws and Quotas (1920s)

- The Emergency Quota Act (1921) and Immigration Act (1924) _____ immigration, _____ Northern and Western European countries. Most visas go to Great Britain, Ireland and Germany, while immigration from Southern, Central, and Eastern Europe is _____.
- The Act _____ Asian immigrants, except Filipinos, who have colonial ties due to US.

1965: Immigration Act and diversity

- In 1965, the US replaces the discriminatory quota system with a _____ system emphasising family _____ and _____ immigrants.
- Immigration from war-torn Asian countries _____ significantly.
- Family reunification drives US immigration, leading to greater _____ and increased immigration from Latin America.

Border security and irregular immigration

- As immigration rises, the issue of irregular immigration becomes central in political _____.
- Investments in _____ lead to a decrease in illegal immigration.

Travel bans and the Supreme Court

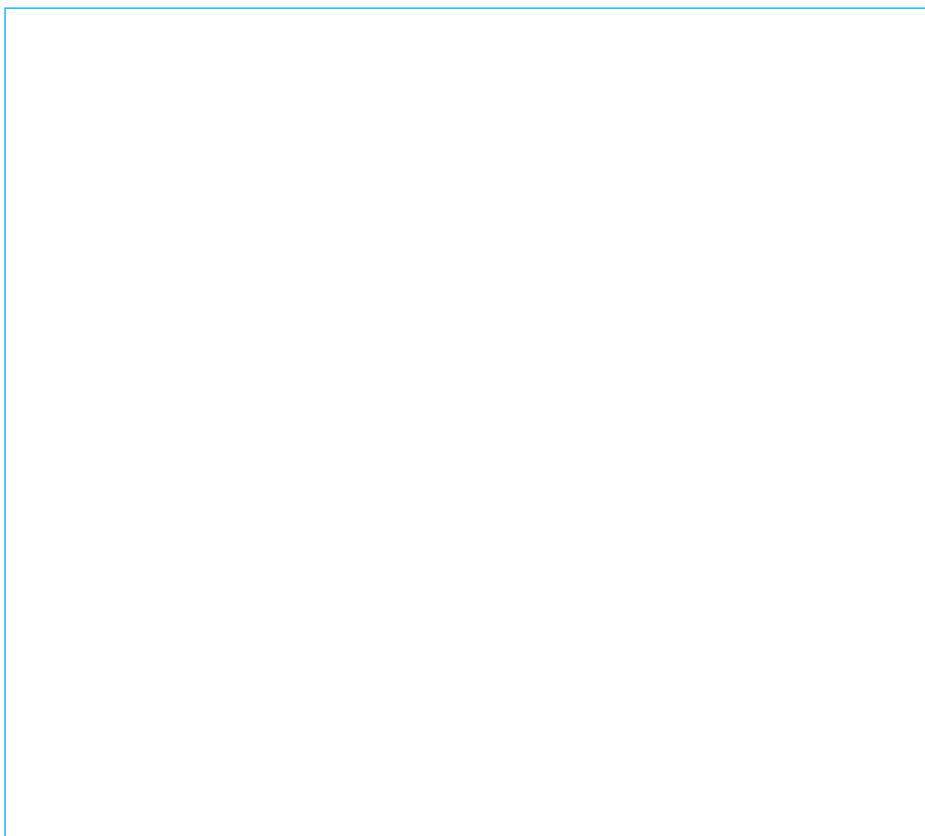
- In 2017, President Donald Trump issues executive orders aiming to _____ travel and immigration from certain _____-majority countries, along with North Korea and Venezuela.
- The so-called Muslim travel bans face legal challenges, but the US Supreme Court eventually upholds the _____ on seven countries.

Border wall (2018)

A billion-dollar border wall now lines the US border with _____, reflecting the fragmented structure of immigration _____.

“We all do what we gotta do to become American” (chapters 2–3)

- 1** **IN PAIRS:** Study the flowchart (→ p. 17) and describe the Jongas’ chances of obtaining green cards in the US.

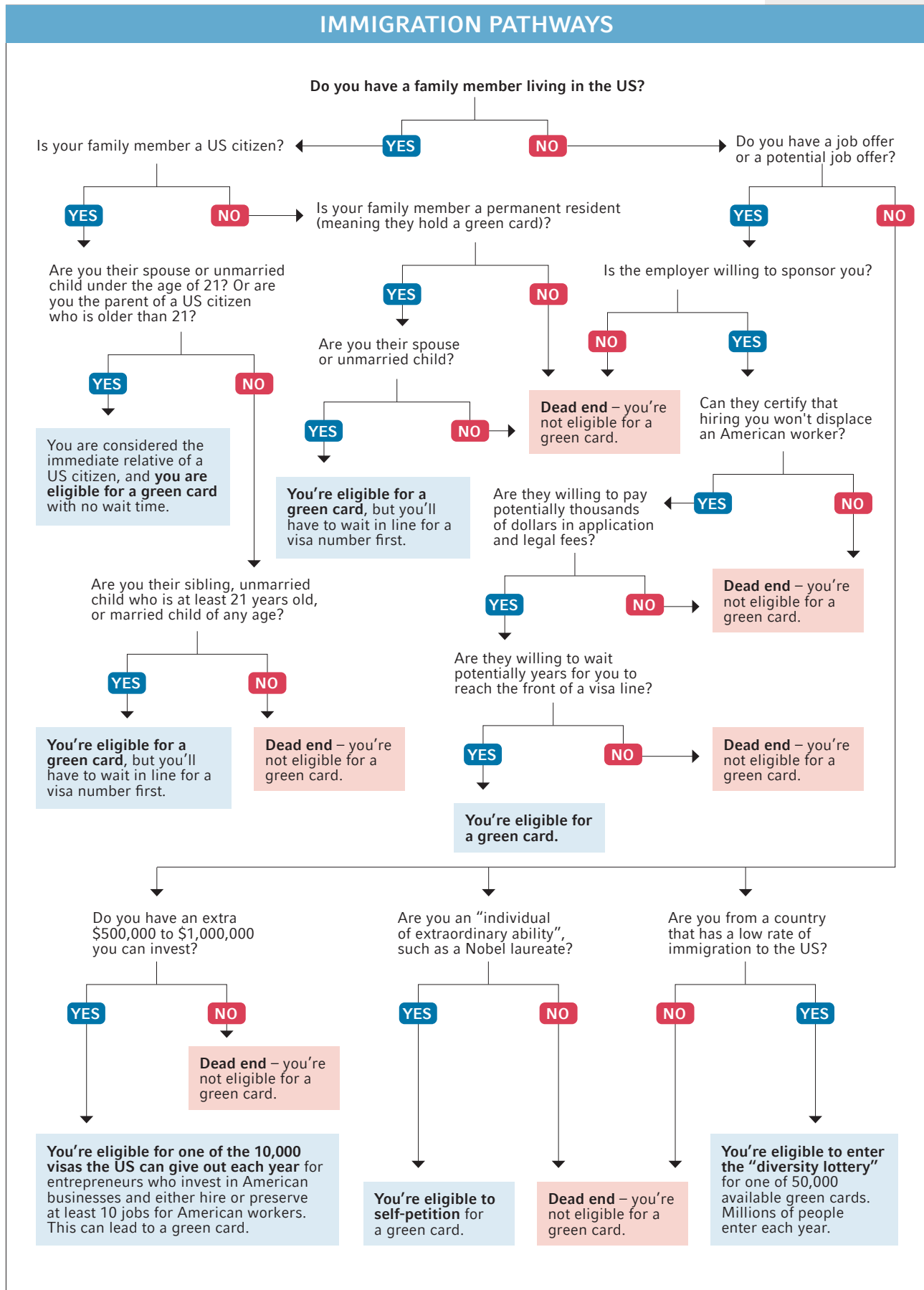


SKILL BOX

Assessing situations and statements

The command word (*Operator*) “assess” typically means to evaluate or judge the quality of something.

- Evaluate situations or statements with the help of arguments.
- Your reasoning should include pro and con arguments.
- Provide examples to support your points and show your knowledge of the subject.
- Consider merits and limitations.
- Give your opinion after carefully assessing all arguments.
- Use connectives to link your ideas.
- Use the present tense as the main tense.



Based on: <https://www.businessinsider.com/how-to-green-card-visa-legal-immigration-us-news-trump-2017-4>.

Discussion points

2 **GROUP WORK:** After reading chapters 2 and 3, discuss the questions below.

a. What emotions does Jende feel when he receives the news about his job?

b. What strategy does Jende decide to pursue in order to obtain legal status in the US? What does this tell us about the complexity of the immigration system?

c. How does Winston support Jende in his pursuit of a job and legal status?

d. Why does Jende plan to overstay his visa, and what potential consequences could this have for him and his family?

e. What do Bubakar's methods for handling asylum cases reveal about the legal system's treatment of immigrants?

3 Analyse how the author depicts Bubakar and his attitude towards the immigration system.

Focus on the use of language. Use a separate sheet of paper.

SKILL BOX

Analysing the attitude

It is best to first summarise the author's/character's/speaker's attitude(s) towards a topic.

When reading the text, focus on the following:

- tone and writing style
- positively or negatively connoted word choice
- use of factual or emotional language
- use of rhetorical devices

Examine the examples and evidence presented to reveal the attitude.

Look for shifts in attitude and contrasting viewpoints.

Support your analysis with textual evidence. Use different and effective quoting strategies.

Language tips:

The author / character / speaker ...

- is critical of ... / sceptical / optimistic/enthusiastic about ...
- seems to be (dis)approving of ...
- takes a critical stance on ...
- expresses a mixed attitude towards the topic ...
- worries about ... / expresses unease about ...
- highlights ... / indicates ... / points out ...

The author's / character's / speaker's ...

- enthusiastic advocacy / concerns ... strengthen(s) the argument for ...
- optimism / criticism is revealed in lines ...

→ *Behold the Dreamers*, p. 19, l. 29 – p. 25, l. 13

→ **SKILL BOX**
Analysing the attitude

→ **DICTIONARY**
Adjectives, p. 20

4 Assess Bubakar's chance of success with his plan for seeking asylum for Jende.

Use a separate sheet of paper.

→ **SKILL BOX**
Assessing situations and statements, p. 16

→ **DICTIONARY**
Passive voice, p. 21

5 HOMEWORK: Read chapters 4 – 6.

→ *Behold the Dreamers*, p. 26–46

DICTIONARY

Adjectives

→ zu Schülerarbeitsbuch, S. 19, Aufgabe 3

1 Find synonyms for the adjectives in the table.

realistic	
	contentious
informed	
	self-assured
supportive	
	hopeful
competent	
	decisive

2 Fill in the gaps with adjectives from task 1.

- a. When dealing with sceptical clients like Winston, Bubakar often becomes _____ and defends his strategies.
- b. Given his expertise in immigration law, it is clear that Bubakar is highly _____ in his field.
- c. Despite the odds, Bubakar remains _____ about Jende's chances.
- d. To Jende, Bubakar is _____, always ready to listen and offer advice or comfort when needed.
- e. Bubakar's _____ strategy for asylum raises ethical concerns.

Passive voice

→ zu *Schülerarbeitsbuch*, S. 19, Aufgabe 4

3 Transform the sentences from the active to the passive voice.

- a. Jende admires Bubakar for his pragmatic approach.
- b. The lawyer prepares the documents for the asylum case.
- c. Bubakar successfully represents many immigrants

GRAMMAR BOX

Passive voice

A passive sentence contains a form of the verb **be** and a **past participle**, often followed by a **"by-agent"**.

Active Voice: **Bubakar** offers Jende **legal advice**.

Passive Voice: **Legal advice** is offered to Jende by **Bubakar**.
form of be + past participle

While-reading projects

1 IN PAIRS: Choose one of two long-term projects while reading the novel.

Make sure you work with a partner or in a team. Use a Kanban board (→ *Media literacy*, p.23) while working together.

a PROJECT A: Lifelines

Visualise the relationships within the Edwardses and the Jongas family.

Use a digital pinboard such as TaskCards or Canva to create a visual lifeline.

Document their journey, conflicts, lows and highs chapter by chapter. Briefly outline what happens in each chapter.

GROUP A: The Edwardses

GROUP B: The Jongas

b PROJECT B: Interactive map

Create an interactive map of New York City in which you highlight the places mentioned in the novel.

Add descriptions, photos, and reflections about how each place contributes to the story and the characters' experiences. Use the map maker below:



MATERIAL

National Geographic
MapMaker

q-r.to/bfSWW2

You can explore maps without logging in for a session-based experience. But to save and share maps, you need to create a free account. If logged in, save your map to revisit or edit later. MapMaker offers options to export your map as a screenshot or PDF for presentations.

Choose an appropriate base map from the available options. MapMaker provides various base maps.

Use the search function to find New York City or specific addresses, neighbourhoods, or landmarks mentioned in *Behold the Dreamers*. You can zoom in and out to find the precise locations you want to mark.

Once you've found a location, you can add a pin or marker to it (*Skizzieren*). You can also draw lines between pins or across the map to indicate movement or connections.

Customise the appearance of your lines and pins by changing their colours or styles. This can be useful for differentiating between characters' journeys, significant events or time periods in *Behold the Dreamers*.

You can add descriptions, notes, or relevant information about how each location relates to the novel. This could include character interactions, key events or thematic significance tied to the location.



Media literacy: Creating a Kanban board

Kanban is a visual tool to help you manage and track your project tasks effectively. It involves creating a board with three main columns: **to do**, **in progress** and **done**.

1. **to do:** List all the tasks you need to complete.
2. **in progress:** Move tasks here as you start to work on them.
3. **done:** Once a task is finished, move it to this column.

Assign tasks to team members so everyone knows who is responsible for what. You can write names next to tasks or use colour codes.

As you work together, you will update the board by moving tasks between the columns. This method helps you see your progress, stay organised, and collaborate efficiently.

You can use one of the websites to create a Kanban board or use your own resources to create one.



MATERIAL

Mindmeister

q-r.to/bfSWWe



MATERIAL

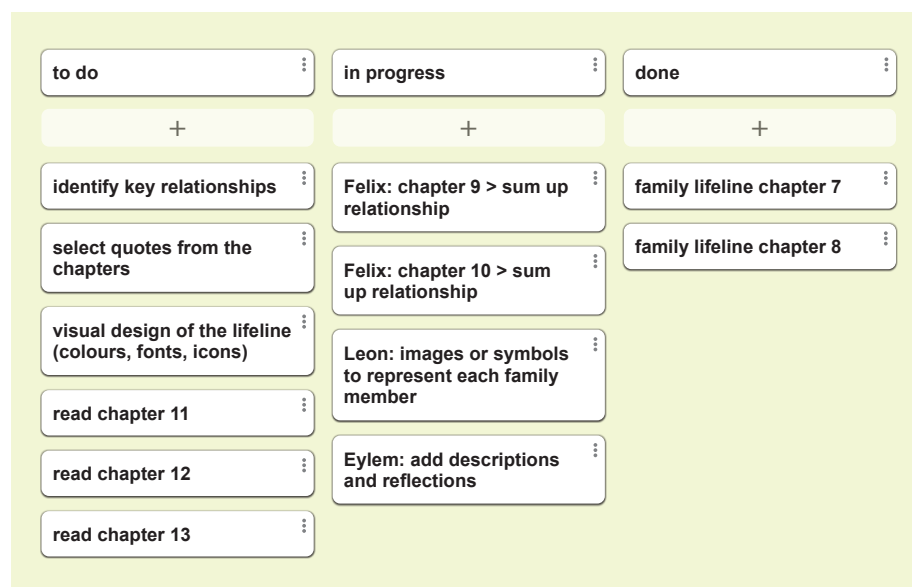
Projoodle

q-r.to/bfSWX5

Language support:

- *XY will handle this task. / Task owner: XY*
- *I am waiting for XY for this task.*
- *This needs to be reviewed.*
- *I need help with this!*
- *Our priority task for today.*
- *We should change / keep / stop ...*

Example:



CORE SKILL PRACTICE Analysing fictional texts

Cameroon: Facts, figures and fiction
(chapters 4–6)

Picture: Wikimedia Commons / Borique



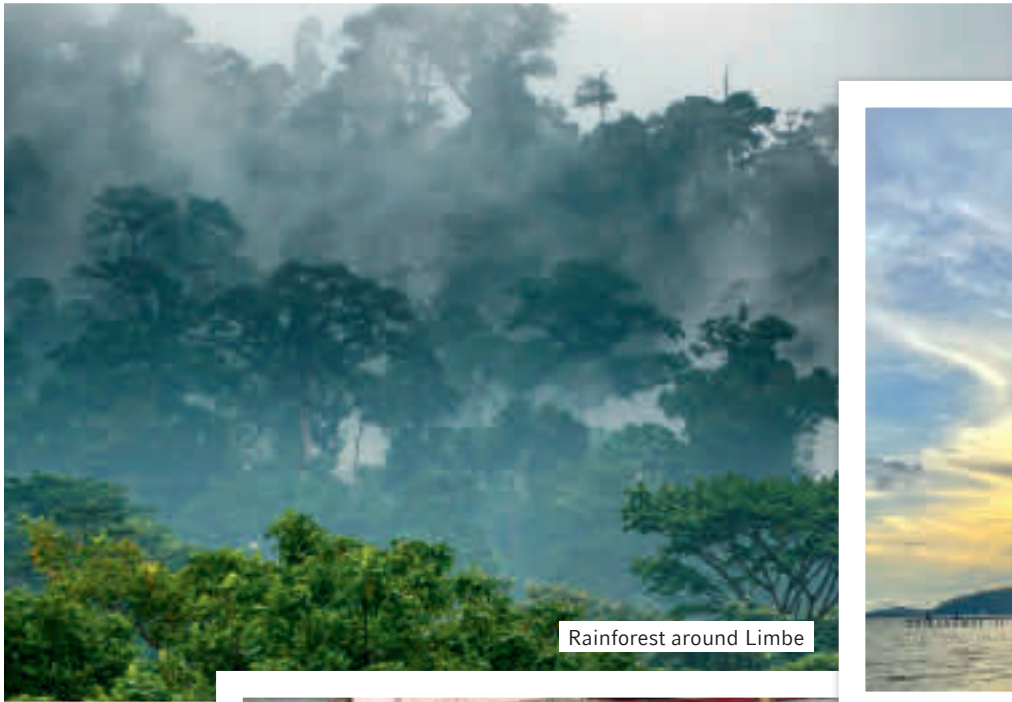
Limbe Beach

Picture: mauritius images / Robertharding / Alamy / Alamy Stock Photos



Street in Yaoundé, Cameroon's capital

Picture: mauritius images / Adambita237 / Alamy / Alamy Stock Photos



Rainforest around Limbe



Fish market at Limbe Down Beach

Picture: mauritius images / Robertharding / Alamy / Alamy Stock Photos



Limbe central market

1 Find Limbe, Cameroon on GoogleMaps and describe its location.

Picture: Wikimedia Commons / Blaizo 237

→ **WORD BOX**
Dealing with tables and
bar charts

1 **est.** – short for estimated;
roughly, approximately

Estimate before you investigate

- 2
- a
- GROUP WORK:** Estimate the figures for Cameroon across various categories as depicted in the table below. Use a pencil and write your guesses down.
- b
- IN CLASS:** Present your estimates.

Fact finding

- 3
- a
- IN PAIRS:** Research the actual figures and add them to the table. Use official statistics websites.
- b
- IN CLASS:** After researching, discuss what surprised you the most and why.

Category	Cameroon	Germany
Population		83.2 million (2021 est. ¹)
Life expectancy		81 years (2021 est.)
Main industries		Automobiles, machinery etc.
Land area (square km)		357,582
Poverty rate		15.9 % (2020 est.)
Unemployment rate		3.0 % (2021 est.)
Literacy rate		99 % (2021 est.)
Internet access rate		89.7 % (2021 est.)

WORD BOX

Dealing with tables and bar charts

The data provided	deal with are about	...
An overwhelming majority A marginal minority A small percentage	of people	are more likely to are less likely to
Over/Almost twice as many X as Y	think that	...
In contrast to In comparison to Unlike Whereas	X	who thinks that ... Y believes think ... Y believes

4 Outline the information about life in Limbe as described by Jende.

→ *Behold the Dreamers*,
p. 37–38

SKILL BOX

P-E-E chart method

Point	Evidence/explanation	Effect/elaboration
<ul style="list-style-type: none"> • What are you trying to say? • References to stylistic devices/means. <p><i>The author makes use of several examples of alliteration.</i></p> <p><i>The use of imagery underlines/supports/ reinforces/visualises the author's opinion.</i></p>	<ul style="list-style-type: none"> • Prove your point by giving a quote from the text to support your view. • Paraphrase or sum up quotations. • Read between the lines. • Give an explanation/ interpretation. <p><i>For example, ...</i> <i>The author writes ...</i> <i>The novel/article/story describes ...</i></p> <p><i>This is shown by ...</i> <i>This is apparent in lines .../ in the chapter ...</i></p>	<ul style="list-style-type: none"> • Describe the (1) function, (2) effect and (3) impact on the reader. • You may comment on the historical context, today's relevance, etc. <p><i>This quotation shows ...</i> <i>This example highlights ...</i> <i>The author suggests that ...</i> <i>The quotation implies/ hints at ...</i></p>

→ *Behold the Dreamers*,
p. 37–38

→ **SKILL BOX**
Point of view, p. 29

Overall analysis task:

Examine how Jende's experience of Limbe is presented in the excerpt. Consider narrative perspective and use of language.

- 5** **a** Study the overall analysis tasks above.
- b** Revise the **SKILL BOX** *Point of view*.
- c** Identify the point of view in the excerpt.

- d** **IN PAIRS:** Analyse how the point of view affects your understanding of Jende and perception of Limbe.

SKILL BOX**Point of view**

The point of view of a story is the perspective from which a story is told. Writers may choose to tell their story in one of three perspectives:

- First person: using "I" or "we"
- Third person: "he," "she," or "it," which can be limited or omniscient.
- Second person: "you," the least common point of view.

First-person point of view

- The story is told from the vantage point of a narrator who tells it from his viewpoint, using "I" or "we" as the story plays out.
- The narrator wants to be sure that the reader sees the world s/he has created exactly as the narrator experiences it.
- The writer may want the world to be seen from a unique "outsider" point of view.
- The writer may want the reader to experience only a carefully edited set of story elements and to experience them only from a particular point of view.
- The writer may want to mislead the reader and perhaps surprise him or her with a dramatic revelation.
- It allows a reader to feel close to a specific character's point of view and identify with it more easily.
- It lends the narration authenticity and credibility.
- However, first-person point of view limits the reader to that one perspective; the reader can only know what this character knows, which can make telling the story more difficult.

Third person limited point of view

- The narrator knows only the thoughts and feelings of a single character, while other characters are presented only externally.
- A situation/an experience is shown through the eyes of an interesting or unique character.
- Grants a writer more freedom than first person, but less knowledge than third person omniscient.
- The writer may want to show a character's change.
- There may be of sense of uncertainty about other characters' motivations, emotions, or past.
- The reader might have a distanced relationship towards the characters.

Third-person omniscient point of view

- The narrator knows the thoughts and feelings of all of the characters in the story.
- The narration can be told from multiple points of view.
- A writer can bring to life an entire world of characters and give them significant depth.
- The narrator might let the reader know information about each character that some of the characters might not know about each other.
- The reader might identify with the characters more easily.

- 6** Scan the QR code and do the online exercise to put your literary analysis skills to the test.



MATERIAL

Behold the Dreamers:
Stylistic devices test

q-r.to/bfSWXq

→ **SKILL BOX**
P-E-E chart method, p. 27

- 7** **a** **ON YOUR OWN:** Let's see how the author uses language to portray Limbe. Fill in the P-E-E chart (p. 31f.) with suitable examples and describe their effect. Choose which P-E-E chart you would like to complete (A or B).
- b** **IN PAIRS:** Compare your ideas with a partner who has focused on the same P-E-E chart. Add what you consider important.
- c** **GROUP WORK:** Team up with another pair who worked on the other chart. Share your results.

- 8** **IN PAIRS:** Write your analysis with a digital text editor (→ *Media literacy*).

- 9** **IN PAIRS:** Review, proofread and edit your analysis.

Success criteria checklist

- 10** Tick the statement that applies to your analytical skills and identify areas that could be improved (p. 33).

- 11** **HOMEWORK:** Read chapters 7–9.

→ *Behold the Dreamers*,
p. 47–61



Media literacy: Digital text editors

Using a digital text editor for writing school assignments offers many advantages that can enhance the writing process and improve the quality of your work:

- Work together with classmates or receive instant feedback from your teacher by sharing the document. You can all see and edit the same document simultaneously.
- Your work will be saved online so you can access and edit it from any device with internet access.
- Digital text editors make it easy to make revisions, reorganise paragraphs and track changes.

Built-in auto-corrections helps you instantly correct grammar, spelling, and style.

PARTNER A

Point	Evidence	Effect
use of superlatives and climactic structure / descriptive language		
use of positively connoted words		
contrast		
use of metaphors	<ul style="list-style-type: none"> • “The Town of Friendship” (p. 37, l. 14) • “You will smell the ocean breeze [...]. That sweet breeze. It will make you feel [...].” (p. 37, l. 17f. – p. 38, l. 1) 	

PARTNER B

Point	Evidence	Effect
use of metaphor	<ul style="list-style-type: none">• “[...] you will see the lights of the town [...]. They are just enough to say that this is a town made of magic.” (p. 38 , l. 11–13)	
vivid descriptive language		
repetition / parallelism		
use of dialect / Cameroonian Pidgin English		

Success criteria checklist

content	++++	+++	++	+
At the beginning, the chapter and the specific passage that you are going to analyse are mentioned.				
The text states what the analysis will focus on (here: point of view, use of language and effects).				
Avoid simply summarising the content. Instead, analyse how stylistic and literary devices contribute to the overall meaning and impact of the text.				
Identify and analyse dominant literary devices that are characteristic of the text, focusing on how they shape the reader's perception and understanding.				
Whenever literary means are analysed, the P-E-E method is applied: <ol style="list-style-type: none"> 1. Clearly identify the stylistic device, 2. provide direct and short quotes from the text and give line references, 3. explain the effect of this device on the reader and its function within the text. 				
Group related devices together rather than following the text's chronology to create a more cohesive analysis.				
In the conclusion, summarise the key observations made in your analysis.				

Language

Consistently use the present tense throughout your analysis.				
Make sure that all punctuation is correct and appropriate for formal writing.				
Check your spelling, especially literary devices such as metaphor , anaphora , repetition and rhetorical questions.				
Maintain a formal and impersonal tone in your writing. Use full forms (e. g., "do not" instead of "don't") and the passive voice where appropriate.				
Use correct grammar, including subject-verb agreement and proper sentence structure.				
Vary sentence lengths and structures, using participle constructions, adverbial clauses, gerunds and passive voice.				
Use a variety of sentence connectives to clearly express relationships between ideas (e. g. addition, contrast, example, cause and effect).				

KNOWLEDGE BOX

Stylistic devices

RHETORIC

Stylistic device	Explanation and example	Effect
Personal pronoun	<i>use of personal pronouns such as "we", "us", "our"; the including "we" is an example of a personal pronoun</i> We meet at one of those defining moments, a moment when our nation is at war [...]. ¹	<ul style="list-style-type: none"> establishes a personal relationship with the audience triggers a feeling of togetherness/ mutual understanding/ solidarity speaker/author suggests that s/he is part of the group
Direct address	<i>the reader/listener is directly addressed</i> America, we are better than these last eight years. ¹	<ul style="list-style-type: none"> makes the reader/listener feel involved may appeal to the reader's/ listener's conscience
Rhetorical question	<i>the author/speaker asks a question, but the reader/ listener is not supposed to give an answer</i> What – what is that American promise? ¹	<ul style="list-style-type: none"> draws attention stirs emotions engages the reader/ listener to think
Reference/allusion	<i>The author/speaker refers/alludes to important events in history, to famous people etc. The author/ speaker may also quote experts or refer to statistics/ polls.</i> We the People have remained faithful to the ideals of our forebears, and true to our founding documents. <i>(In his inaugural address, Obama alludes to the Declaration of Independence.)</i>	<ul style="list-style-type: none"> engages the reader/ listener to think more deeply / make connections emphasises the main aspect(s) supports the author's/speaker's arguments the author/speaker wants to win the reader/listener over to his or her side
Alliteration	<i>repetition of sounds (usually consonants) at the beginning of a series of words</i> This is the p rice and p romise of citizenship. ²	<ul style="list-style-type: none"> emphasises keywords/ key concepts underlines a particular idea produces a rhythmic effect
False dilemma / either-or-fallacy	<i>the author/speaker suggests that there are only two possible solutions to a problem</i> "And the reason is because there really are only two alternatives here. Either the issue of Iran obtaining a nuclear weapon is resolved diplomatically through a negotiation or it's resolved through force, through war." (Barack Obama, 2015)	<ul style="list-style-type: none"> offers a simple solution to a problem suggests that the only available alternative is much worse
Tense	<i>the author/speaker employs e.g. past or future forms, etc.</i> And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. And all this we will do . ²	<ul style="list-style-type: none"> will-future may express conviction/stress the urgency of an issue past forms may emphasise achievements

CHOICE OF WORDS

Stylistic device	Explanation and example	Effect
Ideographs	<i>term that gives the impression of having a clear meaning, but in fact convey several different ideas due to its complexity</i> "tolerance", "liberty", "equality", "culture", "nation" ²	<ul style="list-style-type: none"> • creates a sense of identity • gives the sense of a shared meaning
Positively/negatively connoted words	<i>nouns, verbs or adjectives can have either positive or <u>negative</u> associations</i> It [= our union] moves forward because you re-affirmed [...] the spirit that has lifted this country from the <u>depths of despair</u> to the great heights of hope [...] ³	<ul style="list-style-type: none"> • appeals to the reader's/ listener's emotions • creates a particular atmosphere
Comparatives/ superlatives	<i>while comparatives are used to compare two things/people, <u>superlatives</u> are used to indicate the highest degree of comparison</i> We are a better country than [...] ² We know in our hearts that [...] the <u>best</u> is yet to come. ³	<ul style="list-style-type: none"> • appeals to the reader's/ listener's emotions
Register	<i>the degree of formality of language: formal/neutral/informal</i> And I'm so proud of you guys . ³	<ul style="list-style-type: none"> • formal register emphasises the author's/speaker's credibility/ seriousness • informal register makes it easy to grasp the meaning • adds emphasis/may create humour

SENTENCE STRUCTURE

Stylistic device	Explanation and example	Effect
Parataxis/hypotaxis	<p>parataxis: <i>clauses are placed one after another without using subordinate conjunctions; sentences are equally important</i></p> <p>I realize that I am not the likeliest candidate for this office. I don't fit the typical pedigree, and I haven't spent my career in the halls of Washington.¹</p> <p>hypotaxis: <i>clauses are subordinated to one another using subordinate conjunctions such as "when", "although", "because", etc. to express comparison, chronology, cause and effect, etc.</i></p> <p>But if you ever get the chance to talk to folks who turned out at our rallies [...], you'll discover something else.³</p>	<ul style="list-style-type: none"> • creates a percussive effect • drums an idea into the audience's mind • creates room for detail/ explanation

Stylistic device	Explanation and example	Effect
Repetition	<i>words, phrases or sentences are repeated</i> It's a promise that says each of us [...]. It's a promise that says the market should [...]. That's the promise of America [...]. ¹	<ul style="list-style-type: none"> underlines/reinforces a particular idea
Enumeration	<i>items are listed</i> We believe in a generous America, in a compassionate America, in a tolerant America [...]. ³	
Anaphora	<i>repetition of the same word/expression at the beginning of successive sentences or clauses</i> We want our kids to grow up [...]. We want our children to live in an America [...]. We want to pass on a country [...]. ³	<ul style="list-style-type: none"> focuses attention on a particular idea lines are connected drums an idea into the reader's/listener's memory
Parallelism	<i>sentences are structured in the same way; a tricolon is the threefold repetition of parallel phrases</i> That's why we do this. That's what politics can be. That's why elections matter. ³	<ul style="list-style-type: none"> emphasises a particular idea allows the reader/listener to memorise a certain idea
Climax	<i>arrangement of phrases/words in order to increase importance</i> It's not small , it's big . It's important . ³	<ul style="list-style-type: none"> captures the reader's/listener's attention

IMAGERY

Stylistic device	Explanation and example	Effect
Metaphor	<i>an implicit comparison between two things that are quite different without using "like" or "as"</i> Tonight, [...] the American people reminded us that while our road has been hard , while our journey has been long [...]. ³	<ul style="list-style-type: none"> enables the reader/listener to visualise abstract ideas / the meaning of words stimulates associations offers a new insight
Simile	<i>an explicit comparison between two things that are quite different using words such as "like" or "as"</i> They have something to tell us today, just as the fallen heroes who lie in Arlington whisper through the ages. ²	
Personification	<i>a type of metaphor in which animate and inanimate objects or abstract ideas are presented as if they were human beings and possessed human attributes</i> Today, our housing market is finally healing from the collapse of 2007. ⁴	<ul style="list-style-type: none"> arouses the audience's/reader's awareness

Examples taken from:

1 <http://www.nytimes.com/2008/08/28/us/politics/28text-obama.html> (acceptance speech, 2008)2 <http://www.nytimes.com/2009/01/20/us/politics/20text-obama.html> (inaugural address, 2009)3 <http://www.nytimes.com/2012/11/07/us/politics/transcript-of-president-obamas-election-night-speech.html> (acceptance speech, 2012)4 <http://www.nytimes.com/2013/02/13/us/politics/obamas-2013-state-of-the-union-address.html> (State of the Union address, 2013) (17.10.2017)

Pull and push factors: "Everyone wants to come to America" (chapters 7–9)

“Why did you come to America if your town is so beautiful?”
 Jende laughed, a brief uneasy laugh. “But sir,” he said. “America is America.”
 “I don’t know what that’s supposed to mean.”
 “Everyone wants to come to America, sir. Everyone. To be in this country, sir.
 To live in this country. Ah! It is the greatest thing in the world, Mr. Edwards.”
 (p. 39, l. 11–17)

- 1 IN PAIRS:** Talk about Jende's response in the box above. What does it reveal about his perception of America and his reasons for migrating?
- 2 a GROUP WORK:** Identify and categorise conditions that drive people to leave their homeland (*push factors*) and conditions that attract people to a new location (*pull factors*).
An example is given.
- b IN CLASS:** Present your results. Compare, add and take notes.

→ **DICTIONARY**
Immigration, p.56

category	push factors	pull factors
economic	high unemployment rate / lack of job opportunities	better job opportunities / higher wages

3 Based on current global economic and political trends, predict how the pull factors for the US and Germany might change in the next decade. Which country might become more attractive to migrants?

Give reasons.

Immigration is a hotly debated topic in US politics, with discussions often focusing on how to manage border security and legal pathways to citizenship. As stated by Bubakar in chapter 6, one of the major challenges in the US immigration system is the backlog in the immigration courts, where millions of cases are waiting to be heard, causing long delays and uncertainty for many people seeking asylum or residency.

Listening



4 a **GROUP WORK:** Listen to a feature story about the divisive issue of immigration your teacher shows you. While you listen, complete the table.

You do not need to write complete sentences. Unless otherwise specified, name one detail.

Decide for yourself whether you want to list the minimum number of details or write down more.

b **IN PAIRS:** Share your results. Make additions and corrections where necessary.

→ **ERGEBNISSICHERUNG**
Immigrants, p.54

situation at the southern US border, according to the speaker	
money spent on immigration enforcement in 2023	
migrant encounters at US borders since 2021	
migrants that have been let in since 2021	
According to Doris Meisner, what do the data show about migrants who are in the country for more than a year?	
asylum cases denied in 2023	
reason why migrants do not try to enter the US legally	
description of the immigration system	

what President Biden's view
on immigration meant to
migrants

consequences and demands
as described by Tony Gonzales
(Name at least two.)

consequences as described
by Eric Adams

reason for labour shortage in
the dairy industry, according
to Walter Moore

what Walter Moore proposes

Jay Johnson's role in the
Obama administration

Jay Johnson's solutions
(Name at least two.)

Johnson's values towards
immigration

importance of Ellis Island

5 **IN PAIRS:** Discuss the purpose of the video.

6 Evaluate your listening skills with the help of the spider chart on page 4 (100 % indicates the highest level).

Use a different coloured pen than the last time.

After completing the chart, connect the dots by drawing a line to see your strengths and weaknesses. Which aspects have improved since last time? What areas still need improvement?

→ **DICTIONARY**
Metaphors, p. 40

DICTIONARY

Metaphors

→ zu Schülerarbeitsbuch, S.39, Aufgabe 6

- 1** The video uses several metaphors related to the issue of immigration. Describe how each metaphor relates to the context of US immigration and what it suggests.

Use an online dictionary.

a. "... a humanitarian catastrophe meets an immigration enforcement horror show."

b. "Tinder and Spark, which have ignited what is now the nation's number one political firefight."

c. "We've got a giant messy catch-22 thanks to an outdated and politicized immigration system."

d. "Eagle Pass, the epicenter of the migrant crisis."

e. "Stuck in a quagmire to see these images."

f. "[The issue of migration] comes with a serious price tag."

CORE SKILL PRACTICE Speaking (role-play discussion)

Providing a path to citizenship

- 1** **a** **IN PAIRS:** Fill in the blanks using the information provided in the polls (p. 42) concerning immigration attitudes and the 2024 election.

Decide who is **PARTNER A** and **PARTNER B**.

Note: Joe Biden ran for re-election to a second term as president until July 2024, when Kamala Harris took his place. For the task's sake, assume that Harris' voters supported Biden before.

PARTNER A

- a. 59 % of registered voters believe that _____
_____.
- b. 63 % of Trump supporters favour _____
_____, compared to 11 % of Biden supporters.
- c. 85 % of Biden supporters believe that _____
_____,
including 56 % who _____.

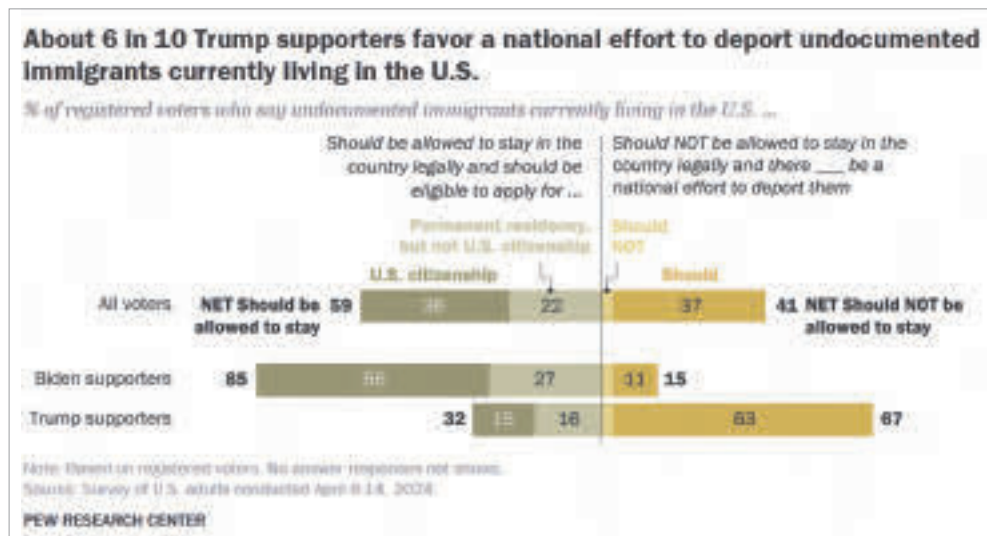
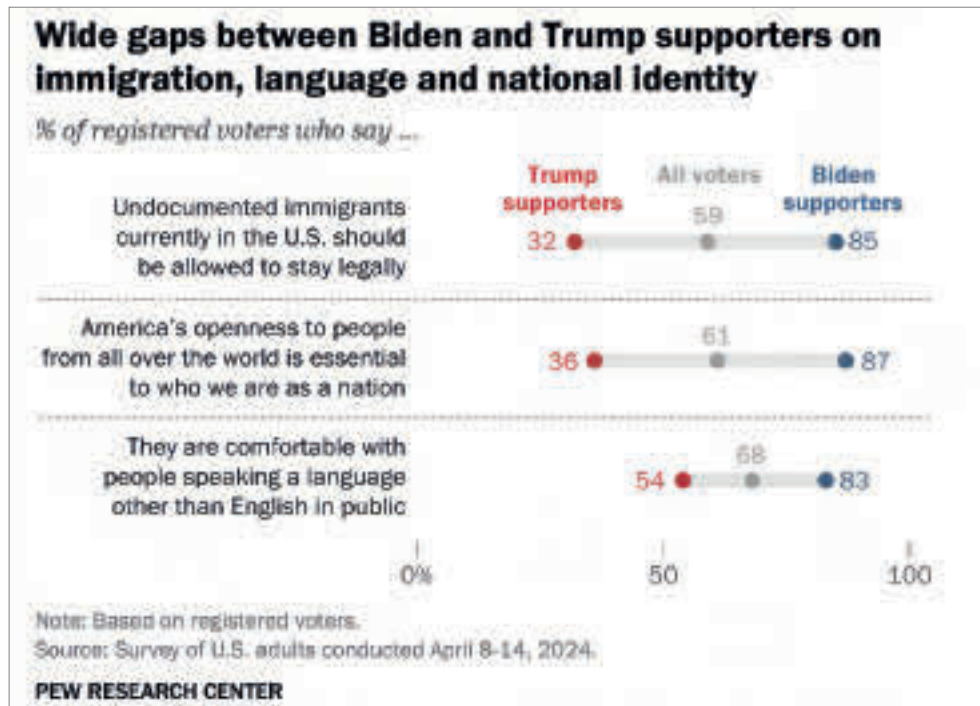
PARTNER B

- a. 41 % believe that _____
_____.
- b. While 36 % say undocumented immigrants living in the US should be able to
_____, 22 % say they should be able to
_____.
- c. 32 % of Trump supporters think _____
_____, but only _____ support giving them citizenship.

- b** Exchange your findings.

→ **DICTIONARY**
Grammar: Mixed tenses,
p. 53

→ **WORD BOX**
Dealing with tables and
bar charts, p. 26



Graphics: © PEW RESEARCH CENTER

2 Read the → **KNOWLEDGE BOX**.

KNOWLEDGE BOX

Path to citizenship and legalisation

“Path to citizenship” is a political phrase that usually refers to allowing undocumented immigrants to become American citizens via a special process. This process may include special requirements (such as fees, background checks or additional waiting times) beyond those already in place for the naturalisation of documented immigrants. Citizenship means the immigrants could receive government benefits (such as Social Security), would be eligible to vote, could bring family members into the US, and would not be deported for committing a crime.

The term “legalization” refers to a different process from a path to citizenship. Legalization means undocumented immigrants would be allowed to remain in the country legally but would not be allowed to become citizens or receive the same rights granted to US citizens. With legalization, the immigrants would be authorized to work in the US, have the ability to legally travel in and out of the country, and would not be subject to deportation for being in the country (though committing certain crimes could lead to deportation). They would not be eligible to vote or to receive government benefits or to bring family members into the country.

From: <https://immigration.procon.org/>.

3 Familiarise yourself with the following scenario for the role-play discussion.



In recent years, the issue of immigration reform has dominated headlines and divided the nation. The question of whether the US should provide a path to citizenship for undocumented immigrants has become a controversial topic.

In a diverse New York City community, local officials and community members have gathered to discuss this pressing issue and its impact on their lives.

During the discussion, participants should aim to find common ground and work towards a fair and practical solution that considers the economic, social, and legal aspects of immigration.

4 **GROUP WORK:** Partner up with students with the same role and work in teams. According to your assigned role, collect ideas and arguments. Adopt the role and use the links provided.

Feel free to do further research.

Participants supporting a path to citizenship (pro arguments)

ROLE CARD Bubakar (from *Behold the Dreamers*)

Motto: Opportunity for all, hope for many.

- Many undocumented immigrants contribute significantly to the economy through labour.
- Providing a path to citizenship is a humane solution that respects the dignity and rights of all individuals.
- Legalising undocumented immigrants helps integrate them into society, making communities safer and more cohesive.
- A path to citizenship would provide stability for families, reducing the fear of separation and allowing them to plan for the future.



MATERIAL

Creating a 21st century immigration system

q-r.to/bfSWYz



MATERIAL

Should the US Government Provide a Path to Citizenship

q-r.to/bfSWaP

ROLE CARD Winston (from *Behold the Dreamers*)

Motto: Legalise to realise potential.

- Legalised immigrants can openly participate in the economy.
- Personal success stories, like his own, demonstrate the potential contributions of immigrants when they are given a chance.
- Providing a path to citizenship reflects American values of fairness, opportunity and compassion.
- Legal status would protect immigrants from exploitation and improve labour standards for all workers.



MATERIAL

Paying It Forward

q-r.to/bfSWb3



MATERIAL

Democrats Ask Biden to Streamline Citizenship

q-r.to/bfSWbZ

ROLE CARD Walter Moore (dairy industry representative)

Motto: Legal workers for a stronger economy.

- The dairy industry relies heavily on immigrant labour and a path to citizenship would help address severe labour shortages.

- Providing legal status would ensure a stable and reliable workforce that is essential for the agricultural sector.
- Ensuring a steady labour force is vital for the growth of the agricultural industry, which is crucial for the national food supply.
- Legalising undocumented workers would offer them protection from exploitation and unsafe working conditions.



MATERIAL

Wisconsin's Dairy Industry Relies on Undocumented Immigrants

q-r.to/bfSWd0



MATERIAL

Facts, Not Fear

q-r.to/bfSWdR



MATERIAL

New Research Reveals Role of Immigrants

q-r.to/bfSWeH



MATERIAL

The Economic Benefits of Extending Permanent Legal Status

q-r.to/bfSWes

Participants opposing a path to citizenship for undocumented immigrants (con arguments)

ROLE CARD Eric Adams (NYC Mayor, local government official)

Motto: Prioritise our city's needs first.

- The influx of undocumented immigrants is straining the city's budget.
- The current resources are insufficient to meet the demands. This leads to overcrowded schools, hospitals and shelters.
- Providing a path to citizenship may act as a magnet which encourages more people to enter the country illegally.
- It is unfair to prioritise undocumented immigrants over legal residents and citizens who also need support and services.



MATERIAL

NYC Mayor Eric Adams Deflects

q-r.to/bfSWfp



MATERIAL

Should the US Government Provide a Path to Citizenship

q-r.to/bfSWaP

ROLE CARD Tony Gonzales (Texas congressman)

Motto: Security and law above all.

- You speak favourably about legal immigration and support the idea of political compromise.
- But: Strong border enforcement is crucial for national security and preventing potential threats.
- Granting citizenship to those who enter illegally undermines the legal immigration process and the rule of law.
- Undocumented immigrants can strain public resources and potentially take jobs from American citizens.



MATERIAL

Don't Be Fooled by Tony Gonzales' Shift

q-r.to/bfSWgz



MATERIAL

Rep Tony Gonzales Issues Statement

q-r.to/bfSWHl

ROLE CARD New York citizen

Motto: Fairness and order first.

- Concern that legalising undocumented immigrants may increase job competition and lower wages for American citizens.
- Worries about the ability of a large number of new citizens to integrate into American culture and values.
- Belief that immigration laws must be respected and those who break them should not be rewarded with citizenship.
- Concerns that providing citizenship to undocumented immigrants would divert resources from existing citizens and legal residents who need them.



MATERIAL

New Yorkers worry migrant crisis will "destroy" NYC

q-r.to/bfSWi1



MATERIAL

NYC struggling to keep up with demand of supporting asylum-seekers

q-r.to/bfSWiV

Organise your arguments

5 Structure your arguments: copy the writing frame onto a sheet of paper and fill it in using bullet points.

Use a separate sheet of paper for each argument.

Research facts and statistics from credible sources.

argument/ideas 1/2/3

POINT

EXAMPLE (facts, statistics, credible sources)

ELABORATION (material studied and provided, personal experiences, personal stories etc.)

WRAP-UP

Practice speaking

- 6 a ON YOUR OWN:** Use the → **WORD BOX Discussion star** (p. 49) to practise delivering your arguments.

Walk around the classroom or use the space outside the classroom.

- b IN PAIRS:** Pair up with a partner from the same side (pro-pro or con-con). Present your arguments to each other and give feedback on what could be improved. Use the feedback sheet on page 48.

Conducting the role play

- 7 GROUP WORK:** Organise and perform your role-play discussion.

Consider the following details:

- Start your discussion with an introduction in which all the members briefly introduce themselves.
- Perform your role and discuss, respond and defend your view in a lively and emotional way.
- Don't "shoot" all of your arguments at once. Listen to a participant's arguments, interrupt and present your own argument supported by examples.
- Make frequent use of the discussion strategies as presented in the → **WORD BOX Discussion star** on page 49 to achieve these aims.
- Keep discussing for at least 15 minutes.
- Record your discussion on your phone.

- 8 IN CLASS:** Present the outcome as well as the strongest argument that led to this decision.

- 9 GROUP WORK:** Give your group members feedback on their speaking performance with the help of the feedback sheet (p. 48).

- 10 ON YOUR OWN:** Based on the feedback, evaluate your speaking skills with the help of the **SUCCESS CRITERIA CHECKLIST** (p. 33).

→ **WORD BOX**
Discussion star, p. 49

→ **DICTIONARY**
Speaking, p. 50

Feedback sheet

Criteria	Speaker 1	Speaker 2	Speaker 3	Speaker 4
Expertise <ul style="list-style-type: none">• shows well-researched background knowledge• develops arguments• supports the arguments with evidence (credible and reliable sources)				
Responsiveness <ul style="list-style-type: none">• responds to questions/arguments• clashes with and challenges opponents• uses expressions to ask for clarification, show agreement/disagreement, defend, add arguments, etc.				
Performance <ul style="list-style-type: none">• holds eye contact• addresses the opponents/audience• good speed and volume• expresses himself/herself politely, in a formal way				
Language <ul style="list-style-type: none">• uses topic-related vocabulary• varies sentences in terms of length and structure• controls grammar and corrects own mistakes• talks fluently with clear pronunciation and intonation				

WORD BOX

Discussion star

Giving an opinion

In my opinion/view, ...

To my mind, ...

I am sure/convinced that ...

There can be no doubt that ...

I reckon/believe/feel ...

To support/explain my idea I think ...

My reason is ...

Drawing conclusions

That's why ... / For this reason, ...

The logical consequence is ...

This leads to/implies that ...

Therefore, ...

Consequently, ...

As a result ...

Playing for time

Even so ...

Well, actually ...

As a matter of fact, ...

To be quite honest, ...

What I'm trying to say is ...

So you mean that ...

I'm glad you asked me that.

Agreeing/disagreeing

Absolutely! I couldn't agree more.

That's just what I'm thinking.

I'm sorry, I can't agree with you on that.

I'm afraid I see it a bit differently.

Yes, I see what you mean, but ...

That's not how I see it, I'm afraid. I ...

You don't really mean that, do you?
Anyway, ...

That may be true, but ...

I agree/disagree because I know ...

To prove/disprove this ...

Defending

That's not what I was trying to say.

My point is that ...

I see your point, but I still feel ...

That's not quite what I mean.

What I am saying is that ...

Interrupting

May I interrupt you for a second?

Excuse me, could you explain that again please?

Sorry, can I just make a point?

Did you just claim that ...?

Getting back on track

In any case, ...

To get back to what I was saying, ...

Well, as I was saying ...

Well, to go on, ...

Now, where was I? Oh yes ...

Right, I see what you are saying, but to get back to my point ...

I haven't quite finished yet.

Adding

I'd like to add that ...

It's also important to know ...

Another reason is that ...

On top of that, ...

I would like to raise another point.

What we haven't discussed yet is ...

To illustrate this point ...

 Discussion
star

DICTIONARY

Speaking

→ zu *Schülerarbeitsbuch*, S. 47, Aufgabe 6

Adding

- 1** Find the English expression for the given sentence starter.
Use the → **WORD BOX** *Discussion star*, p. (49).

- a. Ein weiterer Grund liegt darin, dass ...
- b. Hinzu kommt/Darüber hinaus ...
- c. Was wir bisher noch nicht diskutiert haben, ist ...
- d. Wichtig ist aber auch für mich ...

Interrupting

- 2** Fill in the missing word when interrupting your discussion partner.

- a. Can I just _____ something here?
- b. Can I just make a _____?
- c. Excuse me for _____, but I need to elaborate on that.
- d. Sorry for the _____, but I have a question.
- e. _____, I'd like to comment on your suggestion.

Agreeing and disagreeing

- 3** Translate the following sentences into English.
Use some of the words in the box.

tend to • entirely • partly • totally • fundamentally

- a. Ich stimme zugegebenermaßen völlig mit dir überein.
- b. Ich bin grundsätzlich nicht mit der Auswahl einverstanden.
- c. Ehrlich gesagt kann ich deine Empfehlung nur teilweise teilen.
- d. Die Mehrheit der Gruppe stimmt dem Vorschlag eher nicht zu.

Defending your point

- 4 Read the discussion about undocumented immigrants. Underline phrases used to defend your point.

ERIC: For the government, the number-one priority should be to uphold the rule of law. To my mind, offering a path to citizenship rewards illegal behaviour.

BUBAKAR: If you ask me, that's a narrow viewpoint. My point is that many undocumented immigrants contribute to society and deserve a chance to become legal citizens.

ERIC: That's not what I was trying to say. You are twisting my words. What I'm trying to say, for example, is that it's unfair to those who follow legal immigration processes.

BUBAKAR: ... and that is why hardworking people who have lived here for years should continue living in fear of deportation?

ERIC: Hold on a sec. Could you just let me finish my sentence so I can explain what I mean?

BUBAKAR: Sorry. Please go ahead.

ERIC: It's about fairness. People who follow the rules and wait their turn deserve to be prioritised. Allowing undocumented immigrants to jump the line is not just.

BUBAKAR: I must admit I see your point, but I still feel that these people are already part of our communities and should be given a chance to stay legally.

ERIC: But you have to face reality, Bubakar. According to statistics, there are millions of undocumented immigrants, and legalising all of them could strain public resources.

BUBAKAR: It really breaks my heart to hear that. But keeping them undocumented and vulnerable cannot be the answer.

Grammar: Mixed tenses

→ zu Schülerarbeitsbuch, S.41, Aufgabe 1

5 Complete the following sentences by choosing the correct verb tense.

- a. By the time you finish reading this book, you _____ a lot about immigration in the US (*learn*).
- b. New York City _____ millions of immigrants over the past century. (*welcome*)
- c. In 2023, the immigrant population in the US _____ only marginally. (*rise*)
- d. Many families _____ hardships after moving to a new country, but they often find ways to overcome them. (*face*)
- e. In just one day in 1907, over 11,000 immigrants _____ New York City through Ellis Island. (*enter*)
- f. Globally, over 100 million people _____ due to conflict and violence, and this number _____ to grow. (*displace, continue*)

Facts from: <https://comptroller.nyc.gov/reports/facts-not-fear-how-welcoming-immigrants-benefits-new-york-city/>.

ERGEBNISSICHERUNG

Immigration

1 Tick the correct answers about Jende's status as an immigrant.

I. What type of visa did Jende originally enter the United States with?

- a. tourist visa ☐
- b. student visa ☐
- c. work visa ☐
- d. asylum visa ☐

II. What legal status is Jende seeking to obtain to remain in the United States?

- a. permanent residency (green card) ☐
- b. asylum ☐
- c. citizenship ☐
- d. temporary Protected Status ☐

III. Why does Jende decide to apply for asylum?

- a. He faces immediate danger in his home country. ☐
- b. He wants to reunite with his family in the US. ☐
- c. He is advised by his lawyer that it's his best option. ☐
- d. He lost his job and needs legal protection. ☐

IV. How does Jende's immigration status affect his ability to work in the US?

- a. He is not allowed to work legally and must find under-the-table jobs. ☐
- b. He has full work authorisation until his case is decided. ☐
- c. He can only work in specific industries. ☐
- d. He is not affected at all. ☐

V. What role does Bubakar play in Jende's asylum application process?

- a. He is Jende's cousin and also an immigration lawyer. ☐
- b. He advises Jende on how to construct his asylum story. ☐
- c. He provides financial support for Jende's case. ☐
- d. He acts as a translator during Jende's interviews. ☐

VI. What is Jende's greatest fear regarding his asylum application?

- a. being separated from his family ☐
- b. being sent back to Cameroon ☐
- c. losing his job ☐
- d. facing discrimination in court ☐

**MATERIAL**

A brief history of immigration to the US

Password: EllisIsland

q-r.to/bfSWn9

2 Scan the QR code and match the events to the timeline.

3 Answer the following questions.

Use key points from the feature story (p. 38), the novel and the role-play discussion.

a. What are the main factors contributing to the ongoing immigration crisis at the southern US border?

b. How does the current immigration system in the US affect asylum seekers?

c. Why is there a labour shortage in the US dairy industry?

d. What are some of the ethical or moral considerations surrounding the current US immigration policies?

DICTIONARY

Vocabulary: Immigration

→ zu Schülerarbeitsbuch, S.37, Aufgabe 2

- 1 Provide the missing explanations for the given term or phrase.

WORD BOX

Immigration

term/phrase	explanation / synonym / word family	German expression
(to) apply for sth	(to) formally request something, such as asylum	etwas beantragen
asylum-based immigration	immigration that occurs when individuals seek refuge due to persecution	die asylbasierte Einwanderung
backlog		der Bearbeitungsrückstand
border enforcement	measures to control and regulate the border	der Grenzschutz
catch-22		die Zwickmühle
economic benefits	financial or economical advantages	wirtschaftliche Vorteile
eligible for work permit / a green card		der Anspruch auf Arbeits- erlaubnis / Green Card
family-based immigration	immigration that occurs when family members sponsor relatives to enter the country	die familienbasierte Einwanderung
(to) gain asylum	(to) be granted protection in a country due to persecution	Asyl erhalten
ICE (Immigration and Customs Enforcement)	a US government agency responsible for immigration enforcement	US-Einwanderungs- und Zollbehörde
influx of migrants		der Zustrom von Migranten und Migrantinnen

2 Learn the vocabulary by heart.



LERNHILFE

Quizlet:
Immigration

Kennwort:
migration

term/phrase	explanation / synonym / word family	German expression
(to) enter the US illegally / legally		illegal / legal in die USA einreisen
labour shortage	a situation where there are not enough workers	der Arbeitskräftemangel
nation of immigrants	a country primarily populated by people from different countries	die Einwanderernation
naturalisation		die Einbürgerung
naturalised citizen	a person who has gained citizenship through the legal process	der/die eingebürgerte Staatsbürger/-in
outdated immigration system	an immigration system that is no longer effective or relevant	das veraltete Einwanderungssystem
path to citizenship	the legal process one must follow to become a citizen	der Weg zur Staatsbürgerschaft
(to) strain public resources	(to) put pressure on public services and finances	öffentliche Ressourcen belasten
undocumented immigrants		illegale Einwanderer / Einwanderinnen

EXAM PRACTICE

Assessing an issue

1 Re-familiarise with the → **SKILL BOX** *Assessing situations and statements* (p. 16).

2 Decide which of the following rules are correct when assessing situations or statements.

Make a tick.

<input type="checkbox"/>	consider strength and weaknesses
<input type="checkbox"/>	identify similarities
<input type="checkbox"/>	present main characteristics without detail
<input type="checkbox"/>	draw a conclusion and make a judgement
<input type="checkbox"/>	weigh arguments
<input type="checkbox"/>	give a one-sided opinion
<input type="checkbox"/>	give reasons
<input type="checkbox"/>	provide quotations

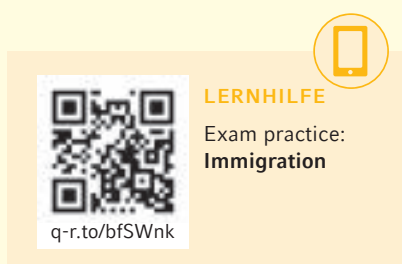
You are participating in an international social science workshop titled "The Impact of Immigration". As part of this event, you are asked to contribute an article for the workshop's website. The article assesses the following statement by Paul Krugman, economist and opinion columnist for the New York Times: "Immigrants make America richer and stronger."

Write the article, also referring to data, materials studied in class and *Behold the Dreamers* by Imbolo Mbue.

3 On a separate sheet of paper, plan an outline of how you would respond to the task.

Use the template below. You may conduct online research.

Scan the QR code for help.



<p>Introduction</p> <ul style="list-style-type: none"> • Explanation of quote: Immigrants make the US richer and stronger in economic, cultural and political terms. Therefore, they can be seen as an enrichment for the US. • However: while undeniably enriching the economic and cultural landscape of nations like the United States, immigration also stands as a deeply polarising global issue.
<p>First paragraph: Immigration has been one of the characteristics of America's success as a nation.</p>
1.1
1.2
1.3
1.4
<p>Second paragraph: Immigrants have enriched culture.</p>
2.1
2.2
2.3
<p>Third paragraph: However, immigration also brings challenges such as economic pressures on public resources and rising social tensions within communities.</p>
3.1
3.2
3.3
Conclusion

4 Familiarise yourself with the → **SKILL BOX** *Writing an article* (p. 60).

5 Write your discussion.

Use a collaborative online writing tool to share your work easily with your peers and the teacher. Alternatively, you may use a separate sheet of paper.

SKILL BOX

Writing an article

Content

Headline	<ul style="list-style-type: none"> Formulate a short and precise headline which can be also done after you have written the article.
Introduction	<ul style="list-style-type: none"> Start off your article by grabbing the reader's attention. You may tell a personal story, an anecdote, use a quotation, etc. State the topic as well as your opinion. <i>The problem of...has met with a lot of attention lately. / The issue has been heatedly debated. / There are many reasons for...</i>
Main part	<ul style="list-style-type: none"> You may organise the main part a) chronologically, b) topically (<i>first you write a paragraph one aspect, then you turn to other two aspects</i>) or c) causally (<i>show cause and effect</i>). Each paragraph consists of a well-developed argument (P-E-E model). Employ a topic sentence (POINT). <i>Many people believe/claim that ...; Experts say that ...</i> Provide evidence, such as statistics, events, own experience, etc. to illustrate and explain your argument (EXAMPLES/ELABORATION). <i>Let me illustrate this idea by giving an example: ...; For example, ...; such as ... Therefore, we should all ...; Thus, we need to ...; As a result, action is needed.</i> Wrap up each paragraph (WRAP UP). <i>As one can see from this example, ...; As I have mentioned, ...; Taking into consideration what has been said so far, I believe that ...</i> Include three paragraphs in the main body of your article. Leave a blank line to indicate a new paragraph. In one of your paragraphs, include counter-arguments to show that you see the whole picture.
Conclusion	<ul style="list-style-type: none"> Refer to the given task. <i>As I have discussed, there are ...; In conclusion, I would like to say that ...; After weighing up the arguments ...</i> Summarise the most important reasons for your opinion. <i>Apparently ...; Obviously ...</i> Make a moral/social observation and give your final position on the topic. Use conditionals and the will-future for emphasis. <i>If more people kept this in mind, the world would be ...</i>
Language	<ul style="list-style-type: none"> Use topic-relevant vocabulary. Writing your article in a neutral or formal register depends on the target audience. Make use of powerful adjectives and avoid simplistic, overused words such as <i>good/bad</i> or <i>happy/sad</i>. Use sentence connectives to link one idea/sentence with the next. Use connectives of e.g. <i>reason/result, addition, giving examples</i>, etc. <i>Therefore, ...; Thus, ...; In addition to that, ...; Furthermore, ...</i> Watch out for spelling and punctuation. Bear in mind the grammar rules (<i>present perfect vs. simple past, simple past vs. present progressive, singular vs. plural, adjective vs. adverb, there vs. their, who vs. which</i>, etc.). Vary your sentences in terms of length and structure (<i>use parataxis and/or hypotaxis, participle clauses, adverbials in front position, inversion, passive voice, gerunds</i>, etc.).

The American Dream

II

→ **DICTIONARY**
Vocabulary: The
American Dream, p. 96

→ **DICTIONARY**
The American Dream,
p. 63

→ *Behold the Dreamers*,
p. 62–112

The American Dream then and now

- 1 Study the → **KNOWLEDGE BOX** *The American Dream* to learn about its core values.
- 2 Complete the tasks in the → **DICTIONARY** *The American Dream* on page 63.
- 3 Complete task 1 in the → **ERGEBNISSICHERUNG** *The American Dream* on page 94.
- 4 **HOMEWORK:** Read chapters 10 to 17.

KNOWLEDGE BOX

The American Dream

The term “American Dream” was first coined by historian James Truslow Adams in his 1931 book *The Epic of America*.

The concept of the American Dream has its roots in the ideals of the United States Declaration of Independence, which stated that “all men are created equal” and have the right to “life, liberty, and the pursuit of happiness.” Throughout American history, the American Dream has been associated with the idea of upward mobility and the belief that hard work and perseverance can lead to success.

The American Dream is based on the idea of equality of opportunity, which means that everyone has an equal chance to achieve success, regardless of their “fortuitous circumstances of birth or position”.

It is also based on the belief in individualism, which means that people are responsible for their own success and are free to pursue their own goals and aspirations.

Government interference should be minimal because it can hinder this pursuit of individual goals and disrupt the principles of the American Dream.

Another core element of the American Dream is the idea of material prosperity, which means that success is often measured in terms of wealth and possessions.

Today, the American Dream is still an important part of American culture, but its meaning has evolved over time. For many people, the American Dream is still about upward mobility and the pursuit of material success. However, for others, the American Dream is more about prioritising happiness and well-being beyond material wealth.

Contemporary views advocate a more inclusive and communitarian version of the American Dream, where collective action, community-focused efforts, and mutual aid play a significant role in achieving success and prosperity.

DICTIONARY

The American Dream

→ zu Schülerarbeitsbuch, S.62, Aufgabe 2

1 a Match the phrases on the left to the phrases on the right to make collocations.

government	happiness
fortuitous	success/prosperity/wealth
upward	aid
material	circumstances
the pursuit of	interference
hard	mobility
mutual	work

b Fill in the gaps with phrases from task 1a.

According to James Truslow Adams, upward mobility and social success must be possible regardless of the _____ of birth or position.

Today's youth prioritise physical and mental health over material _____.

Truslow's idealistic vision of _____ has become an illusion because the dream is not made for lower-income households.

The American Dream guaranteed individual freedom with limited _____.

The American Dream through different lenses (chapters 10–17)

Dramatic reading

1 Prepare a dramatic reading of an adaption of your assigned chapter (p. 65–67).

- a Decide who is going to read which character.
- b Read the dialogue.
- c Annotate the dialogue with notes on any unfamiliar vocabulary and emotion.
- d Rehearse the dialogue and bring it to life. While acting out the scene, consider ...
 - emotions,
 - facial expressions,
 - gestures,
 - positions and
 - eye contact.

2 Before performing, take some time to discuss how the American Dream is experienced, perceived and pursued by the characters. Take notes.

Use a separate sheet of paper.

3 Perform in front of the class and comment on the characters' perspectives on the American Dream.

4 Give feedback on your classmates' performance using the following prompts.

Prompts for dramatic reading:

X and Y succeeded in staging the scene because ...

The way I see it, their interpretation ...

They were great at / okay at varying ...

They could improve volume / speed / emotions / body language and proximity / ...

+ 5 If you were in Vince's privileged position, what would you do?

Would you follow the path expected by your family or pursue your own dreams, even if they differed significantly from conventional expectations?

Use type-2 if-clauses.

6 **HOMEWORK:** Thoroughly read chapter 14 again.

→ **ERGEBNISSICHERUNG**
The American Dream,
p. 94

GROUP A: Chapter 12 (excerpt)**Neni and Jerry**

A cosy café across from the public library. Neni enters with her son, Liomi.

Neni (*smiling as she introduces Liomi*): This is my son, Liomi, Professor. I'm sorry I had to bring him, but my husband is working today.

Jerry (*cheerfully*): No worries at all! Hi, Liomi, how are you?

5 **Liomi** (*shyly*): I am fine.

Jerry: How old are you, buddy?

Liomi: Six going on seven. (*giggles*)

Neni smiles and walks to the counter to order hot chocolates. Returns and sets the cups on the table.

10 **Neni**: You have children, Professor?

Jerry (*shaking his head with a smile*): I wish. Maybe one day.

Neni (*jokingly*): You can borrow mine if you want.

Jerry (*laughing*): I might just take you up on that!

(The atmosphere relaxes as they sip their hot chocolates.)

15 **Neni**: I was uncomfortable at first, meeting one-on-one with a man I barely knew. But you've really helped me with precalculus, and I'm grateful.

Jerry (*encouraging*): That's what I'm here for, Neni. It's important to ask questions, no matter how simple they may seem.

(Neni nods, feeling more at ease.)

20 **Neni**: You've lived in so many places. What was it like, moving so often?

Jerry: Exciting, but challenging. I loved Germany – people there were so welcoming to Americans.

Neni (*curiously*): It must have been a big change each time. I've never travelled far from my hometown back in Cameroon.

25 **Jerry** (*interested*): Tell me about Cameroon. What brings you here?

Neni: I'm chasing a dream. I want to be a pharmacist. America feels like the place where I can make that happen, where my son can have opportunities I never did.

Their conversation is warm and insightful. Jerry is genuinely interested in Neni's dreams and aspirations.

30 **Jerry**: It's great to see such determination. Keep pushing, Neni. The American Dream is all about making the most of these opportunities.

Neni (*smiling*): That's the plan, Professor. And thank you for all your help.

The scene closes with them laughing and packing up their books, ready to leave the café.

Based on: Imbolo Mbue: *Behold the Dreamers*. This script was generated with ChatGPT.

GROUP B: Chapter 15 (excerpt)

Jende, Clark and Tom

The stage is set with two chairs placed side by side to imitate car seats. There is a steering wheel in front of Jende. Both characters are dressed in business-casual attire, with Clark looking slightly more untidy due to his discomfort with the day's activities.

Jende (*starting the car and pulling away from the kerb*): It seems like a fine day for golf, sir.

5 **Clark** (*staring out the window, grumbling*): Honestly, Jende, golf's not my thing. I'm only going because I have to. These social obligations, you know?

Jende: It looks like a very hard game, sir.

Clark: It really isn't that difficult. You should try it sometime. (*His phone rings, and he answers on speaker*) Mom, I can't talk long, I'm heading to the course.

10 *Clark's phone beeps, indicating another call. He quickly wraps up the conversation with his mother.*

Tom (*voice from the speaker*): Clark, you're heading to join Phil and the others?

Clark: Yeah, Tom, you coming?

Tom: No, can't make it. Michelle's not well. But how's Cindy? She looked great last
15 Thursday.

Clark (*laughs*): Yeah, she takes good care of herself. (*Pauses as he notices Jende's subtle movement to remind him of his presence*) Anyway, Tom, what's up?

Tom: I heard you went to Donald about the strategy changes without going through me first. That's not how we do things, Clark.

20 **Clark** (*voice rising slightly*): It wasn't my intention to go behind your back. We just need to think about how we're handling things. We can't keep pretending everything's under control.

Tom: What, you think we should just roll over? Tell everyone we're struggling?

Clark: No, but there's a limit to how far we can bend things before they break. We need
25 to rethink our approach, maybe even take the hit now to avoid a worse disaster later.

Jende (*watching quietly, absorbing every word*): (*Thinks to himself*) This is much more than just corporate talk. This is about right and wrong.

Tom: Look, Clark, if you're not with us, maybe you should just step aside. Don't undermine me again. Are we clear?

30 **Clark** (*frustrated, after a brief pause*): We're clear. (*He hangs up, sighs deeply and rubs his temples*)

Jende: Everything all right, sir?

Clark: It's just ... these battles. Sometimes I wonder if we're making things worse in our chase after success.

35 **Jende**: It's tough, sir, but maybe it's like you always say – we find a way through the tough times.

Clark: Yeah, we find a way ... or we make one.

[The car ride continues in silence for a moment as both reflect on their own struggles and aspirations.]

40 **Jende** (*softly, more to himself than to Clark*): Everyone's fighting some kind of battle to make it through their own version of the American Dream.

Lights dim as Jende continues driving. The scene conveys a sense of shared yet unspoken understanding between two very different men, each wrestling with their ideals and realities.

Based on: Imbolo Mbue: *Behold the Dreamers*. This script was generated with ChatGPT.

GROUP C: Chapter 16 (excerpt)**Jende and Vince**

In Jende's car, driving to Vince's dental appointment.

Jende: Good morning, Vince. Sorry about the wait.

Vince: No worries. Let's not rush; dental appointments aren't my favourite.

Jende (smiling): It's good to have a dentist though, isn't it?

5 **Vince (distracted):** Yeah ... I left my phone at home. Can we go back?

Jende: Sure, it's no problem.

Vince: No, let it be. It's good to disconnect sometimes. Gives us a chance to talk.

Jende (laughs): True. What's on your mind?

10 **Vince:** Just thinking about America, the lies we're told about the dream here. It's all an illusion to keep us trapped in a cycle.

Jende: But America has been good to many, including me. Look at the opportunities it offers.

15 **Vince (sighs):** Maybe, but at what cost? Everyone's chasing success but missing out on real happiness. Look at my parents – they're struggling under the weight of so many pointless pressures, but if they could free themselves from this self-inflicted oppression they would find genuine happiness. Instead, they continue to go down a path of achievements and accomplishments and material success and shit that means nothing.

Jende: Your parents are good people, Vince.

Vince: In their own way, sure.

20 **Jende:** Your father works so hard. Sometimes he looks so tired I feel bad for him. But isn't it up to us to find happiness in what we do?

Vince: That's just it, Jende. I don't even want to be a lawyer. I'm thinking of leaving it all behind.

Jende: Leave law school? What will you do?

25 **Vince:** I'm planning to move to India. Start fresh.

Jende: That's a big step! But why India?

Vince: It's about finding a deeper meaning, you know? Not just living but understanding life beyond these social chains.

30 **Jende (concerned):** I respect your choice, Vince. It's brave, but be sure it's what you really want.

Vince: I've thought about it a lot. It's time I lived my truth, even if it means stepping away from everything here.

Jende: Just be sure to think it through. And how will you tell your parents?

Vince: That's the part I'm still figuring out.

35 **Jende:** Whatever you decide, I hope it brings you peace.

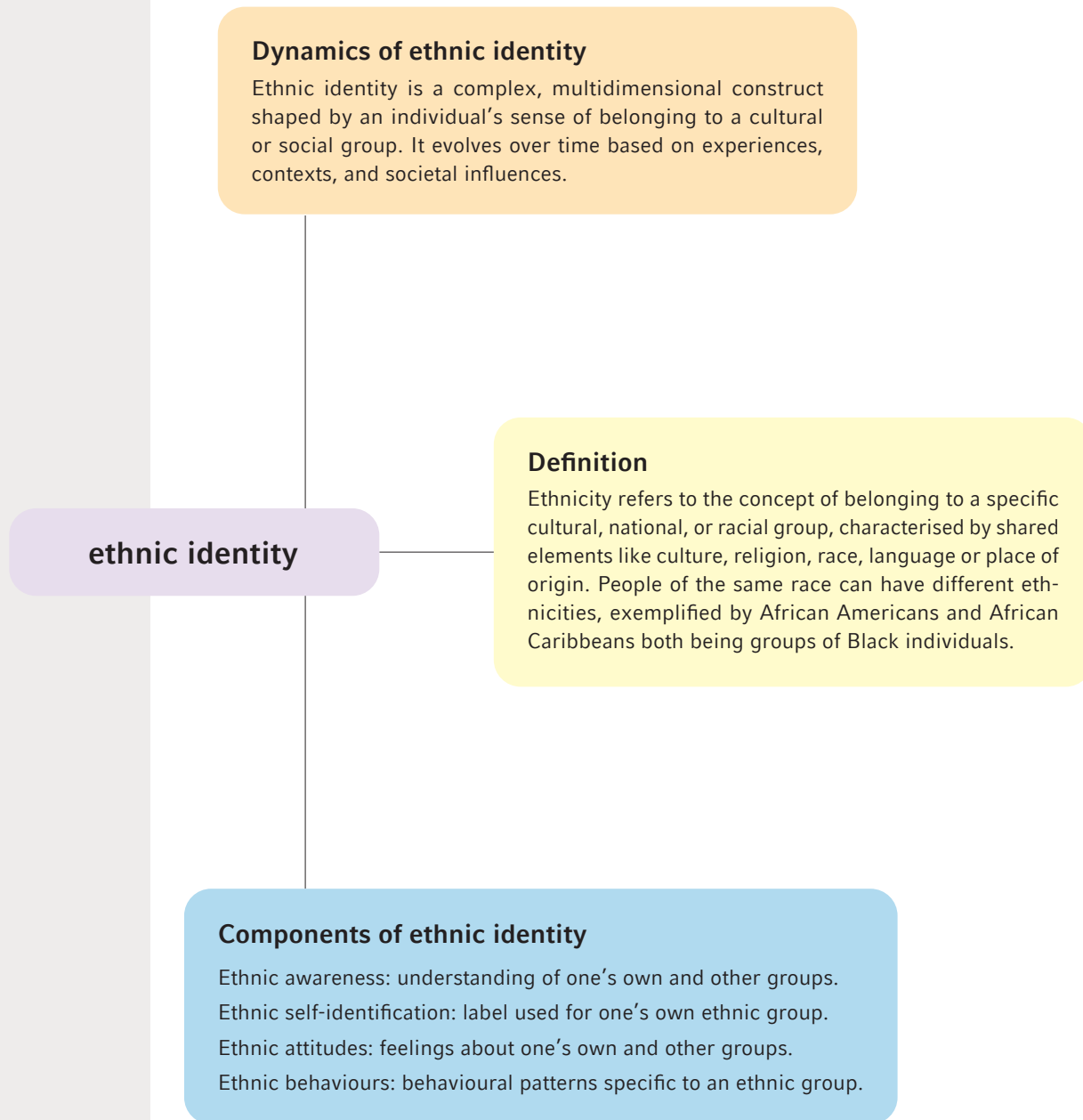
Vince: Thanks, Jende. Let's just keep this between us for now, okay?

Jende: Of course. Your life, your choices.

Based on: Imbolo Mbue: *Behold the Dreamers*. This script was generated with ChatGPT.

Blending in and standing out (chapter 14)

1 Study the mindmap.



Discussion points

2 GROUP WORK: Get together in groups and discuss the questions and prompts below.

Take notes when necessary.

-
- a. How does Neni perceive her own ethnic background?
-
- b. Debate whether Neni identifies more strongly as Cameroonian, African or something else while she is in America.
-
- c. How does Neni feel about attending a party with people from different backgrounds and social status? Explain her reasons.
-

→ *Behold the Dreamers*,
p. 88–92

-
- d. Comment on whether Neni attempts to bridge cultural gaps.
How does Neni interact with the other guests at the party?

-
- e. How does Neni perceive the acceptance of mixed relationships in America compared to Cameroon?
-

- 3 a Watch the video and identify key elements of the “melting pot” and “salad bowl” concepts.



MATERIAL
Melting Pot or
Salad Bowl?
q-r.to/bfSWvz

	melting pot	salad bowl
definition		
key ideas		
implications		

- b Discuss whether cultural assimilation is necessary for immigrants to achieve the American Dream.

- + 4 Talk about whether Neni could have stepped out of her comfort zone more to enjoy the party.

What does Jende do differently that allows him to enjoy the party?
How might Neni have adopted similar strategies? What reasons might hinder her?
How could Neni have felt more included and comfortable?

Tip: Use if-clauses type 3.

- 5 **HOMEWORK:** Read chapters 18 to 25.

→ *Behold the Dreamers*,
p. 113–166

Behind closed doors: “This family has problems. Big problems.” (chapters 18–25)

- 1

IN PAIRS: Explain the context of the quotes in the table (A or B).
What do they reveal about Cindy’s or Clark’s character traits, values, past and relationships?
- 2

GROUP WORK: After completing your charts, discuss your findings with a pair who have focused on the other chart.

PARTNER A Cindy

“Cindy hated dirt even more than she hated cheap things.” (p. 113, l. 17f.)	
“[...] nothing appeared to matter to the madam more than the happiness of her children.” (p. 115, l. 2f.)	
“Cindy Edwards appeared to be a woman with no desperate needs.” (p. 115, l. 13)	
“Cindy seemed to have a near obsession with being where everyone was and doing what everyone was doing.” (p. 115, l. 26–28)	
“You probably think I was born into this kind of money, right? [...] Well, I wasn’t. I came from a poor family. A very, very poor family.” (p. 123, l. 14–18)	

"I worked my way through college, got a job, my own apartment, learned how to carry myself well and fit effortlessly in this new world so I would never be looked down on again, or seen as a piece of shit. Because I know what I am, and no one can ever take away the things I've achieved for myself." (p. 124, l. 6–10)

"[Vince's] moving to India because he's unhappy, Clark! He's miserable [...] – Because we haven't succeeded in giving him a happy life!" (p. 133, l. 4–7)

"There's never been a time when this family took priority for you!" (p. 133, l. 30)

"I hated [my mother] ... but can you blame her? She thought she had the right, too ... it was her right. To beat me, and curse at me, and call me fat ... because every time she looked at me, she was reminded ... I was a reminder ... of what he'd done to her ... But why? What did I do? It's never the child's fault ... never the fault of an innocent" (p. 135, l. 20–24)

PARTNER B Clark

"[Vince is] responsible for his own happiness."
(p. 133, l. 14f.)

"Actually, Cindy thinks I'm not angry enough.
And that makes her angry, like somehow I'm
giving up on him because I don't love him
enough. But the thing is, I almost admire him."
(p. 146, l. 14–16)

"There are times when careers must take
priority." (p. 133, l. 27)

"Every time Clark was in the car, [...] he was
shouting at someone, arguing about something
[...]. He seemed angry, frustrated, confused,
resigned." (p. 143, l. 1–4)

"You watch sunsets, sir?"
"Nothing relaxes me more." (p. 145, l. 23f.)

"But everything I have, I worked hard for, and I'm proud of, and I'll fight to the end to preserve it." (p. 147, l. 4f.)

"When I went to Stanford I was going to study physics, become a professor like my dad. Then I saw what was possible on a professor's salary and what was possible on an investment banker's salary and I chose this path." (p. 147, l. 10–13)

"I can't say I didn't fantasize about the sports car and private jets. But it's different now. Now it means the world to me how well I'm taking care of my family. No matter how bad it gets at work I know that at the end of the day I can send my parents on vacations to see the world, pay for every medical bill that comes up, make sure my sister doesn't suffer because her husband's dead, make sure my wife and sons have far more than what they need." (p. 147, l. 15–21)

"You write poems, sir?"
 "Yeah, but I'm no Shakespeare or Frost. [...] Feels real good to just write out lines about whatever you're feeling." (p. 148, l. 29f. / p. 149, l. 12f.)

→ **DICTIONARY**
Talking about
relationships, p. 78

- 3** **GROUP WORK:** Identify how the pursuit of wealth affects Clark and Cindy's relationship.

→ **SKILL BOX**
Point of view, p. 29

- 4** Analyse how the narrative perspective influences the reader's understanding of Cindy and Clark.

5 Contrast Vince's perspective on the American Dream with that of his parents.

→ **ERGEBNISSICHERUNG**
The American Dream,
p. 94

Clark and Cindy	Vincent

+ **6** **GROUP WORK:** Get together in groups of three. Act out a therapy session where Clark and Cindy work on their relationship issues.

One student will play Clark, another will play Cindy, and the third will play the therapist.

You may start like this:

Therapist: "Thank you both for coming today. Let's start by sharing what brings you here and what you hope to achieve from these sessions."

Cindy: "I feel like our family is falling apart because ..."

DICTIONARY

Talking about relationships

→ zu Schülerarbeitsbuch, S.76, Aufgabe 3

1 Cross out the incorrect prepositions and circle the correct ones.

- a. to keep close contact to / with / from somebody
- b. to show real interest to / of / in somebody
- c. to show understanding / empathy towards / against / for each other
- d. the relationship is based on / of / about equality
- e. closeness / harmony towards / between / among x and y
- f. respect for / of / to each other
- g. acceptance for / of / to each other

2 Review the translations provided by an AI translation tool and choose the one that best captures the meaning of the German sentence.

I. Ihre Beziehung scheint nicht die Nähe zu haben, die Cindy sich wünscht.

- a. Their relationship doesn't seem to have the closeness Cindy would like. ☐
- b. Their relationship doesn't seem to be as close as Cindy would like it to be. ☐
- c. Their relationship seems to lack the closeness that Cindy desires. ☐

II. Cindy zeigt immer wieder, wie sehr sie die Nähe und das Verständnis in ihrer Beziehung zu Clark vermisst.

- a. Cindy often shows how much she misses the closeness and understanding she used to share with Clark. ☐
- b. Cindy often shows how much she misses her relationship with Clark. ☐
- c. Cindy often shows how much she misses the closeness and understanding in her relationship with Clark. ☐

III. Die Beziehung zwischen Clark und Cindy basiert auf traditionellen Rollenbildern.

- | | |
|---|--------------------------|
| a. The relationship between Clark and Cindy is based on traditional gender roles. | <input type="checkbox"/> |
| b. The relationship between Clark and Cindy is based on traditional role models. | <input type="checkbox"/> |
| c. The relationship between Clark and Cindy is based on a traditional model of male and female roles. | <input type="checkbox"/> |

IV. Clark zeigt Verständnis für Vincents Wunsch, sein eigenes Glück zu finden.

- | | |
|--|--------------------------|
| a. Clark shows understanding for Vincent's desire to find his own happiness. | <input type="checkbox"/> |
| b. Clark acknowledges Vincent's wish to create his own happiness. | <input type="checkbox"/> |
| c. Clark expresses support for Vincent's desire to discover his own path to happiness. | <input type="checkbox"/> |

II

3 Can you outsmart AI? Translate the German sentences into English. Then double-check your translations using an online translator such as DeepL Write.

- | |
|--|
| a. Vincent sieht die Beziehung seiner Eltern als eine, in der es wenig gegenseitiges Verständnis gibt. |
| b. Vincent hat das Gefühl, dass seine Mutter wenig Interesse an seinen wahren Gefühlen zeigt. |

Immigrant success in Germany

1 **GROUP WORK:** Think of famous immigrant success stories in the US or Germany.

Can you think of any famous YouTubers who are immigrants or come from immigrant families? How do they incorporate their cultural background into their content?

How have YouTubers or businesspeople with immigrant backgrounds used their platforms to bridge cultures or promote understanding between different communities?

What qualities do you think contributed to their success?

Mediation



The “Young Migrants Blog” has asked its readers to post success stories about migrants.

You are planning the blog entry, outlining the information in Carola Tunk’s article about immigrants who have established companies in Germany, the problems they face and possible solutions to these problems.

Deconstruct the task

2 **Read the frame situation below and point out the addressee, target text, register and the aspects to focus on.**

addressee:

target text:

register:

aspects to focus on:

Select relevant aspects

3 **Read the article (p. 82) and highlight useful information for the given task.**

Tip: Use a different colour for each of the three aspects.

Re-organise

- 4** Structure the ideas of the original text so they suit your own text. Use paraphrasing strategies such as simplifying and generalising.

Group findings

Founders:

Problems they face:

Solutions:

Using synonyms

- 5** Find synonyms for the words and phrases below.

start-up founders:

(to) face significant challenges:

bureaucratic hurdles:

official document:

(to) simplify bureaucratic processes:

provide consulting:

→ SKILL BOX

Mediation: Writing
a blog entry, p. 84

This text was used in the
Abitur 2023 in Berlin and
Brandenburg.

- 6** Re-familiarise yourself with the text-type conventions of writing a blog entry and write your entry on a separate sheet of paper.

Tip: Use subject gerunds for writing your text.

Example: *Making paperwork easier would help immigrant founders get started.*

- + 7** Discuss whether there is a "German Dream" for immigrants.

How does it compare to the American Dream?

Jedes fünfte Start-up in Deutschland wurde von Migranten gegründet

von CAROLA TUNK, 2021

Was haben der Impfstoffhersteller Biontech, der Lebensmittellieferdienst Gorillas und die Reiseplattform Omio gemeinsam? Sie alle kommen aus der Start-up-Szene und wurden von Menschen aus Einwandererfamilien gegründet. Die neue migrantische Gründerszene ist gut ausgebildet, risiko-

5 bereit und stärkt den Standort Deutschland, wie eine Studie zeigt. Doch der bürokratische Dschungel, Sprachbarrieren und mangelnde Finanzierung machen es Gründerinnen und Gründern mit ausländischen Wurzeln nach wie vor schwer. Branchenvertreter fordern deshalb Erleichterungen.

Rund jedes fünfte Start-up in Deutschland wurde zuletzt von Migranten der

10 ersten oder zweiten Generation gegründet, wie aus einer Sonderauswertung des Deutschen Start-up-Monitors hervorgeht. Der „Migrant Founders Monitor“ des Bundesverbands Deutscher Start-ups und der Friedrich-Nau-

15 Demnach bringen vor allem im Ausland geborene Gründer öfter einen Uni-Abschluss mit als der Durchschnitt. Fast jeder Dritte strebt den Verkauf des Start-ups für mindestens 100 Millionen Euro an – im Schnitt planen das nur rund 20 Prozent. Und der hohe Anteil an Gründern mit Migrationserfahrung in der Frühphase des Unternehmensaufbaus spreche für eine aktuell hohe

20 Dynamik, heißt es.

„Menschen mit Migrationshintergrund haben eine überdurchschnittliche Bedeutung für die deutsche Start-up-Szene, nicht nur als Gründerinnen und Gründer, sondern auch als Schlüsselbeschäftigte beispielsweise in IT-

Start-ups“, sagt die Chefökonomin der staatlichen Förderbank KfW, Fritz

25 Köhler-Geib. Der Co-Vorsitzende des Start-up-Verbands, Christian Vollmann, betont: „Gerade die Bereitschaft, Risiken einzugehen und groß zu denken, sind Dinge, die in Deutschland oft noch fehlen und die wir als Standort im internationalen Wettbewerb brauchen.“

Naren Shaam kommt aus Indien und gründete 2012 in Berlin die Reiseplattform Omio. Den Befund der Studie, dass migrantische Gründer eher risikobereit seien als jene aus Familien ohne Einwanderungsgeschichte, erklärt er mit dem sozialen Sicherheitsnetz in Deutschland. Das sei andernorts, wie etwa in Indien, nicht selbstverständlich und nur den Reichen vorbehalten. „Risiken einzugehen ist also Teil der Kultur“, sagt er. Im vergangenen Sommer sammelte das Unternehmen nach eigenen Angaben 100 Millionen Dollar (83 Millionen Euro) frisches Kapital ein.

Als er nach Deutschland kam, habe er kein Wort Deutsch gesprochen und niemanden gekannt, erzählt Shaam. Grundlegende Dinge, wie ein Bankkonto zu eröffnen, hätten sich angefühlt „wie ein Berg, den du besteigen musst“. Auch die Start-up-Studie nennt bürokratische und sprachliche Hürden als große Herausforderung für Gründer mit ausländischen Wurzeln. Bei vielen Formularen, etwa bei der Unternehmensgründung oder bei Steuerunterlagen, sei Deutsch die einzige Option, sagt Vollmann. Da müsse die Politik ran. „Es muss einfach alles auch auf Englisch zur Verfügung stehen!“

Der Start-up-Beauftragte der Grünen im Bundestag, Danyal Bayaz, sieht auch die Politik stärker in der Pflicht. Wirtschaftlicher Erfolg und Vielfalt seien zwei Seiten derselben Medaille, sagt er. „Dazu braucht es auch mehrsprachige Angebote bei der Beratung und für die Finanzierung.“ Außerdem müsse mehr Sichtbarkeit für erfolgreiche Gründer geschaffen werden.

Gerade die Finanzierung ist für viele Jungunternehmen ein Problem: Mit 1,1 Millionen Euro konnten Gründer aus dem Ausland im Mittel weniger als halb so viel Fremdkapital aufnehmen als im Bundesdurchschnitt (2,6 Millionen). Und die durchschnittliche Mitarbeiterzahl liegt mit 10,2 unter dem Durchschnitt von 14,3. Vielen fehle hierzulande das nötige Netzwerk, sagt Vollmann, der als sogenannter Business Angel selbst in Start-ups investiert. „Da müssen wir als Szene gegensteuern.“

Hinzu kommen mangelnde Kontakte über die Start-up-Szene hinaus. So haben Start-ups laut Studie durchschnittlich sieben Kooperationen mit etablierten Unternehmen – migrantische Gründer der ersten Generation jedoch nur zwei. [...] Lösungen könnten etwa Netzwerkveranstaltungen oder professionelle Gründerberatungen sein.

(554 Wörter)

Aus: Tunk, Carola. „Jedes fünfte Start-up in Deutschland wurde von Migranten gegründet.“ Berliner Zeitung. 3. Mai 2021. Zugriff am 21. August 2024 von <https://www.berliner-zeitung.de/news/jedes-fuenfte-start-up-in-deutschland-wurde-von-migranten-gegruendet-li.156725>. (Zwischenüberschriften des Originaltextes wurden entfernt. Ein sprachlicher Fehler in der Textvorlage wurde entsprechend der geltenden Norm korrigiert.)

SKILL BOX

Mediation: Writing a blog entry

When writing a blog entry, keep in mind that blogs are known for their casual, enjoyable writing style. Therefore, always consider the target group, the purpose and the subject you are writing about.

Criteria for writing a blog entry:**heading**

- Find an eye-catching, snappy heading that captures the readers' interest.

introduction

- Include an intriguing opening sentence like an anecdote or a provocative statement to address the reader.

*Hey guys, / Hi folks,
The other day I saw someone ...*

- Clearly define the topic and the purpose of your blog entry, but keep it as short as possible.
- State your source, e.g. *I read an article that was published in one of the most widely read German newspapers: ... / a Berlin-based newspaper / a daily newspaper / a leading German-language newspaper etc.*

main part

- Focus on all the information relevant to the task.
- Keep your audience in mind. You may add explanations.
- Present your ideas in a logical order.

conclusion

- Briefly sum up the main points.
- You may give your personal opinion. Make sure the reader knows that it is your opinion and not the opinion expressed in the source text.

If you ask me, ... / Personally, ...

- Give an outlook for the future, call readers to action, or invite them to comment on your ideas.

*Feel free to leave a comment below.
I'm interested in your opinion. / How do you feel about this topic? /
Let me know in the comments.*

CORE SKILL PRACTICE Writing a discussion

The American Dream: Dead or alive?

The concept of the American Dream has been a cornerstone of American culture, representing the belief that anyone, regardless of their background, can achieve success through hard work and determination. But in today's world, where economic, social and political landscapes have drastically changed, is this dream still attainable?

- 1 IN PAIRS:** Follow the QR codes for your team to read the texts and compile arguments on a separate sheet of paper.

TEAM A: The American Dream is attainable.

**MATERIAL**

Three Immigrant Stories That Will Restore Your Faith

q-r.to/bdmKE3

**MATERIAL**

From Rags to Riches, the Story of Chris Gardner Jr

q-r.to/bdmKF7

**MATERIAL**

10 People Living the American Dream

q-r.to/bdmKFt

**MATERIAL**

Stories of the American Dream

q-r.to/bdmKGf

**MATERIAL**

Cindy, Clark and Winston from *Behold the Dreamers*

q-r.to/bfSWwi

TEAM B: The American Dream is not attainable.

**MATERIAL**

Globalization and the American Dream

q-r.to/bdmKL7

**MATERIAL**

Why we need to stop sharing American Dream success stories

q-r.to/bdmKK6

**MATERIAL**

The American dream while Black

q-r.to/bdmKHe

**MATERIAL**

My immigrant family achieved the American dream

q-r.to/bdmKJW

**MATERIAL**

Vince from *Behold the Dreamers*

q-r.to/bfSWx1

→ **DICTIONARY**
Sentence connectives,
p. 92

→ *Behold the Dreamers*,
p. 167–185

2 **GROUP WORK:** Exchange your findings with students from the same team. Make additions.

3 **GROUP WORK:** In mixed groups, exchange your results with students from the other team. Take notes.

4 **ON YOUR OWN:** Based on your insights, plan an essay discussing whether the American Dream is still attainable today in the face of the changing challenges of the 21st century.

Fill in the writing frame on page 88 in bullet points.

5 Do the exercises in the → **DICTIONARY**.

6 Using your notes from the writing frame, write your discussion on a separate sheet of paper (or digitally).

Consider the → **SKILL BOX** *Comment / written discussion* (p. 90) and the → **WORD BOX** *Writing a comment / discussion* (p. 91).

Before you start writing, consult the feedback sheet (p. 87).

7 **a** Exchange your written discussion with a partner. Give feedback based on the feedback sheet (p. 87).

b Based on the feedback you have received, make the necessary changes to your written discussion.

8 **HOMEWORK:** Read chapters 26 and 27.

Feedback sheet

Content	++++	+++	++	+
The discussion begins with a clear, engaging introduction. The introduction presents the issue of whether the American Dream is still attainable today.				
The introduction provides meaningful context, including a brief definition of the American Dream and its relevance.				
Each paragraph begins with a strong topic sentence that clearly introduces the main idea of the paragraph.				
Each paragraph is focused and organised around a single, well-developed argument.				
Arguments are supported by relevant examples from <i>Behold the Dreamers</i> and other referenced sources.				
Each argument is supported by explanations and examples.				
Some of the following aspects are considered: <ul style="list-style-type: none"> • current socioeconomic reality • political and systemic barriers • personal and cultural factors that influence success • examples from characters like Winston, Jende, Neni, Clark, Cindy and Vince • real-life examples from provided sources 				
The essay discusses both the positive aspects and the challenges of achieving the American Dream.				
The essay concludes with a logical, well-reasoned summary.				

Language

The essay makes use of topic-related vocabulary (the American Dream).				
Sentences are smoothly linked with logical sentence connectives.				
The writing style is formal and uses long forms.				
Spelling and punctuation are correct.				
Grammar and word order are correct.				
Sentences are varied in terms of length and structure (e. g. participle constructions, adverbial clauses, gerunds, passive voice etc.).				

Writing frame: Is the American Dream still attainable?

INTRODUCTION

	introduction
	connecting the introduction and the main part

MAIN PART

paragraph 1	Point
	Example (facts, statistics, credible sources)
	Elaboration (material studied in class, personal experience)
	Wrap-up
paragraph 2	Point
	Example (facts, statistics, credible sources)

paragraph 2	Elaboration (material studied in class, personal experience)
	Wrap-up
paragraph 3	Point
	Example (facts, statistics, credible sources)
	Elaboration (material studied in class, personal experience)
	Wrap-up
CONCLUSION	



SKILL BOX

Comment / written discussion

When writing a **comment (opinion essay)** or a **written discussion (for and against essay)**, you are required to present your ideas in a structured manner. Therefore, collect your arguments and examples and think of how to connect your points effectively. Use the writing frame to organise your notes. Avoid simply stating arguments or opinions without supporting them.

There are different types of essays. In an **opinion essay**, you present your opinion on a given topic and give reasons and examples for your opinion. The task word *comment on* is a signal for an opinion essay. In a **for-and-against essay** you discuss a topic by showing the pros and cons objectively. The task word *discuss* is a signal for a for-and-against essay.

Criteria for writing a comment/written discussion

Content

Introduction

- Write a clear, thought-provoking introduction in which you present the issue/statement and show why it is important to discuss it.
The problem of ... has met with a lot of attention lately; As far as I understand/can see ...;
There are many reasons for ...; There is no doubt that ...; Therefore one should discuss the issue ...
- Attract the reader's attention by telling an anecdote that illustrates the topic's significance.

Main part

- Find a smooth transition and employ your topic sentence.
Some experts state that ...; many people believe/claim that ...
- Make sure that each paragraph consists of one well-developed argument (P-E-E).
- Give arguments in favour of your opinion. (POINT)
Firstly, ...; secondly ...; another point, in addition, besides ...; furthermore, on top of that ...
- Give evidence to explain/illustrate each of your arguments (numbers, statistics, events, own experience, insights gained in class). (EXAMPLES) + (ELABORATION)
For example, e.g., such as, let me illustrate this idea by giving an example, namely, to clarify, to explain, to paraphrase etc.
- Include counterarguments to show that you see the whole picture.
On the other hand, there are sceptics who say that ..., but ...; However, there is evidence that shows ...; Statistics show, however, that ...

Conclusion

- Refer to the given task.
As I have discussed, there are ...; In conclusion, I would like to say that ...; After weighing up the arguments, I ...
- Summarise the most important reasons for your opinion. *Apparently, ...; Obviously, ...*
- Make a moral/social observation and give your final position on the topic. Use conditionals for emphasis.
If there were more people who behave like that, it would be ...; I firmly believe that ...

Language

- Activate topic-relevant vocabulary.
- Make use of powerful adjectives and avoid overused words such as *good/bad and happy/sad*.
- Watch spelling and punctuation. (*witch vs which, Alaska, Alaska's etc.*)
- Bear in mind the rules of grammar. (*present perfect vs simple past, simple present vs present progressive, singular vs plural, adjective vs adverb, there vs their, who vs which etc.*)
- Vary your sentences in terms of length and structure. (*participle clauses, adverbials in front position, passive voice constructions, gerunds, inversion etc.*)
- Use a variety of sentence connectives, those of expressing comparison and contrast in particular (*example/addition/reason and result/expressing contrast and comparison*)
For example, .../such as .../Therefore, .../Thus, .../In addition to that, .../Furthermore, ...

WORD BOX

Writing a comment / discussion

Introducing the topic

The problem of ...	is a topic that ... is a hotly debated issue ...	that ...
There	is are	no doubt that ... many reasons for ...

Writing a topic sentence

It is	often widely generally	argued assumed believed claimed suggested	that ...
Some Many	people experts researchers	argue assume believe claim suggest	that ...

Presenting arguments

One of the main arguments	for in favour of against		verb + ing		is that ...
An advantage A disadvantage One of the benefits	of		verb + ing		is that it ...
While Although	people advocates opponents	assume believe claim	that	it cannot be denied it is (also) true	that ...
However, On the other hand,	people others advocates opponents	assume believe claim	that ...		

Concluding the comment/written discussion

All things considered, Finally, From what has been said On balance,	it can be concluded it can be said there is no/little doubt it seems I am convinced I firmly believe	that ...
--	---	----------

DICTIONARY

Sentence connectives

→ zu Schülerarbeitsbuch, S.86, Aufgabe 5

1 Choose a logical sentence connective to complete each sentence.→ **WORD BOX,**
Sentence connectives

Immigrants come to America with hopes of achieving the American Dream, which promises prosperity and success through perseverance and hard work. _____, many immigrants face unique challenges that can make this dream difficult to attain.

_____, many immigrants find themselves working multiple jobs under challenging conditions to make ends meet. _____, despite their hard work, they often encounter systemic barriers such as language differences, cultural misunderstandings, and limited access to resources.

_____, the legal complexities associated with immigration status can severely limit opportunities for employment, education, and upward mobility. _____, immigrants have continuously shown resilience and a strong entrepreneurial spirit. _____, many immigrants start their own businesses, _____ contributing significantly to local economies and creating jobs. _____, the uncertain legal landscape can cause significant stress and anxiety and affect their overall well-being and stability.

WORD BOX

Sentence connectives

Reference to something/someone

according to	as for	the former	the latter
with reference to	with regard to	concerning	regarding

Adding/reinforcing and listing/order

firstly	secondly	to start with	to conclude
moreover	equally	furthermore	besides

Reason and result

thus	consequently	owing to	because
therefore	as a result	due to	although

Giving examples and explanations

for example	such as	including	to clarify
for instance	like	namely	to illustrate

Concession

however	nevertheless	still	though
in spite of that	admittedly	despite	yet

Comparing and contrasting information

Comparing: expressing similarity

- In the same way, ...
- Similarly, ...
- Equally, ...
- Similar to ...
- Like ...
- Likewise, ...

Contrasting: expressing contrast

- In contrast to ...,
- In contrast, ...
- On the contrary, ...
- Whereas ..., ...
- While ..., ...
- Unlike ...,
- However / But / Yet ...

ERGEBNISSICHERUNG

The American Dream

1 List the core elements of the American Dream.

2 Fill in the characters' attitudes towards the American Dream and their willingness to achieve it.

The Edwardes	
Clark	
Cindy	
Vince	

The Jongas

Jende

Neni

II

- 3** How did Winston's path to achieving his version of the American Dream differ from the route taken by Jende and Neni Jonga?

- 4** Choose one of the tasks below.

- a** Assess how immigration status, economic position, and personal values play crucial roles in attaining the American Dream.
- or
- b** Discuss whether Vincent's mission to truth and oneness is a new version of the American Dream or a rejection.

DICTIONARY

Vocabulary: The American Dream

→ zu Schülerarbeitsbuch, S.62, Aufgabe 1

- 1 Provide the missing explanations for the given term or phrase.

WORD BOX

The American Dream

term/phrase	explanation	German expression
(to) achieve success	(to) reach a desired goal or outcome	Erfolg erzielen
(to) attain financial stability	(to) reach a point of consistent financial security	finanzielle Stabilität erreichen
(to) build a better future	(to) create improved conditions for oneself or future generations	eine bessere Zukunft aufbauen
(to) desire a simpler life		ein einfacheres Leben anstreben
(to) embrace (non-)materialistic values	(to) adopt beliefs that prioritise things other than material wealth	(nicht-)materielle Werte annehmen
fortuitous circumstances	events that happen by chance, often in a way that is beneficial	die glücklichen Umstände
(to) fulfil dreams		Träume erfüllen
inalienable rights	fundamental rights that cannot be taken away	die Grundrechte
(to) overcome obstacles	(to) successfully deal with difficulties or challenges	Hindernisse überwinden
(to) pursue financial independence		die finanzielle Unabhängigkeit anstreben

2 Learn the vocabulary by heart.



q-r.to/bfSWxe

LERNHILFE

Quizlet:
**The American
Dream**
Kennwort:
dream

term/phrase	explanation	German expression
(to) question the traditional American Dream	(to) doubt or challenge the conventional idea of the American Dream	den traditionellen amerikani- schen Traum hinterfragen
from rags to riches		vom Tellerwäscher zum Millionär
(to) reject social expectations		die gesellschaftlichen Erwartungen ablehnen
(to) sacrifice personal happiness	(to) give up comfort or pleasure for the sake of success	das persönliche Glück opfern
(to) seek prosperity / material wealth	(to) actively look for financial success	Wohlstand suchen
(to) strive for success	(to) make an effort to achieve something great	nach Erfolg streben
upward mobility		der soziale Aufstieg
(to) value freedom over wealth	(to) prioritise personal liberty over financial gain	Freiheit über Reichtum stellen

The big crash: The financial crisis of 2008

III

How a bank started the economic crisis of 2008 (chapters 26–27)

Picture: mauritius images / ClickAlps / Stefano Termanini



- 1** **IN PAIRS:** When you hear “Wall Street”, what images or associations come to mind?



Picture: mauritius images / Jose Fuste Raga



Picture: mauritius images / Glasshouse / Spencer Jones

- 2 Before watching a documentary on the collapse of Lehman Brothers, familiarise yourself with financial terminology.

Match the terms on the left to the definitions on the right.
Use an online dictionary for help.

→ **DICTIONARY**
Vocabulary:
The big crash, p. 126

1. interest rates

2. default

3. prime mortgage

4. subprime mortgage

5. securitisation

6. regulator

7. bailout

8. ramification

9. bankruptcy

a. (to) not (be) able to repay a loan or meet financial obligations (*der Zahlungsverzug*)

b. the process of pooling various types of debt, including mortgages, and selling them as bonds to investors

c. an authority or agency responsible for overseeing and enforcing laws and regulations in the financial industry.

d. When a business cannot pay its creditors (those to whom money is owed), its assets (like buildings, equipment and inventory) are sold to pay off as much debt as possible. (*die Insolvenz*)

e. a consequence of an action or event

f. the percentage paid by banks to depositors for keeping their money in savings accounts

g. loans offered to borrowers who have lower credit ratings and a higher risk of default

h. financial support given to a company or country facing serious financial difficulty or bankruptcy (*Bankenrettung*)

i. loans given to borrowers who are considered to have a high credit rating and a low risk of default

3 Before watching, go back to your spider chart on page 4 and identify the areas that need improvement.

4 Watch a documentary about the collapse of the investment bank Lehman Brothers. Take notes on the questions below.



MATERIAL

Lehman Brothers: How this Bank started the Economic Crisis

q-r.to/bfSsin

0:00 – 4:50

a. How is Lehman Brothers described at the beginning of the documentary?

4:50 – 5:40

b. What were the effects of lowering the interest rates in 2006?

5:40 – 6:40

c. What role did securitisation play in the financial success of Lehman Brothers?

d. How did giving mortgages without checking earnings affect the mortgage market?

9:30 – 12:30

e. What role did Dick (Richard) Fuld, Jr. play in the success of Lehman Brothers?
career and success:

12:30 – 17:50

leadership style:

f. What happened in the final months of 2007?

17:50 – 19:10

g. What happened to the investment bank Bear Stearns and how did it affect the market?

19:15 – 23:35

III

23:35 – 24:50

h. What was the market's response to Lehman Brothers' quarterly loss in June 2008?

24:50 – 29:10

i. What was Dick Fuld's response?

29:10 – 32:00

j. Why was Lehman Brothers not bailed out?

32:00 – 37:20

k. How did the collapse of Lehman Brothers on 15th September 2008 affect investors in places like Hong Kong and Singapore?

l. What was the public response to the losses in Singapore?

37:20 – 39:50

m. How did the financial crisis show the difference between Wall Street executives and ordinary investors?

39:50 – 44:49

5 IN PAIRS: Share your results.

If anything is unclear, you can watch parts of the documentary again using the timecode.

6 GROUP WORK: Do the tasks in the → **ERGEBNISSICHERUNG**, page 124.

Evaluation

7 Evaluate your listening skills with the help of the spider chart on page 4 (100 % indicates the highest level). Use a different coloured pen than the last time.

After completing the chart, connect all the dots by drawing a line to see your strengths and weaknesses. What areas have improved? What areas need improvement?

8 Reread the excerpt from chapter 27 of *Behold the Dreamers*. Analyse how language is used to convey the catastrophic and far-reaching impact of the collapse of Lehman Brothers. Fill in the PEE-chart (p.106).

→ *Behold the Dreamers*,
p. 184, l. 7 – p. 185, l. 7



MATERIAL

Behold the Dreamers:
ch. 27, p. 184–185

q-r.to/bfSsky

→ **SKILL BOX**
P-E-E chart method, p.27

9 HOMEWORK: Read chapters 28 to 40.

→ *Behold the Dreamers*,
p. 186–259

Effect

The crisis and its impact on the characters (chapters 28–40)

1 The class is divided into four expert teams.

a **ON YOUR OWN:** For your assigned character, describe the emotional and psychological impacts on Clark and Cindy Edwards as well as Jende and Neni Jonga following the collapse of Lehman Brothers.

Use the quotes as a help.

Refer to chapters 26 to 40.

b **GROUP WORK:** Meet students who have worked on the same character. Share your results.

c **GROUP WORK:** Meet in mixed groups of four and exchange your findings. Take notes.

Discussion points

2 **GROUP WORK:** Discuss the moral implications and wider ethical considerations in the financial industry. Use the discussion points below.

- How do decisions made by investment bankers like Clark Edwards impact less privileged people?
- What are the ethical considerations of decisions that prioritise profit over the well-being of society?
- How should executives be held accountable to the public and their own clients?
- What changes and regulations could be made to prevent the widespread impact seen in the financial crisis?

→ **ERGEBNISSICHERUNG**
The financial crisis and
its impact, p. 124



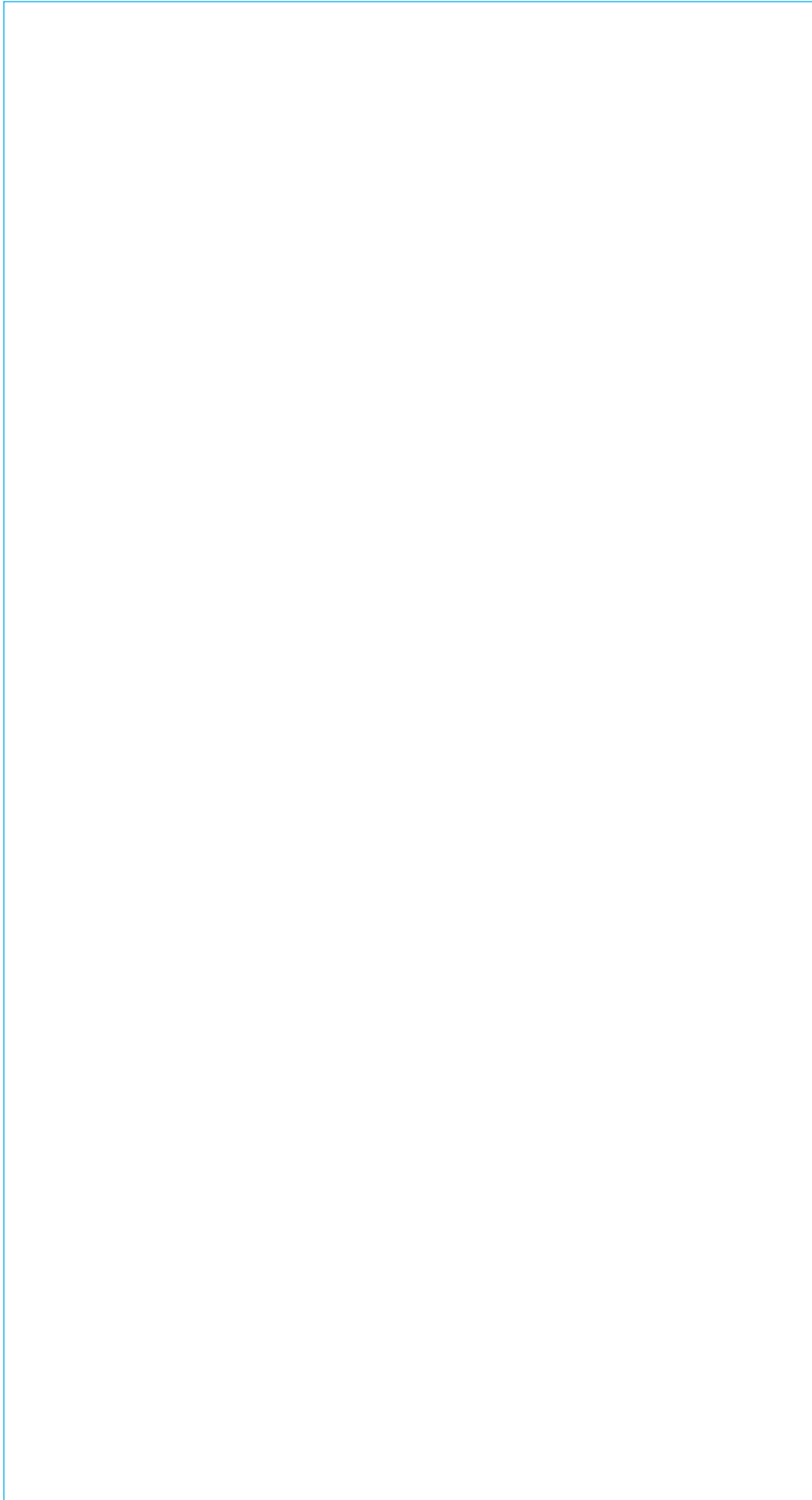
LERNHILFE
Jende



PARTNER A Jende Jonga



PARTNER B Neni Jonga



LERNHILFE
Neni

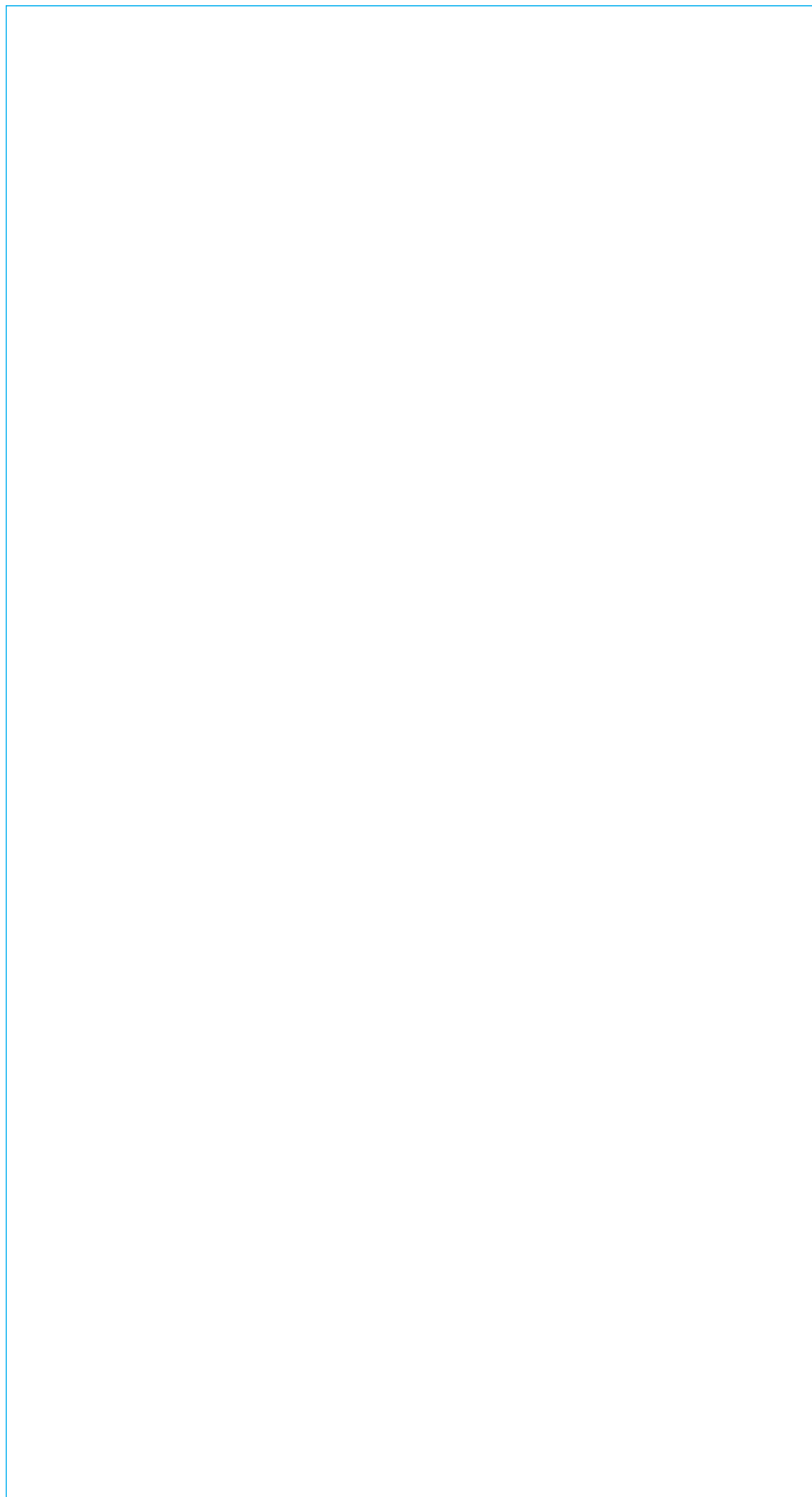




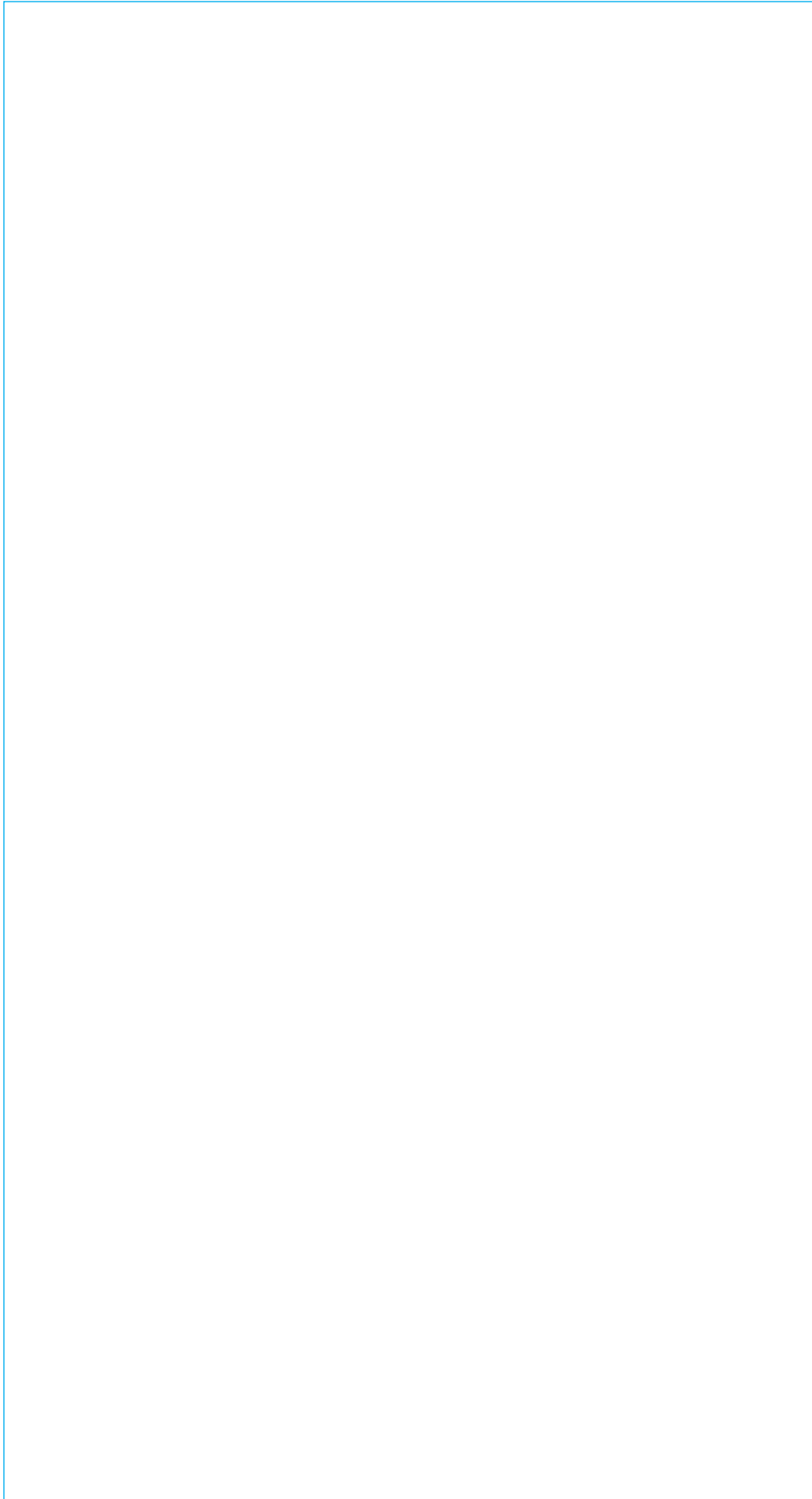
LERNHILFE
Clark



PARTNER C Clark Edwards



PARTNER D Cindy Edwards

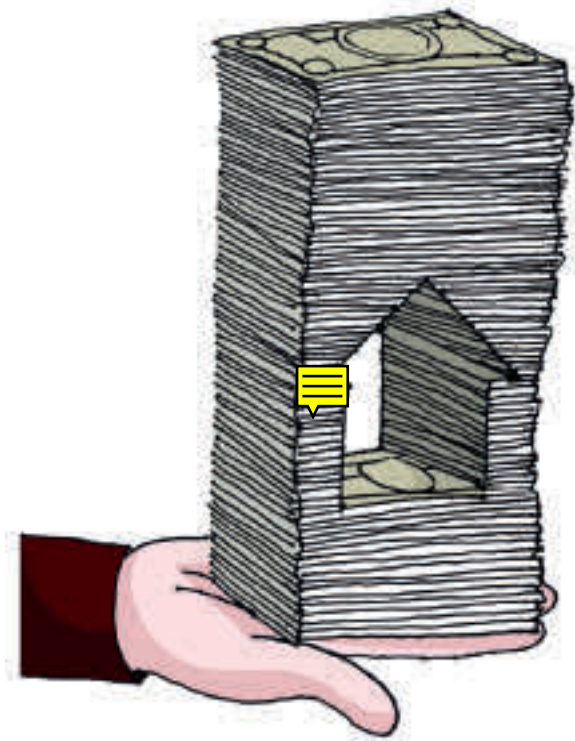


LERNHILFE
Cindy



CORE SKILL PRACTICE Working with an article

From dream to dilemma: The US housing market today



„Property Prices“, a cartoon
by Alfredo Martinera (2023)

Cartoon: Alfredo Martirena /
CartoonStock,
www.CartoonStock.com

US home prices have far outpaced paychecks. See what it looks like where you live

by JENNIFER LUDDEN and DANIEL WOOD, 20 JUNE 2024

Millions of Americans are already shut out of buying a home, and the cost of buying one continues to rise.

In past decades, it was common to find a house that cost roughly three times a buyer's annual income. But that ratio has skewed sharply since the
5 COVID-19 pandemic, with home prices up a whopping 47 % since early 2020. Median home sales prices last year were about five times the median household income, according to tabulations in a newly released report by the Harvard Joint Center for Housing Studies, and there are signs it could get worse.

10 The double whammy of high prices and high mortgage rates has “left homeownership out of reach to all but the most advantaged households,” says Daniel McCue, a senior research associate at the center.

The report finds that in nearly half of metro areas, buyers must make more than \$100,000 to afford a median-priced home; in 2021, that was the case
15 in only 11 % of markets.

For those looking to buy – as well as for current homeowners – rising property taxes and insurance rates are also adding to financial strain. According to Harvard’s estimates, “The all-in monthly costs of the median-priced home in the US [when adjusted for inflation] are the highest since these data were
20 first collected more than 30 years ago.”

This has made it even harder to close racial gaps in homeownership. In the first quarter of 2024, the report finds that just 8 % of Black renters and 13 % of Hispanic renters had enough income to afford the monthly payments on a median-priced home.

25 Meanwhile, with many homeowners reluctant to sell and give up their lower mortgage rates, home sales have plummeted. Last year saw the lowest level of existing-home sales in nearly three decades, even lower than after the 2008 housing crash. The US homeownership rate nudged up just 0.1 percentage points last year, the smallest increase since 2016.

30 The spike in home costs has left millions of people stuck renting, driving up competition and prices in that market too. For a record half of US renters, their housing is now unaffordable, Harvard finds. Since 2001, inflation-adjusted rents have gone up 10 times faster than renters’ income.

Housing experts say the underlying problem for both buyers and renters
35 is a massive housing shortage that has built up over decades and will take years to remedy. Single-family construction has been picking up, and some developers are building slightly smaller, lower-cost homes. A boom in multifamily construction has also helped ease rents, especially in places such as Austin, Texas, which saw some of the biggest hikes in recent years.

40 But the Harvard report’s authors say this reprieve isn’t likely to last.

For one thing, high interest rates and other rising costs – land, labor, insurance – have again slowed down apartment construction. And because all those things are so expensive, most of what’s being built is at the higher end of the market. Over the past decade, the US has lost more than 6 million
45 units with rents under \$1,000. For extremely low-income renters, the National Low Income Housing Coalition calculates that for every 100 households, there are only 34 places they can afford.

At the same time, rental demand remains strong, especially as more members of Generation Z move out on their own. Last year, the number of renter
50 households grew by more than half a million, the biggest bump since 2016.

If demand continues to tick up while the slowdown in construction persists, the Harvard report warns that this will “risk sparking another period of rapid rent increases similar to the recent run-up that has contributed to the worst renter affordability conditions on record.”

(615 Wörter)

From: © 2024 National Public Radio, Inc. News report titled “US home prices have far outpaced paychecks. See what it looks like where you live” by Jennifer Ludden and Daniel Wood was originally published on NPR.org on June 20, 2024, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

- 1** **a** Outline the reasons for the current trends in home prices and the effects these trends are having.

reasons:

effects:

-
- b** **IN CLASS:** Share your results.

- 2** **a** Do the exercises in the → **DICTIONARY** *Participles* and *Talking about changes* on page 117.

- b** **IN CLASS:** Write a coherent outline using sentence connectives for adding and listing, as well as participle constructions instead of relative clauses to show cause and effect.

- 3** Analyse how the article presents the housing market crisis.
Focus on communicative strategies and its effect on the reader.

Also consider the function of the charts published with the article.
To access the charts, scan the QR code.

Use a separate sheet of paper.



MATERIAL

US home prices have
far outpaced paychecks

q-r.to/bfSsxG

→ **KNOWLEDGE BOX**
Communicative
strategies, p. 116

4 GROUP WORK: Exchange your findings in small groups.

5 Based on your results, write a coherent paragraph about one of the communicative strategies on a separate sheet of paper.

Tip:

Embed quotes in your writing, but vary how you present them. To keep your writing concise and smooth, avoid using long quotes. Instead, try paraphrasing or summarising key points and then using an indirect quote, followed by (cf. I. XX) to indicate the reference. This will help maintain the flow of your writing while still providing evidence from the text.

+ 6 Within the NPR article, there are several links to additional articles that provide further insights on the topic.

a Go back to the online article and choose at least one link within the article to click on and read another related article.

Example:

CLICK HERE

This has made it even harder to close **racial gaps** in homeownership. In the first quarter of 2024, the report finds that just 8 % of Black renters and 13 % of Hispanic renters had enough income to afford the monthly payments on a median-priced home.

b Comment on how the additional reading has broadened your understanding of the topic.



Media literacy: Related content

When you are reading an article, clicking on links to related content is more than just a way to gather extra information – it is a key digital reading skill that allows you to verify information and deepen your understanding.

This process, known as sourcing, helps you find more information about a topic, check facts and see different perspectives.

Next time you read online, follow the links and try to back up claims with at least two other credible sources.

9 HOMEWORK: Read chapters 41 to 48.

→ **ERGEBNISSICHERUNG**
Analysis, p. 125

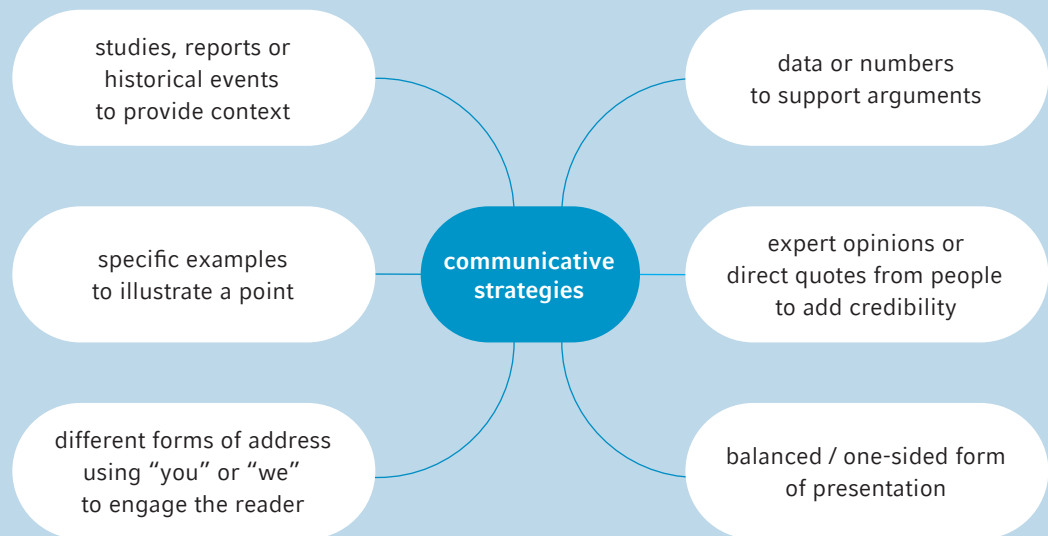
III

→ *Behold the Dreamers*,
p. 260–304

KNOWLEDGE BOX

Communicative strategies

Communicative strategies are techniques that writers or speakers use to clearly deliver their message and keep the audience interested. These strategies help make ideas clear, highlight important points and convince the reader or listener.

Exam tip:

When you are asked to analyse communicative strategies, keep these categories in mind to look for examples in the article and give a structured analysis of the techniques used.

DICTIONARY

Participles

→ zu Schülerarbeitsbuch, S. 114, Aufgabe 2

1 Rewrite the sentences using participle constructions.

- a. High mortgage rates restrict access to homeownership, which creates difficulties for many potential buyers.
- b. The shortage of new home construction is caused by rising costs and high interest rates, which has led to an increase in prices.
- c. Homeowners hesitate to sell because they have lower existing mortgage rates, which has caused a significant drop in home sales.
- d. More and more people are being pushed into renting, which has increased competition.
- e. This situation has particularly affected Black and Hispanic renters and has widened the racial gap in homeownership.

GRAMMAR BOX

Participles instead of relative clauses

Using participles in your writing is effective because they condense information and allow you to combine information smoothly.

Instead of using a longer relative clause or a separate sentence, a participle links cause and effect directly. This makes the sentence shorter and more concise.

EXAMPLE:

relative clause:

The article explains that the current trends in the US housing market, which have driven up prices, have made homeownership increasingly unaffordable for many Americans.

participle construction:

The article explains that the current trends in the US housing market have made homeownership increasingly unaffordable for many Americans, driving up prices.

Talking about change

→ zu Schülerarbeitsbuch, S. 114, Aufgabe 2

- 2** Study the **GRAMMAR BOX**. Then, fill in the blanks with either the correct form of "used to" or the present perfect using the verbs in brackets.

- a. The housing market _____ (*change*) dramatically over the past few years.
- b. House prices _____ (*increase*) significantly since 2020.
- c. Many people _____ (*own*) homes more easily before the recent surge in prices.
- d. Rent prices _____ (*rise*) steadily over the last few years, making it harder for many people to afford housing.

GRAMMAR BOX

"Used to" vs. the present perfect

Used to describes past habits or states that are no longer true.

Form: Subject + used to + infinitive

EXAMPLE:

*House prices used to be much lower before the pandemic.
(House prices are no longer low.)*

The **present perfect** describes actions that happened at an unspecified time in the past or started in the past and continue to the present.

Form: Subject + has / have + past participle

EXAMPLE:

*House prices have increased significantly over the last few years.
(The increase is still relevant today.)*

Note: **Used to** highlights past conditions, while the **present perfect** connects past events with current situations.

Why business ethics matter [BBG]

- 1** **IN PAIRS:** Try to give a definition of the term “business ethics”.
Write your first definition in the box.

Partner puzzle

- 2** You will be divided into **PARTNER A** and **PARTNER B**.

- a** **ON YOUR OWN:** Individually, read the text assigned to you and take notes according to the prompts.

PARTNER A: p. 120/121

PARTNER B: p. 122/123

- b** **IN PAIRS:** Along with a partner working on the same text, compare your notes and make any necessary additions or corrections.

Use the QR code when you talk about the benefits of adhering to ethical behaviour.

AbiBox⁺
Learningsnacks



MATERIAL

Language support:
Importance of ethics

q-r.to/bdmKiX

- c** **IN PAIRS:** Exchange your findings with a partner who worked on the other text.

Take notes. Be prepared to present your results.

TEXT FOR PARTNER A

The Importance of Business Ethics

by MELISSA HORTON | 07 January 2022

The system of moral and ethical beliefs that guides the values, behaviors, and decisions of a business organization and the individuals within that organization is known as business ethics. Some ethical requirements for businesses are codified into law; environmental regulations, the minimum wage, and restrictions against insider trading and collusion are all examples of the government setting forth minimum standards for business ethics. [...]

Ethics in Leadership

The management team sets the tone for how the entire company runs on a day-to-day basis. When the prevailing management philosophy is based on ethical practices and behavior, leaders within an organization can direct employees by example and guide them in making decisions that are not only beneficial to them as individuals, but also to the organization as a whole. Building on a foundation of ethical behavior helps create long-lasting positive effects for a company, including the ability to attract and retain highly talented individuals, and building and maintaining a positive reputation within the community. Running a business in an ethical manner from the top down builds a stronger bond between individuals on the management team, further creating stability within the company.

Employee Ethics

When management is leading an organization in an ethical manner, employees follow in those footsteps. Employees make better decisions in less time with business ethics as a guiding principle; this increases productivity and overall employee morale. When employees complete work in a way that is based on honesty and integrity, the whole organization benefits. Employees who work for a corporation that demands a high standard of business ethics in all facets of operations are more likely to perform their job duties at a higher level and are also more inclined to stay loyal to that organization.

Ethics Vary by Industry

Business ethics differ from industry to industry, and nation to nation. [...]

Companies such as Amazon (AMZN) and Google (GOOGL), which conduct most of their operations online, are not scrutinized for their environmental impact the way energy companies such as BP and Exxon (XOM) are. When it comes to protecting their customers' privacy and security, however, their ethics are examined very closely.

A particular area in which technology companies must make tough ethical decisions is marketing. Advancements in data mining technology enable businesses to track their customers' movements online and sell that data to marketing companies or use it to match customers with advertising promotions. Many people view this type of activity as a major invasion of privacy. However, such customer data is invaluable to businesses, as they can use it to increase profits substantially. Thus, an ethical dilemma is born: To what extent is it appropriate to spy on customers' online lives to gain a marketing advantage?

Benefits of Business Ethics

The importance of business ethics reaches far beyond employee loyalty and morale or the strength of a management team bond. As with all business initiatives, the ethical operation of a company is directly related to profitability in both the short and long term.

The reputation of a business in the surrounding community, other businesses, and individual investors is paramount in determining whether a company is a worthwhile investment. If a company is perceived to not operate ethically, investors are less inclined to buy stock or otherwise support its operations.

Companies have more and more of an incentive to be ethical as the area of socially responsible and ethical investing keeps growing. The increasing number of investors seeking out ethically operating companies to invest in is driving more firms to take this issue more seriously. [...]

From: Melissa Horton: The Importance of Business Ethics. In: Investopedia of 07.01.2022, <https://www.investopedia.com/ask/answers/040815/why-are-business-ethics-important.asp>.

PROMPTS FOR PARTNER A

a How does ethical leadership impact an organisation?

b In what ways do technology companies face tough ethical decisions in their marketing practices?

c What ethical dilemma arises from that practice?

d What is the significance of a company's reputation for investors?

TEXT FOR PARTNER B

A Culture of Ethical Behavior Is Essential to Business Success

by SEAN PEEK | 10 January 2023

Why is ethical behavior important?

To understand why ethical behavior is important, it might be helpful to know how unethical behavior affects a company. Think about a business that hires only family or one that gives inappropriate incentives, for example. While these actions might not be illegal, they can definitely have negative effects on the morale and success of a company, especially if their dirty laundry is aired publicly.

Then, of course, there are the more serious consequences of highly unethical behavior. Businesses that violate ethics and engage in illegal activities can be subject to costly fines and lawsuits. For example, international bank HSBC was subject to a decade-long enforcement action costing it \$1.92 billion after the federal government determined the institution violated money-laundering laws and sanctions rules.

On the flip side, a leader who personifies ethical behavior will be fair in all situations. In turn, employees will trust that their leadership team is working toward the greater good of the entire company. By being ethical, leaders can foster an environment that rewards and encourages good attitudes.

What are examples of ethical behavior?

Ethical behavior includes honesty, integrity, fairness and a variety of other positive traits. Those who have others' interests in mind when they make decisions are displaying ethical behavior. Here are other common examples of ethical behavior:

Respect for others

No matter the relationship between two people and what they agree or disagree upon, people within an organization should always respect each other. This includes managers and subordinates, peers and clients. When there is a base level of respect established, people take criticism less personally, are able

to communicate more openly, and can see and value the other person's perspective.

Open communication

All successful businesses communicate effectively. When the lines of communication are open and employees are willing to have conversations with one another, misunderstandings can be avoided. Having constant conversations and reminders makes it less likely an employee will break a rule or have a low-quality output.

Responsibility

Mistakes and misunderstandings are bound to happen in any work setting. But when they do, employees need to take accountability for their actions. They need to take responsibility for what happened and be proactive in fixing it. When there is a standard of accountability at an organization, its people hold themselves and their peers to a standard of responsibility. [...]

What is a code of ethics?

In the workplace, there might be a standard for ethics set throughout the company. Many organizations create a code of ethics, which might include generic guidelines for ethical behavior about doing the right thing or remaining fair. It could also mention specific protocol within the business. [...]

Businesses should create and display their code of ethics publicly. The company's vision, values and mission should be clearly stated and visible to both employees and clients so that the company can be held to those standards. A code of ethics builds trust and credibility in an organization and creates a culture of open and honest communication. If an ethical tone is set at the top and followed by management, everyone who works there will hold themselves and each other to those standards.

From: Sean Peek: A Culture of Ethical Behavior Is Essential to Business Success. In: Business News Daily of 10.01.2023, <https://www.businessnewsdaily.com/9424-business-ethical-behavior.html>.

PROMPTS FOR PARTNER B

a What are serious consequences of unethical behaviour for a business?

b What are some benefits of establishing a base level of respect, open communication and responsibility within an organisation?

c Why is it important for businesses to develop and display their code of ethics?

3 Write your (imaginary) company's code of ethics.

Scan the QR code for inspiration.

**MATERIAL**

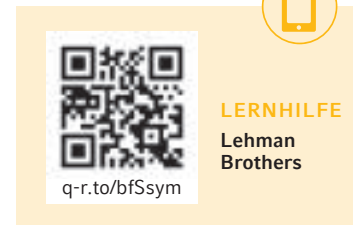
Top 10 companies' code of ethics

q-r.to/bdmKPf

ERGEBNISSICHERUNG

The financial crisis and its impact

- 1** Based on the documentary (p. 102), summarise in your own words how the actions of Wall Street, particularly Lehman Brothers, led to the financial crisis of 2008.



- 2** In what ways does the 2008 financial crisis impact the Edwardses' and the Jongas' lives and their perceptions of the American Dream?

Edwardses:

Jongas:

Analysis

- 3** List communicative strategies writers use to deliver their message and keep the audience interested.

Exam tip:

When you are asked to analyse the communicative strategies, keep these categories in mind to look for examples in the article and give a structured analysis of the techniques used.

- 4** Match the English phrase with the correct corresponding German phrase.

1	This suggests that ...
---	------------------------

2	This emphasises/reinforces ...
---	--------------------------------

3	This highlights the idea of ...
---	---------------------------------

4	As a result, the reader gets the impression that ...
---	--

A	Dies betont/verstärkt die Wirkung, dass ...
---	---

B	Dies unterstreicht die Idee des/der ...
---	---

C	Der Leser erhält dadurch den Eindruck, dass ...
---	---

D	Dies deutet darauf hin, dass ...
---	----------------------------------

1	
2	
3	
4	

DICTIONARY

Vocabulary: The big crash

→ zu Schülerarbeitsbuch, S.101, Aufgabe 2

- 1 Provide the missing explanations for the given term or phrase.

WORD BOX

The big crash

term/phrase	explanation	German expression
bailout		die Rettungsaktion, das Rettungspaket
(to) go bankrupt	(to) be unable to pay one's debts	Bankrott gehen
collapse	the sudden failure of an institution, structure or economy	der Zusammenbruch
default		der Zahlungsausfall
(to) go down the drain	(to) be completely lost or wasted	den Bach runtergehen
complete loss	total destruction or disappearance of value	der Totalverlust
homeowners	people who own their homes	der/die Hausbesitzer/-in
housing price	the cost of buying a house	der Immobilienpreis
interest rate		der Zinssatz
investment banker	a professional who work in the financial industry, mainly in raising capital and advising investors	der/die Investmentbanker/-in

2 Learn the vocabulary by heart.



q-r.to/bfSt06

LERNHILFE

Quizlet:
The big crash
Kennwort:
crash

term/phrase	explanation	German expression
lack of accountability	absence of responsibility or blame for failures or mistakes	der Mangel an Verantwortlichkeit
Lehman Brothers	the fourth-largest investment bank in the 2000s, which collapsed during the 2008 financial crisis	Lehman Brothers (Investmentbank)
(to) lose one's life savings		seine Ersparnisse verlieren
mortgage	a loan taken out to buy property, typically repaid over many years	die Hypothek
(to) only care about profit	(to) focus solely on financial gain without regard for other factors	nur auf Gewinn aus sein
(to) trade perilous waters		sich auf riskante Geschäfte einlassen
stock market	a marketplace where stocks are bought and sold	der Aktienmarkt
Wall Street Titans, Wall Street Giants		die Wall Street-Titanen, die Wall Street-Riesen
(to) weather a crisis	(to) survive or endure a difficult situation	eine Krise überstehen

Questions of identity

IV

Crossing cultures: Tradition and community (chapters 41–48)

Discussion points

1 GROUP WORK: Talk about the following questions.

- How did reading chapters 41 to 48 make you feel?
- How do the events in these chapters show the characters' struggles and emotions?
- Why does the novel reach its climax?
- What traditions have you noticed in the novel so far?
- How are these traditions portrayed?

2 ON YOUR OWN: You will be divided into **PARTNER A** and **PARTNER B**. Analyse how the setting contributes to insights into tradition, culture and family life in chapters 46 and 48. Use the guiding questions below.

PARTNER A will focus on Cindy Edwards' funeral in chapter 45, p. 286 and chapter 46.

PARTNER B: will focus on Pa Jonga's funeral in chapter 48.

- a. What family members are present at the time of death? Where does it take place? What does this suggest about family dynamics and cultural expectations?

- b. Describe the physical setting of the funeral. What details about the location are given?

- c. What religious ceremonies or cultural practices are depicted in each funeral? How do these rituals reflect the cultural values and beliefs of the community?

- d. How are family members involved in the funeral?
→ What does it reveal about family relationships and cultural expectations?

- e. What overall mood is created?

3 IN PAIRS: Working with a partner who worked on the same chapter, compare your notes and make any necessary additions or corrections.

4 GROUP WORK: Pair up with another pair who worked on the other chapter. Compare your answers and discuss the differences and similarities in how the setting, family and community are portrayed.

Use a Venn diagram to visually represent the overlapping and contrasting aspects of the funerals.

5 IN CLASS : Present your results.

IV

→ **DICTIONARY**
Vocabulary: Identity and belonging, p. 152

→ **SKILL BOX**
Venn diagram, p. 132

→ **DICTIONARY**
Comparing information,
p. 133

→ *Behold the Dreamers*,
p. 305–324

- ⊕ **6** Why do you think Imbolo Mbue chose to present these two funerals in such different ways?



Media literacy: Using Canva for digital organisation

Canva is a digital design tool that helps you create, organise and present information effectively. It is user-friendly and has a wide range of templates, from infographics to presentations. With its drag-and-drop function, it makes it very easy to customise designs to fit your needs.

How to get started:

1. Choose a template that suits your project, e. g. a Venn diagram.
2. Add text, images and other elements to organise your information clearly.
3. Download or share your finished design.

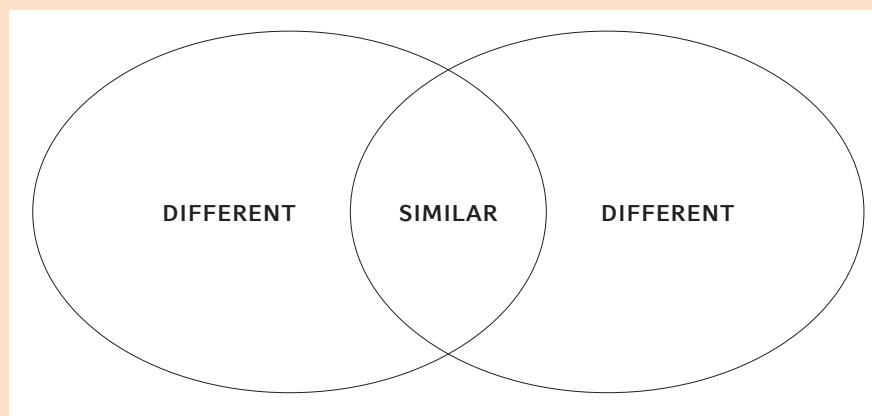
- 7** **HOMEWORK:** Read chapters 49 to 52.

SKILL BOX

Venn diagram

Venn diagrams are widely used in mathematics to solve complex mathematical problems, but can be also used to improve reading comprehension. They are graphic organisers for comparing two or more items and therefore visually illustrate the differences and similarities of these items and the relationship between them. They consist of overlapping circles. Each circle contains information/characteristics that is typical for the item. The section where the two circles overlap contains information/characteristics the two circles have in common.

You can use Venn diagrams to compare and contrast information about fictional and non-fictional texts, e.g. characters, stories, events, themes or text features, (authors') attitudes etc.



DICTIONARY

Comparing information

→ zu Schülerarbeitsbuch, S. 132, Aufgabe 6

- 1** Translate the sentences from German into English, using logical sentence connectives of comparison and contrast.

→ **WORD BOX**,
Sentence connectives,
p. 93

a. Beide Beerdigungen beinhalten religiöse Elemente. Während Cindys Beerdigung in einer Kirche stattfindet, findet Pa Jongas Beerdigung draußen statt.

b. Während Cindys Beerdigung eher formell und traditionell gehalten wird, ist Pa Jongas Beerdigung ein Gemeinschaftsfest.

c. Genauso wie bei Cindys Beerdigung ist auch bei Pa Jongas Beerdigung die Musik von großer Bedeutung.

d. Cindys Familie ist weniger in die Beerdigung involviert. Im Gegensatz dazu ist Pa Jongas Familie stark in den Prozess eingebunden.

IV

- 2** Write down two more sentences using sentence connectives of comparison and contrast.

Tough choices: “How much suffering can a man take in this world, eh?” (chapters 49–52)

Neni and Jende are facing the crucial decision of whether to stay in America or return to Limbe. To help them make this decision, they gather their closest friends and family for a heartfelt discussion. The meeting takes place in the warm, inviting living room of their Harlem apartment, where everyone is seated on the floor, sharing a traditional Cameroonian meal. Each person offers their unique perspective on the situation.

- 1 **a** Familiarise yourself with the scenario above.
- b** Choose the character you would like to play (p. 135).
The character will wear different “thinking hats” during the discussion.
- c** Review your role card, understand the character’s motivations and prepare arguments.

2 Perform the dinner role-play.

Present the character’s perspective while considering the cultural, emotional and practical aspects of the decision.

3 **IN CLASS:** Present and justify your decision.

Discussion points

- 4 **IN CLASS:** Discuss the questions below.
 - How did playing your character’s role influence your opinion on whether the family should stay in America or return to Limbe?
 - Which arguments from other characters made you question your initial stance?
 - How do cultural expectations influence the characters’ decisions?
 - How would you personally feel if you were in Neni or Jende’s position?
 - How does the role of community and family support differ in America compared to Limbe, based on the discussion?
- 5 Evaluate your speaking performance with the help of the success criteria checklist (p. 154).
- 6 **HOMEWORK:** Read chapters 53 to 55.

→ *Behold the Dreamers*,
p. 325–346

Thinking hats

JENDE'S HAT

pessimism / realism

Focus on identifying potential risks, problems and drawbacks. Look at the situation realistically. Consider the challenges. What has already gone wrong?

arguments:

Life in the US is filled with hardships and uncertainty. The financial struggles and job instability are overwhelming.

Returning to Limbe offers a fresh start in familiar surroundings.



q-r.to/bfStX2

LERNHILFE
Thinking hats:
Jende

NENI'S HAT

optimism

Focus on the positive aspects, opportunities and potential benefits. Encourage hope and a belief in positive outcomes.

arguments:

In the US, Liomi and Timba can access quality education and opportunities that are unattainable in Limbe.

You believe that you have already invested too much to give up now. You are close to achieving your goal of becoming a pharmacist. Returning to Limbe would mean giving up everything you have worked for.



q-r.to/bfStYr

LERNHILFE
Thinking hats:
Neni

WINSTON'S HAT

critical thinking

Focus on managing the discussion, organising thoughts and ensuring a structured approach. Keep the group focused on the goal and ensure that all perspectives are considered.

arguments:

You understand the harsh reality of the American economy, especially for immigrants without strong educational backgrounds or job security.

Life in Limbe, though hard, offers the comfort of family, community and a familiar environment. They would not be as isolated as in the US.



q-r.to/bfSta9

LERNHILFE
Thinking hats:
Winston

BETTY'S HAT

emotions

Focus on emotions, intuition and gut feelings. Express how people feel about the situation without needing justification.

arguments:

You understand Neni's emotional attachment to the American Dream. You believe that leaving now would be surrendering after all their hard work.

Draw from your own life in America to highlight the importance of perseverance. Point out how absurd it is to give up on the opportunities in the US just to face similar or worse difficulties back home.



q-r.to/bfStb8

LERNHILFE
Thinking hats:
Betty

NATASHA'S HAT

creativity / alternatives

Focus on creative thinking, generating new ideas and exploring alternatives. Encourage thinking outside the box and consider unconventional solutions.

arguments:

You encourage exploring all possible legal and community support avenues.

You suggest creative solutions to overcome the challenges. You believe that Neni has the potential to succeed and that giving up now would be premature.

The church community can offer practical help, such as food donations, babysitting services and possibly even financial aid.



q-r.to/bfStcJ

LERNHILFE
Thinking hats:
Natasha

FATOU'S HAT

facts / culture

Focus on practical aspects without getting emotional and provide a clear, neutral perspective based on tradition and cultural expectations. Provide objective facts about the potential consequences of either decision.

arguments:

It is the husband who makes decisions for the family. As women, we stand behind our husbands.

Keeping the family together is the most important thing. Even if life is difficult in Limbe, it's better to be together in our homeland.

Life in the US is expensive and uncertain. Returning to Limbe, where the cost of living is lower and a strong family network await will provide stability.



q-r.to/bfStdT

LERNHILFE
Thinking hats:
Fatou

Neni: Fighter or pushover? (chapters 53–55)

- 1** List all of the desperate measures Neni undertakes to support her family.

- 2** How does Neni change from the beginning of the novel to the end?

- 3** **ON YOUR OWN:** Revise the discussion strategies in the
→ **WORD BOX** *Discussion star* on page 49.

4 GROUP WORK: In groups of three or four, discuss whether Neni Jonga's actions and choices make her a fighter or a pushover. Follow the steps below.

a Compile arguments for both sides and write them in one of the fields of the scale (p. 138–139). Identify relevant events and moments in the novel.

b In your group, discuss whether some arguments, moments, events and decisions are "heavier" (= have more impact) than others.

Use the link below to place your arguments on the scale accordingly.
The further to the right or left the argument is placed on the scale,
the greater its weight.

You can also stack the arguments on top of each other.

Alternatively, you may use the template on pages 138–139.



MATERIAL

Argument scale

q-r.to/bdQKi5

c Determine which way the scale tilts. Note that some arguments are heavier than others. Finally, formulate your point of view by addressing the most important moments on both sides, weighing them individually and against each other.

Conclude whether Neni can be labelled a fighter or a pushover.

+ 5 IN CLASS : Talk about the questions below.

- How do Neni's cultural beliefs and traditions influence her decisions?
- How does Neni balance her moral beliefs with the need to survive in a foreign country?
- What can readers learn from Neni's journey?

6 HOMEWORK: Read chapters 56 to 62 (end of the novel).



q-r.to/bfStgL

LERNHILFE

Neni as a fighter

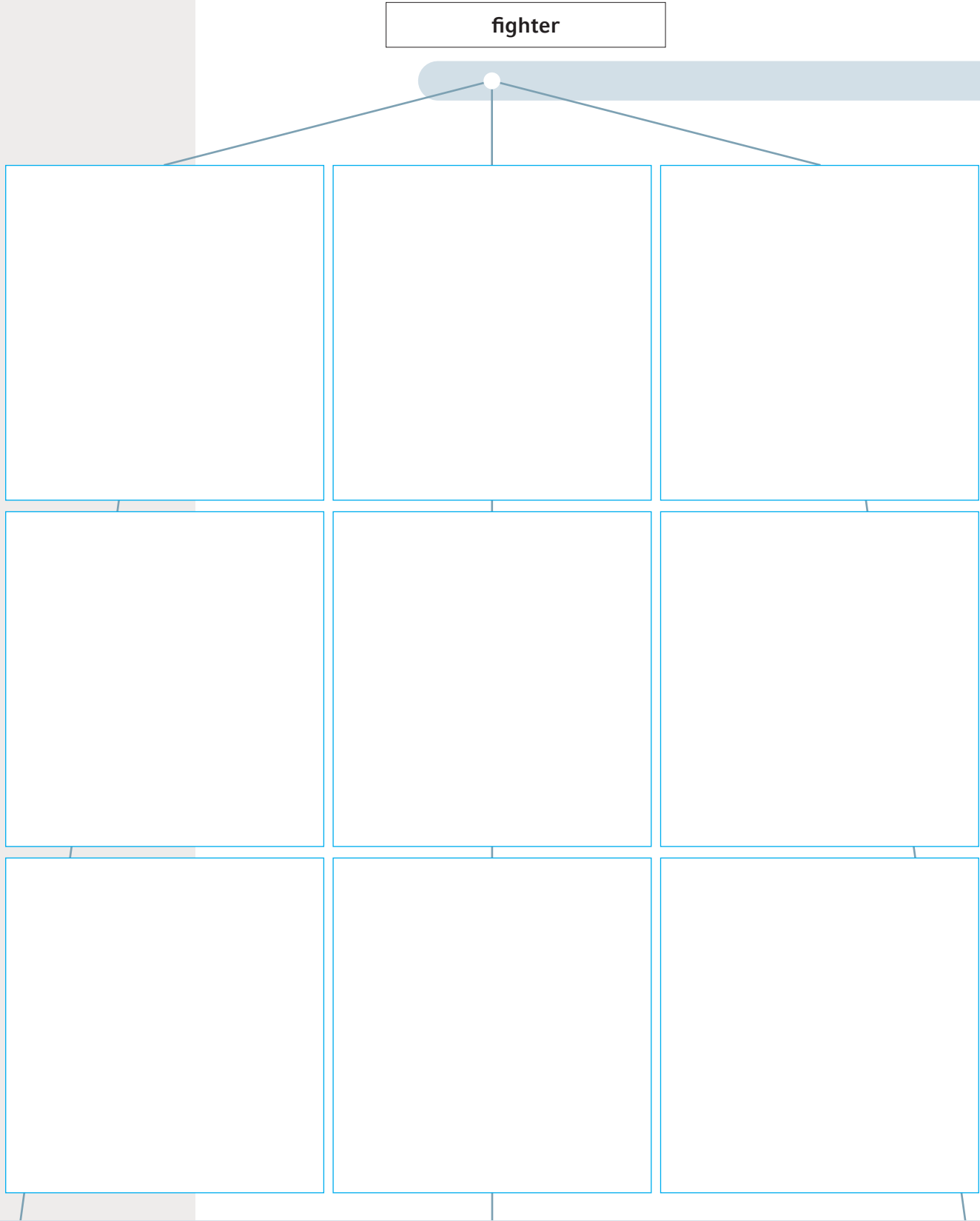


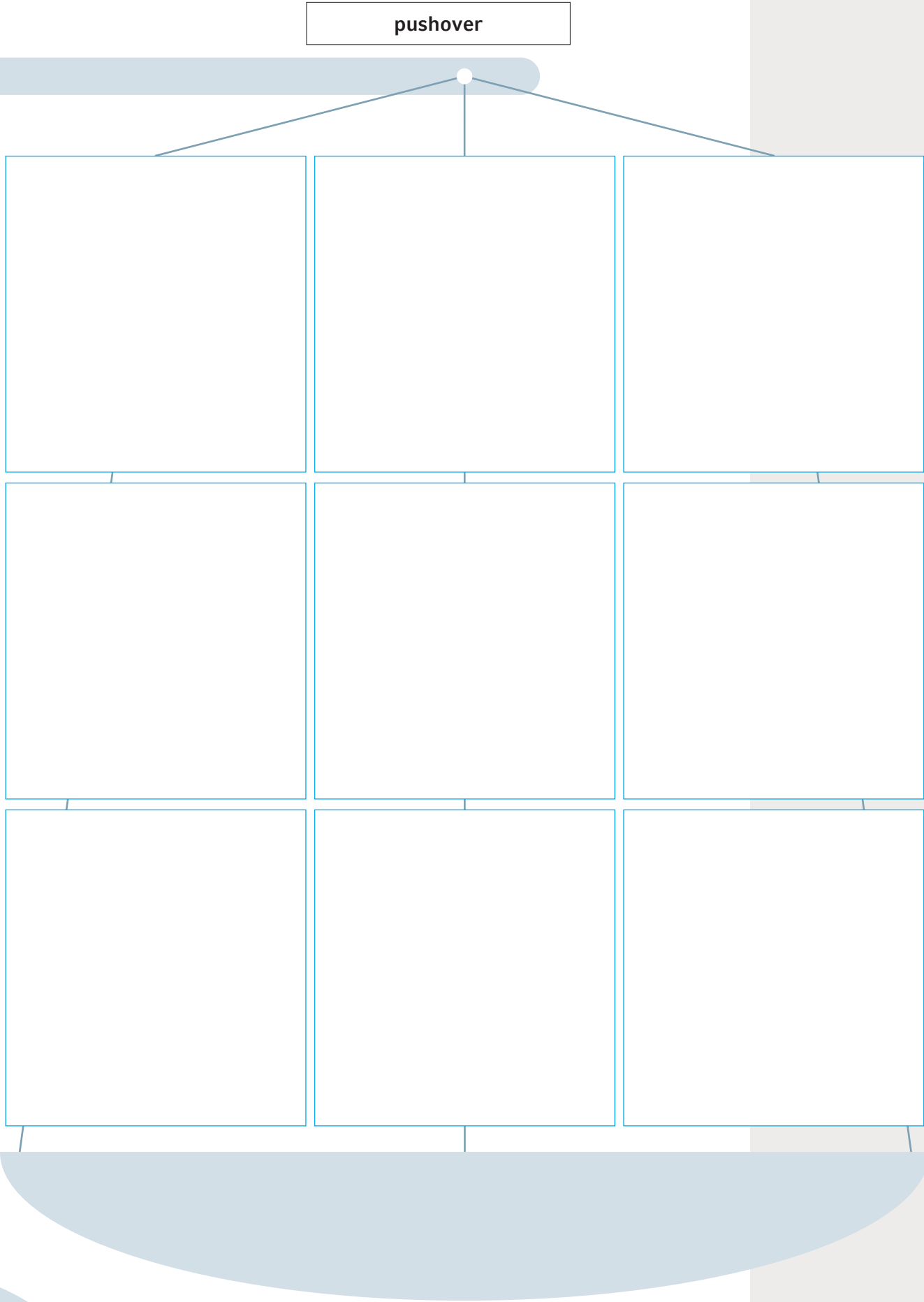
q-r.to/bfStHv

LERNHILFE

Neni as a pushover

→ *Behold the Dreamers*,
p. 347–382





IV

Belonging: Home is where the heart is (chapters 56–62)



Picture: mauritius images / Eenevski / Alamy / Alamy Stock Photos

- 1 GROUP WORK:** How did you feel after reading the ending of *Behold the Dreamers*? How did you feel when the Jongas returned to Cameroon? Talk in groups.

- 2 IN PAIRS:** What does home mean to you? Is it a place, a feeling or something else? Make an equation.

home = _____

- 3 IN PAIRS:** Read Clark's poem and summarise his idea of home.

Home

Home will never go away

Home will be here when you come back

- 3 You may go to bring back fortune
You may go to escape misfortune
You may even go, just because you want to go
6 But when you come back
We hope you'll come back
Home will still be here.

4 Analyse the poem's use of language.

→ **KNOWLEDGE BOX**
Stylistic devices, p. 34

5 Explain Clark's transformation after Cindy's death and his view of home.

IV

6 Compare Jende's and Neni's different attitudes towards home.

What does each character expect from their return to Limbe? How do these expectations reflect their personal and cultural identities? Use the quotes (p. 143).

PARTNER A: Jende**PARTNER B: Neni****7 On a separate sheet of paper, write a poem from either Neni's or Jende's perspective.**

You can also write your own poem about what home means to you.

You may consider the following prompts:

- What does home mean when you are forced to leave it?
- How does the sense of belonging shift with place?
- How do you reconcile the past with the present in your concept of home?

Add on: Record your poem as a spoken-word piece and add a sound file to capture the emotion in your voice.

PARTNER A: Jende

“[T]his country is full of lies and people who like to hear lies. If you want to know the truth I’ll tell you the truth: This country no longer has room for people like us. Anyone who has no sense can believe the lies and stay here forever, hoping that things will get better for them one day and they will be happy. As for me, I won’t live my life in the hope that someday I will magically become happy. I refuse to!” (p. 332, l. 14 – p. 333, l. 3)

“Jende was going to be somebody in Limbe when they returned. He was going to be a businessman. He would get a nice brick house for them in Sokolo or Batoke or Mile Four, and she would have a maid.” (p. 350, l. 4–6)

“‘The truth, sir,’ he said, ‘is that my body may still be here, but my heart has already gone back home. It is true I came here to escape a hard life and I did not want to go back. But when I had no choice but to go back, I found myself happy thinking about home, sir. I will miss America, but it will be good to live in my own country again. I already picture myself going to visit my father’s grave to show him my daughter. I see myself walking around Limbe with my friends, getting a drink, taking my son to the stadium. I am no longer afraid of my country the way I used to be.’” (p. 373, l. 23–31)

“Enough was enough. He wanted no more of life in a roachfilled apartment in a Harlem neighborhood of fried chicken joints, storefront churches, and funeral homes where young men in cornrows and saggy pants perpetually lingered outside, mourning one of their own and carelessly spitting in his direction. He wanted no more of climbing five flights of stairs to share a bed with his daughter while his son slept in a cot inches away. He wanted no more of smiling for appearances as he stacked dishes and polished silverware, and he certainly wanted no more of riding the subway from work late at night, arriving home sweaty, greasy, and drained.

To him, living such a life for another year would have been the curse. Not recognizing when to go back home would have been a curse. Not realizing that he would be happier sleeping in a bedroom separate from his children, going to visit his mother and his brothers whenever he wanted, meeting his friends at a boucarou in Down Beach for roasted fish and beer by the ocean, riding around in his own car and sweating outside in January ... that would have been the curse.” (p. 359, l. 11 – p. 360, l. 11)

PARTNER B: Neni

“‘I love New York so much, Jends,’ she said. ‘I’m so happy here.’” (p. 350, l. 18f.)

“Having a man other women wanted was a curse masquerading as a blessing, she told herself. But it was a source of pride, nonetheless.” (p. 350, l. 2f.)

“For her children, Neni wavered between joy and sorrow – joy for the beautiful things Cameroon would give them; sorrow for the things it wouldn’t. They would grow up in a spacious house in Limbe, learn to speak French, master how to dance to *makossa* music. They would live near doting grandparents and too many uncles and aunts and cousins.” (p. 350, l. 7–12)

“Neni, for her part, could summon no joy as the date of their departure drew close. Her tears flowed without provocation on the subway, at Pathmark, in Central Park, in the apartment in the middle of mundane chores. She felt no excitement at the thought of being reunited with her family and old friends, only apprehension at the notion that she might never be happy in Limbe as she’d been in New York. She worried that she might have too little in common with her friends, being that she was now so different from them, being that she had tasted a different kind of life and been transformed positively and negatively in so many different ways, being that life had expanded and contracted her in ways they could never imagine.” (p. 360, l. 16–27)



q-r.to/bfStj0

LERNHILFE
Additional
quotes

Wrap-up

- 1 GROUP WORK:** Have another look at the book covers on page 2. Explain how the visual elements – colours, imagery, symbolism – show the struggles, dreams and identities of the Jongas and Edwardses.

- 2** Your teacher will divide you into groups of four. Each group will reflect on one of the following topics related to *Behold the Dreamers*:

- Becoming American: Immigration
- The American Dream
- The financial crisis and its impact
- Questions of identity

Follow the steps below.

- a ON YOUR OWN:** At each group table, you will find a placemat with four sections, one for each group member. Choose one section of the placemat and write down your thoughts on your assigned topic.

Reflect on how key events and characters in the novel are connected to the topic. Refer to the material you have studied in class and give your personal opinion.

- b ON YOUR OWN:** At your teacher's signal, rotate the placemats clockwise. Read your classmates' ideas in the new section in front of you and silently respond to and comment on their ideas.

Repeat this step two more times.

- c GROUP WORK:** After everyone has read and responded to each section, discuss the topic as a group.

Agree on the most important points.

- d GROUP WORK:** Write your group's conclusions in the **ERGEBNISSICHERUNG Topics** in *Behold the Dreamers* on page 151.

- e IN CLASS:** Present your group's findings to the rest of the class.

You may upload your results to a digital platform for a review before your *Abitur* exams.

Keep on working: Creative projects

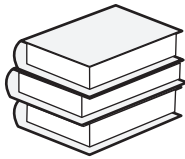
Picture: Wikimedia Commons / Aline W.



Book talk

Create a video discussing one of the topics your group worked on or use one of the discussion questions from p. 395f. of *Behold the Dreamers*.

Consult the provided checklist (p. 147) to ensure your video meets the requirements.



A new chapter

Write a new chapter about what has happened to Jende, Neni and their children 16 years after the end of the novel.

Has Jende's business in Limbe flourished or collapsed? Has he achieved the respect and status he desired?

Does Neni still dream of returning to America, or has she embraced her life in Limbe?

Show how Liomi and Timba have grown up. Have they embraced their Cameroonian identity or do they dream of returning to America?

AI brainstorming: Ask a chatbot for suggestions on how characters might evolve or what challenges they might face more than 16 years later.

AI can also help generate plot twists by providing prompts based on character traits, themes and plot elements from the original novel.

The sky's the limit!

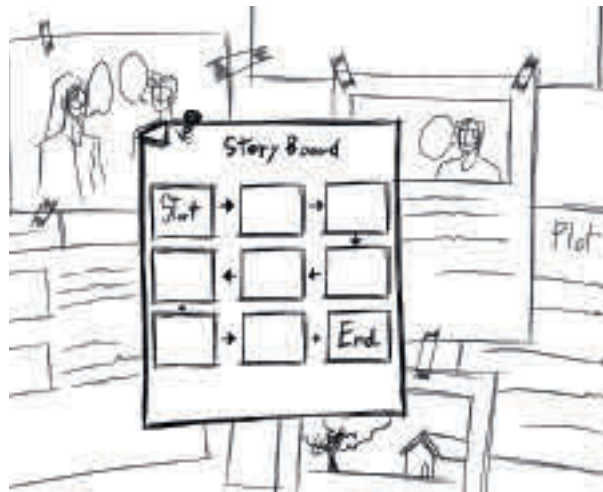
Plan a film trailer

Imagine *Behold the Dreamers* as a movie. Plan and storyboard key scenes that capture the novel's most poignant moments and central themes.

Select moments that highlight the family's struggles and dreams, but avoid spoilers. End with a cliffhanger to keep the audience's attention.

Carefully choose music to set the tone, dialogue to create tension and a voiceover to provide insights into the plot.

Use a storyboard template to plan your trailer.



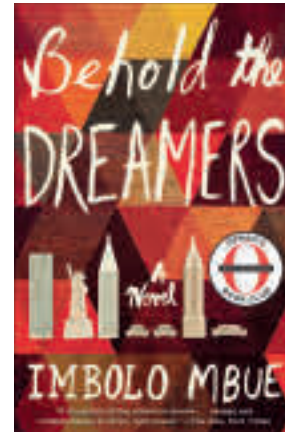
Picture: Thanakorn Harnmarong / iStock Photo

A new book cover with AI tools

Design a new book cover for *Behold the Dreamers* using an AI tool like DALL-E. Have another look at the various covers on page 2.

Consider the novel's themes, settings and characters when you create your design. The cover should capture the essence of the story and appeal to potential readers. Incorporate elements of New York City, such as skyscrapers, the Statue of Liberty or a typical Harlem neighbourhood.

Depict the Jonga family and highlight their journey and emotions. Use contrasting imagery and colours to show their hopes and hardships.



Picture: picture alliance / AP Photo | Uncredited

Graphic novel scene

Choose one of the most impressive moments or chapters in *Behold the Dreamers* and recreate it as a graphic novel scene. Draw yourself or use an AI tool like DALL-E to generate images and combine them with text to convey the emotions and significance of the moment.



Picture: mauritius images / Dimitris K. / Alamy / Alamy

Act out a scene

Transform a key moment from *Behold the Dreamers* into a play and perform it. Use your creativity to transform the scene.

You may use AI tools to help you adapt the text of the novel into a script format suitable for a play.

Add elements such as dialogue, character movement and stage directions. Rehearse with your group to perfect your performance.

Use additional features such as background music, sound effects and green-screen technology to add excitement to your production.

Record your performance.



Picture: Wikimedia Commons / Secretaría de Cultura

Introduction	++++	+++	++	+
You introduce yourself and clearly state the theme or topic you want to discuss.				
You explain why you have chosen this particular theme.				
You explore the topic by showing how it affects the characters and their relationships.				
You explore how the topic reflects wider social, cultural and political developments.				
You explain why the topic remains relevant today.				
You give your personal views and connections to the topic.				
You assess the characters' decisions and provide alternative choices they could have made.				
(Use if-clause type 3 . Example: <i>If Jende had decided to stay in America, he might have faced more hardships.</i>)				

Structure and video quality

Your video is well-organised with a clear beginning, middle and end. The viewers can easily follow the content.				
You transition smoothly between points.				
The video includes elements that help illustrate the content.				
The video is within the time limit provided by your teacher.				

Language / performance

Topic-related vocabulary is used appropriately. A variety of expressions and terms are used.				
Grammar is accurate, with no errors in grammatical structures.				
Your speaking style is smooth and flows naturally, without hesitation. Pronunciation is clear and correct. You speak fluently, clearly and confidently and do not appear to be reading from a script.				

ERGEBNISSICHERUNG

Questions of belonging

1 Answer the questions.

a. How does Neni feel about her place in American society when she attends Winston's party?

b. How do Winston's success and lifestyle reflect his level of belonging in American society?

c. How does Neni's relationship with her Cameroonian culture influence her sense of belonging in America?

d. What impact does the community at Judson Memorial Church have on Neni's sense of belonging in America?

e. How does Jende's view of belonging in America change after he loses his job as Clark's chauffeur?

The role of women

- 2** Compare how women are presented in the novel. Fill in the table, focusing on Neni and Cindy's roles as women, wives and mothers.

	Cindy	Neni
background		
role as a wife		
role as a mother		
aims and ambitions		
community involvement		
response to crisis		
outcome		

ERGEBNISSICHERUNG

The concept of home

- 3** Contrast the concept of home as depicted in the novel. For some main characters, consider how they relate to the idea of home within the categories below.

Home as a physical place:

Home defined by birthplace:

Home as community:

Home defined by language:

Home as an abstract idea:

Topics in *Behold the Dreamers*

- 4 Reflect on how key events and characters in the novel are connected to the novel's central topics.

Becoming American: Immigration

The American Dream

The financial crisis and its impact

Questions of identity

DICTIONARY

Vocabulary: Identity and belonging

→ zu Schülerarbeitsbuch, S. 131, Aufgabe 4

- 1 Provide the missing explanations for the given term or phrase.

WORD BOX

Identity and belonging

term/phrase	explanation / synonym / word family	German expression
(to) be afraid of losing status / stability	(to) fear losing one's position or security	Angst haben, den Status / Stabilität zu verlieren
(to) bridge cultural gaps		kulturelle Unterschiede überbrücken
(to) consider morally questionable measures	(to) think about actions that may be ethically dubious	moralisch fragwürdige Maßnahmen erwägen
(to) be deeply concerned with sth	(to) be very worried about sth	tief besorgt über etwas sein
(to) be dependent on so / sth		von jmdm / etwas abhängig sein
(to) discover a sense of belonging		ein Zugehörigkeitsgefühl entdecken
(to) experience numerous setbacks	(to) encounter many obstacles and failures	zahlreiche Rückschläge erleben
(to) fall back into traditional gender roles	(to) return to conventional male and female roles	in traditionelle Geschlechterrollen zurückfallen
(to) feel out of place		sich fehl am Platz fühlen
(to) have strong connections to one's roots	(to) maintain a deep connection with one's origins	starke Verbindungen zu seinen Wurzeln haben
high level of belonging	a strong feeling of being part of a group or place	ein hohes Maß an Zugehörigkeit

2 Learn the vocabulary by heart.



q-r.to/bfStkk

LERNHILFE
Quizlet:
**Identity and
belonging**
Kennwort:
identity

term/phrase	explanation / synonym / word family	German expression
(to) identify as ...	(to) recognise oneself as being part of a particular group	sich identifizieren als ...
(to) make personal sacrifices		persönliche Opfer bringen
(to) preserve cultural identity		die kulturelle Identität bewahren
(to) seek help	(to) look for assistance	sich Hilfe suchen
(to) show a deep commitment to sth	(to) demonstrate strong dedication to sth	tiefe Verpflichtung zu etwas zeigen
(to) surrender		aufgeben / sich ergeben
(to) take pride in one's cultural background	(to) feel proud of one's cultural heritage	stolz auf die kulturelle Herkunft sein
growing disillusionment		die zunehmende Ernüchterung
community support	help and solidarity from the community	gemeinschaftliche Unterstützung
close-knit relationship	a strong, intimate relationship	ein enges Verhältnis
(to) (re)define one's identity	(to) establish or re-establish who you are	die eigene Identität (neu) definieren

Speaking: Success criteria checklist

3 Reflect on your speaking skills during the semester.

date:								
	met	not met	met	not met	met	not met	met	not met
Presentation Skills								
The topic is introduced. <i>I've been asked to give .../Today, I am going to talk about ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information is presented well-structured and comprehensibly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentence connectives are used to link ideas. <i>To begin with, .../Firstly, .../Second, .../Thirdly, .../Finally, ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas, concepts, examples are explained. <i>Let me illustrate that point by giving an example./ There are several examples that ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation is wrapped up. <i>I'd like to finish by saying .../To sum up, I .../ To put it in a nutshell, ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort is taken to speak freely and fluently as well as to maintain eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media is effectively used to support and illustrate the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation Skills								
Effective effort is shown to initiate the discussion and to keep the conversation going. <i>I'd like to add that .../What we haven't discussed yet is .../ May I interrupt here?/I'd like to make a point here.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions are used to ask for clarification. <i>Could you repeat that again please?/What exactly do mean by saying that ...?/So what you're trying to say is that ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement/disagreement of other opinions is shown by using suitable phrases. <i>I couldn't agree more./So do I think./That may be true but .../ Don't you think that is a bit exaggerated?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

date:								
	met	not met	met	not met	met	not met	met	not met
Own opinion is given/suggestions are made. <i>To my mind, .../I firmly believe that .../I am convinced that .../I suggest that we should ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own opinion is defended. <i>My point is that .../What I am saying is that .../I still hold the view that .../There is no denying that ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient effort is taken to encourage others to join the discussion. <i>So, what do you think?/What is your idea?/Do you also think that we should ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing for time is used when having problems during the discussion. <i>What I'm trying to say is .../Can you repeat what you have just said?/Ohhhh, let me think about it.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusions are drawn. <i>As a result, we should .../All things considered, .../For this reason, ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language								
Clear, natural pronunciation and intonation are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An extensive pool of topic relevant vocabulary is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polite forms are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present tense as the main tense is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar is used correctly and own mistakes are corrected while speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

