Dear class 10a,

Here are this week’s tasks. If you have any inquiries, be sure to write me via email: hatz.arbeitsauftrag@gmail.com.

Have a sunny week!

N. Hatzenbühler

<table>
<thead>
<tr>
<th><strong>Day 1</strong></th>
<th>Since there was a question about the usage of commas in English, this is going to be this day’s topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check out p.2ff of this document for rules and exercises. Most of the rules you can see here are rules that you already know. Still, there might be rules that you haven’t heard of yet. The goal is to provide help when you have to complete writing assignments since correct punctuation is an essential element of every essay.</td>
</tr>
<tr>
<td></td>
<td>After reading through the rules, be sure to check out the following video with the most common comma rules and additional examples: <a href="https://www.youtube.com/watch?v=tNKBut921qM">https://www.youtube.com/watch?v=tNKBut921qM</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Day 2</strong></th>
<th>This week we are starting with a new topic: topic 5 – living in a modern world! The topics we are going to be dealing with can be summarized as “modern technology between science fiction and reality”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technology has come pretty far and seems to be evolving constantly. Watch the video below to find out how a robotic seal can help people! <a href="https://www.youtube.com/watch?v=oJq5PQZHU-I">https://www.youtube.com/watch?v=oJq5PQZHU-I</a></td>
</tr>
<tr>
<td></td>
<td>Answer the following questions based on the video:</td>
</tr>
<tr>
<td></td>
<td>o What does it develop after some time?</td>
</tr>
<tr>
<td></td>
<td>o What effect does Paro have according to studies?</td>
</tr>
<tr>
<td></td>
<td>o How many “Paro robots” are already being used in Japan?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Day 3</strong></th>
<th>What sets us apart from robots? What makes us human is a question that has been explored in many different forms of media. One more recent example is the movie adaption “Ghost in a Shell” (2017).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trailer: <a href="https://www.youtube.com/watch?v=tRkb1X9ovl4">https://www.youtube.com/watch?v=tRkb1X9ovl4</a></td>
</tr>
<tr>
<td></td>
<td>Read the review on p.6 of this document</td>
</tr>
<tr>
<td></td>
<td>Answer the following questions:</td>
</tr>
<tr>
<td></td>
<td>o What is the key contemporary crime?</td>
</tr>
<tr>
<td></td>
<td>o Through what does Major (the protagonist’s name) discover her identity?</td>
</tr>
<tr>
<td></td>
<td>o How is the future megacity described?</td>
</tr>
<tr>
<td></td>
<td>vocab. word bank (p. 7): look up the translations. You may also add additional vocabulary to the grid.</td>
</tr>
</tbody>
</table>
Kommarregeln im Englischen

Die Kommasetzung folgt im Englischen weniger strikten Regeln als im Deutschen; es kommt oft darauf an, was im jeweiligen Kontext am verständlichsten und am besten lesbar ist. Hier ein paar Grundregeln. Kommas setzen man:


   We’ve got crisps, crackers, chocolate(;) and jelly beans.

   VERWIRREN: I love my friends. Homer Simpson and Britney Spears. (-> Es klingt, als seien Homer und Britney die Freunde.)

   BESSER: I love my friends. Homer Simpson, and Britney Spears. (Es ist klar, dass drei unabhängige Elemente gemocht werden.)

2. Zwischen zwei Hauptsätzen. Vor den Nebensatzklinken für, and, nor, but, or, yet, so (Merkwert FANBOYS) steht ein Komma, wenn danach ein vollständiger Satz folgt.

   He was tired, but he kept going.

   ABER kein Komma bei unvollständigem Satz: He was tired but kept going.

   UND kein Komma vor Nebensätzen: He was tired because he had been up all night.

3. Manchmal nach adverbiale Bestimmungen am Satzanfang.

   3a. Immer nach adverbiale Nebensätzen, Partizipial-, Infinitiv- und Gerundkonstruktionen.

   If you ask him, he’ll help you.
   Having eaten five pieces of cake, Steve felt sick.
   To tell you the truth, I couldn’t have done it without Peter’s help.
   On hearing the news, she fainted.

   3b. Normalerweise nach conjunctive adverbs (die Sätze logisch verknüpfen) und adverbs of comment (die eine Meinung zum Ausdruck bringen).

   However / In fact / Therefore …, they still haven’t found a solution.
   Unfortunately / Remarkably / Surprisingly …, this is still a huge problem.

   3c. Nach anderen adverbiale Bestimmungen (z.B. des Ortes oder der Zeit) nur dann, wenn sie sehr lang sind oder das Komma zu mehr Klarheit verhilft.

   After a nap Paul went to see his friend.
   After a long nap on the couch, Paul went to see his friend.

   VERWIRREN: After that time was up and everybody had to hand in their tests.

   (Man liest erst „… nach dieser Zeit“ und merkt dann erst, dass „that“ und „time“ nicht zusammengehören.)

   BESSER: After that, time was up and everybody had to hand in their tests.

4. Vor und nach direkter Rede – außer nach einem Ausrufe- oder Fragezeichen am Ende der direkten Rede.

   He said, “You’re my best friend.” / “You’re my best friend,” he said. / “You,” he said, “are my best friend.”

   ABER kein Komma bei ! und ?: “You’re my best friend!” he said.
### 5. Nach Grußformeln; nach Ausrufen; vor und nach Anreden

*Good morning, how are you?*
*Oh, it’s you. / Well, that’s what I thought.*
*Mum, can I have a cookie? / Thank you, Daniel.*

### 6. Nach Yes und No und vor question tags:

*Yes, I’m from New York. / No, I’m not.*
*You’re from New York, aren’t you?*

### 7. Am Satzende vor please, too und either.

*Pass me the sugar, please. (ABER nicht am Satzanfang: Please pass me the sugar.)*
*I’d like some tea, too. / I don’t want any tea, either.*

### 8. Zwischen gleichrangigen Adjektiven (Adjektiven, die man in der Reihenfolge vertauschen oder mit and verbinden könnte):

*The collection has some funny, original stories in it. = lustige, originelle Geschichten (=funny and original stories)*
*This is a new original series. = eine neue Originalserie*


*Mrs Smith, our new English teacher, is very nice.*
*She is not, however, the best English teacher we’ve ever had.*
*Mrs Smith, who is our new English teacher, is very nice.*

**ABER:** Bei *defining relative clauses*, die ihr Bezugswort definieren, darf kein Komma stehen. Vergleiche:

*defining:* I have three brothers who live in different cities. My brother who lives in New York is a teacher.
*non-defining:* I only have one brother. My brother, who lives in New York, is a teacher.

### 10. Bei Zahlen, Datum und Ortsangaben:

10a zum Trennen der Tausender in ganzen Zahlen:

*one thousand = 1,000*
*(Achtung: für Dezimalzahlen verwendet man einen Punkt. Anderthalb = 1.5)*

10b Wenn ein Datum aus mehr als zwei Bestandteilen besteht, werden diese durch Komma abgetrennt und hinter der Datumsangabe ein Komma gesetzt.

*On May 15, 1990, Mike Miller was born.*
*ABER: Mike Miller was born in May 1990. (nur zwei Bestandteile)*

10c Bei der beliebten Kombination von Stadt und Land (bzw. Bundesstaat) steht zwischen beiden Elementen und danach ein Komma.

*I have friends in Springfield, Illinois, and in Paris, France.*
Exercises

TASK 1 Decide if you have to put a comma or not.

REMEMBER:
1. Vor den Konjunktionen for, and, nor, but, or, yet und so steht ein Komma, wenn ein ganzer Satz folgt.
2. Vor anderen Konjunktionen, die Nebensätze einleiten (z.B. because, although, when ...), steht kein Komma.
3. Steht ein Nebensatz am Satzanfang, wird er hingegen durch ein Komma vom Hauptsatz abgetrennt.

a) The dog wagged its tail ___ when it saw its owner.
b) Josh usually eats meat ___ but today he’s trying the vegetarian option.
c) Because she had been so busy ___ she had completely forgotten her mum’s birthday.
d) She liked his family ___ and his friends were nice guys, too.
e) While we were having lunch ___ Bob told me the whole story.
f) I might come to your party ___ or I might decide not to go.
g) She won the contest ___ although she had hardly practiced.

TASK 2 Add commas where they are necessary.

a) Dad can you make me a sandwich please?
b) This car cost more than 8000 dollars didn’t it?
c) After I had finished the book I returned it to the library.
d) Yes I’m listening.
e) We need milk toast cheese and eggs.
f) Usually they’re very fast but today they’re a bit slow.
g) Tom is very loud and he is annoying too.
h) Surprised by this offer they didn’t know how to react.
i) It was a cold rainy day.
j) Surprisingly nobody had tried it before.
k) Bob my best friend wanted to help me.
l) They arrived on Friday January 5.
m) He lives in Trenton New Jersey and often visits his brother in Dover Delaware.
n) “You’re kidding” she said and I answered “I’m absolutely not.”
o) Working two jobs she had very little leisure time.
p) No I don’t want this one either.
q) Oh please don’t worry about it.
r) Even though Nick Debbie and Anne had saved some money they couldn’t afford the new computer.
s) Nevertheless it is not too late to make a change.
t) Smoking can have serious consequences for your health. My grandpa for example died from lung cancer at the age of 54.

TASK 3 Defining or non-defining relative clause? Decide if you need a comma.

a) Australia ___ which is in the southern hemisphere ___ is a fascinating continent.
b) People ___ who enjoy their work ___ are generally healthier than those ___ who don’t like their job.
c) I have a sister. My sister ___ who is still in college ___ is working as a waitress.
d) I have three sisters, but I only talk to the one ___ who lives nearby; I lost touch with the others when they moved out.
TASK 1
a) The dog wagged its tail _x_ when it saw its owner.
b) Josh usually eats meat, but today he’s trying the vegetarian option.
c) Because she had been so busy, she had completely forgotten her mum’s birthday.
d) She liked his family, and his friends were nice guys, too.
e) While we were having lunch, Bob told me the whole story.
f) I might come to your party, or I might decide not to go.
g) She won the contest _x_ although she had hardly practiced.

TASK 2
a) Dad, can you make me a sandwich, please?
b) This car cost more than 8000 dollars, didn’t it?
c) After I had finished the book, I returned it to the library.
d) Yes, I’m listening.
e) We need milk, toast, cheese(,) and eggs.
f) Usually they’re very fast, but today they’re a bit slow.
g) Tom is very loud, and he is annoying too.
h) Surprised by this offer, they didn’t know how to react.
i) It was a cold, rainy day.
j) Surprisingly, nobody had tried it before.
k) Bob, my best friend, wanted to help me.
l) They arrived on Friday, January 5.
m) He lives in Trenton, New Jersey, and often visits his brother in Dover, Delaware.
n) “You’re kidding,” she said, and I answered, “I’m absolutely not.”
o) Working two jobs, she had very little leisure time.
p) No, I don’t want this one, either.
q) Oh, please don’t worry about it.
r) Even though Nick Debbie and Anne had saved some money, they couldn’t afford the new computer.
s) Nevertheless, it is not too late to make a change.
t) Smoking can have serious consequences for your health. My grandpa, for example, died from lung cancer at the age of 54.

TASK 2
a) Australia, which is in the southern hemisphere, is a fascinating continent. (*Es gibt nur ein Australien, das nicht von anderen unterschieden werden müsste -> non-defining*)
b) People _x_ who enjoy their work _x_ are generally healthier than those _x_ who don’t like their job. (*Es geht nicht um alle Menschen, sondern um zwei verschiedene Gruppen – defining*)
c) I have a sister. My sister, who is still in college, is working as a waitress. (*nur eine Schwester -> non-defining*)
d) I have three sisters, but I only talk to the one _x_ who lives nearby; I lost touch with the others when they moved out. (*eine von mehreren Schwestern wird identifiziert -> defining*)

[Source: EReading Worksheets 2019]
Ghost in a Shell review – What makes us human?

Questions as to what makes us human have been coming up all the time. Be it in different literary works or science fiction movies. Besides the ever-present reality that we are living in times where we are able to replace human limbs with full-functioning prosthetics, one has to raise the following question: at what point, if we were to replace every single part of the human body with robotic spare parts, is a human no longer a cyborg, but rather a full-fledged robot. Is the existence of a consciousness what makes us human after all? This is the core topic of the movie “Ghost in a Shell”.

In all her robotic nudity, Scarlett Johansson swoops down from a high building, ready to do cyberbattle with hackers, criminals, terrorists and the concept of human identity itself. Here is the top-dollar adaptation of the Masamune Shirow manga serial and the resulting 1995 anime gem by Mamoru Oshii. It has been standardised and westernised with hardly any actual Japanese characters left in it, and effectively reimagined as a superhero origin myth, with tropes derived from the existing templates laid down by Metropolis, Robocop, Blade Runner and Total Recall. The film incidentally makes some play with rudimentary Hawking-style (based on the robotic voice of Stephen Hawking) robot voices.

It is a spectacular movie, watchable in its way, but one which sacrifices an important aspect from the original which over 20 years ago has won its hardcore fans: the opaque cult mystery, which this film is determined to solve and to develop into a resolution, closed yet franchisable. The setting as before is an Asian megacity where cyber technology has made it possible for human consciousness to link directly into a mainframe, and which therefore makes hacking – the theft of data or capital – the key contemporary crime. The security agent Major Motoko Kusanagi of the first film is now the Major, played by Johansson, a sleek and impossibly sexy cyborg who with her partner Batou is under the laconic command of Aramaki.

The protagonist has grown up with the knowledge that her brain had been taken from an immigrant who was drowned after a terrorist attack and implanted to a hi-tech human robo-chassis. She plunges into the action when an official of the private cybernetics firm, which developed her body’s technology, is attacked in a rip-roaring assault: a great action sequence from director Rupert Sanders. But this attack is part of a deep conspiracy to control the intelligence network of the state itself, and the Major is to discover worrying things about her own former identity, which keeps coming back to her in glimpses or “glitches”. She is haunted by the residual memory of her brain inside the armour: the ghost in the shell.

Like Blade Runner, “Ghost in the Shell“ amplifies the fusion-chic imagery of the cityscape: with some huge and nightmarish giant hologram adverts, with some wording in English, the figures waving and moving, bowing and smiling, bumping and grinding, above the buildings: glitzy skyscrapers for downtown, grimmer apartment buildings elsewhere. There are some diverting incidentals. Johansson is always convincing as the robot Major. Her acting style is just elusive or unreadable enough to make her plausible here. This movie gives us the shell, but not so much of the ghost.

### Word bank

#### Text: Ghost in a Shell review

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>consciousness</td>
<td>Bewusstsein</td>
</tr>
<tr>
<td>to swoop down</td>
<td>herunterstürzen auf</td>
</tr>
<tr>
<td>trope</td>
<td>sth. such as an idea, phrase, or image that is often used in a particular artist’s work</td>
</tr>
<tr>
<td>to derive sth. from sth.</td>
<td>to get sth. from sth. else</td>
</tr>
<tr>
<td>template</td>
<td>sth. that is used as a pattern for producing other similar things</td>
</tr>
<tr>
<td>rudimentary</td>
<td>simple and not very well developed</td>
</tr>
<tr>
<td>opaque</td>
<td>preventing light from travelling through; difficult to understand</td>
</tr>
<tr>
<td>to be determined</td>
<td>wanting to do sth. very much and not allowing anyone or anything to stop you</td>
</tr>
<tr>
<td>mainframe</td>
<td>a very large and powerful computer that many people can use at the same time</td>
</tr>
<tr>
<td>to implant</td>
<td></td>
</tr>
<tr>
<td>chassis</td>
<td></td>
</tr>
<tr>
<td>to plunge into</td>
<td>to move or fall suddenly and often a long way down or into sth.</td>
</tr>
<tr>
<td>rip-roaring (colloc.)</td>
<td>wild, noisy, and exciting</td>
</tr>
<tr>
<td>glimpse</td>
<td>an occasion when you see sth. or someone for a very short time</td>
</tr>
<tr>
<td>residual</td>
<td>remaining after most of sth. has gone</td>
</tr>
<tr>
<td>to be haunted by</td>
<td></td>
</tr>
<tr>
<td>incidentals (pl.)</td>
<td>details or costs that relate to sth. but are less important or smaller than the main ones</td>
</tr>
<tr>
<td>elusive</td>
<td>difficult to describe, find, achieve, or remember</td>
</tr>
<tr>
<td></td>
<td>trügerisch</td>
</tr>
</tbody>
</table>
Here are the solutions for last week.

**Day 2**

Answer the following questions based on the story “The moment before the gun went off” (full sentences!)

- What is the perspective of the story and why?
  ➔ The story is told from a third person omniscient narrator: he or she knows exactly what is going on in the characters’ minds. At the same time though he/she does not tell us everything what the characters think or feel. Only at the end of the story we finally get to know how this accident happened and who the boy actually was.

- Fill out the grid below using information from the story?

<table>
<thead>
<tr>
<th>Character</th>
<th>Feelings</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marais Van der Vyver</td>
<td>He likes his son but cannot show it. There are also “moments of excitement” showing that he enjoys his son’s company a lot. Van der Vyver is also deeply moved by his son’s death and weeps about his loss.</td>
<td>He is married and has three children. He is also the father of Lucas since he has a sexual relationship with the “dead man’s mother”.</td>
</tr>
<tr>
<td>Lucas</td>
<td>The following statement is based on assumptions since we don’t get to know a lot about Lucas: Lucas probably feels very uncomfortable that he cannot have a normal relationship with his father on the farm.</td>
<td>He is the son of Van der Vyver and his black mistress’s son.</td>
</tr>
<tr>
<td>Lucas’ mother</td>
<td>She is deeply shocked at her son’s death and has to be held upright by her parents.</td>
<td>She is Van der Vyver’s sexual partner and the mother of the killed boy.</td>
</tr>
</tbody>
</table>

- Think back to what you know, historically speaking, about the political developments in South Africa! What could Van der Vyver symbolically stand for?
  ➔ Symbolically speaking, Van der Vyver might stand for white minority government (since he is also mentioned to be an important political figure in the text). Thus, he is part of the group of people who are pro-apartheid and who do not want to give black people equal rights. He is also quite a hypocrite because we get to know his negative/racists views about the black population throughout the text though at the same time he actually has a sexual relationship and even a son with a black woman.