

Kollegium St. Fidelis, Stans
Mittelschule Nidwalden

Mai 2016

Maturitätsprüfung 2016

English

8.00 - 8.50	Part 1: Listening (29 points) 50 minutes
9.00 - 10.20	Part 2: Comprehension (65 points) 80 minutes
10.30 - 11.20	Part 3: Language (62 points) 50 minutes

- At the end of each part ALL your worksheets will be collected.
- Write legibly and unambiguously.
- Do not use short forms in the reading comprehension answers or in the essay.

Good Luck!

Key

Listening

Dan Gilbert: The surprising science of happiness, February 2004

<https://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy/transcript?language=en> (2 May 2016)

Part 1

When you have 21 minutes to speak, two million years seems like a really long time. But evolutionarily, two million years is nothing. And yet in two million years, the human brain has nearly tripled in mass, going from the one-and-a-quarter pound brain of our ancestor here, Habilis, to the almost three-pound meatloaf that everybody here has between their ears. What is it about a big brain that nature was so eager for every one of us to have one?

Well, it turns out when brains triple in size, they don't just get three times bigger; they gain new structures. And one of the main reasons our brain got so big is because it got a new part, called the "frontal lobe." Particularly, a part called the "pre-frontal cortex." What does a pre-frontal cortex do for you that should justify the entire architectural overhaul of the human skull in the blink of evolutionary time?

It turns out the pre-frontal cortex does lots of things, but one of the most important things it does is an experience simulator. Pilots practice in flight simulators so that they don't make real mistakes in planes. Human beings have this marvelous adaptation that they can actually have experiences in their heads before they try them out in real life. This is a trick that none of our ancestors could do, and that no other animal can do quite like we can. It's a marvelous adaptation. It's up there with opposable thumbs and standing upright and language as one of the things that got our species out of the trees and into the shopping mall.

Part 2

Part 3

1. When shown the Monet prints for the first time, people are told that they can keep their favourite print as a prize. F
2. 15 minutes later in the experiment, people demonstrate synthesized happiness by showing a clear preference for the Monet print they chose before. T
3. Chronic alcoholics sometimes suffer from the Korsakoff's symptom. T
4. Amnesiac patients with the Korsakoff symptom have a problem with their long-term memory. F
5. Synthetic happiness is created by the vast amount of choices you have. F

Comprehension

1. If your son or daughter asks you 'Why is the sky blue?' how do you answer that? Do you make up a funny story or say 'why does that matter?' We wanted to allow parents to say 'I don't know' but then have the confidence to actually go and find out how something works." (7-11)
2. Once upon a time this sort of thinking could get you burned at the stake. (14-5)
"Things got even worse for the curious in the Middle Ages under Christianity. "Curiosity meant you were going beyond what God had ordained" we were supposed to know," says Ball. "There are plenty of warnings in the Bible about how too much knowledge was a dangerous thing. In medieval times, society was very strongly hierarchical and there was the notion that there were hierarchies of knowledge that had to be respected. The ordinary person shouldn't know too much. The priests and the rulers should know more, but no one should aspire to know as much as God knew." (21-9)
3. The notion of curiosity we have today, developed between the Renaissance and the Enlightenment. "In the 17th century there was suddenly this idea that we were created to aspire and that it wasn't a bad thing to want to improve ourselves and know about the world," says Ball. [...] The Renaissance permitted a new kind of curiosity that involved going out in the world and looking at stuff ... An experiential approach to knowledge. You could learn by direct interaction with the things you were interested in, and the great scholars or scientists of the 17th century, people like Christopher Wren, were interested in everything. There was no clear demarcation" between disciplines ... Pretty much any question became permissible. Not just the big obvious questions like 'why do we become sick?' or 'how do the stars move around?' but also 'what does a gnat's leg look like?' The most obscure phenomena were being followed up." (30-46)
4. [...] in reality, goal-based education systems, a hyper-specialised employment environment and a passive entertainment culture can lead to a deadening of our curiosity. (50-3)
5. Niamh Shaw [...] "I think some people lose their curiosity along the way, maybe because they had a bad relationship with school and associate learning with something negative, but I think deep down it's there in everybody." (54-60)
Ellen Byrne feels that the modern education system can discourage curiosity for curiosity's sake. "At the moment rote-learning" is very much what our curriculum is based on. I meet primary school children who are very curious but then you get to secondary school and you can see how curiosity is sometimes drained out of people [...]" (61-5)
6. "Intellectually curious people tend to achieve more in life. And more importantly they live longer. We don't know why they live longer, but I recently wrote a research paper putting forward a hypothesis that giving the brain little infusions of noradrenaline has protective effects on the brain's structure. Curiosity gives your brain repeated infusions of noradrenaline. In moderate doses it freshens up the brain and fosters plasticity in the brain." (75-81)

B) Vocabulary

Paraphrasing: explain the following passages by reformulating them, substituting the underlined words. (3)

1. Once upon a time this sort of thinking could get you burned at the stake. (14)

a long time ago

get you killed

2. ... putting it simplistically ... (35)

saying it in ordinary words

3. ... that involved going out into the world ... an experiential approach to knowledge ... (37-9)

meant

way of acquiring information

Synonyms: give one word or an expression with the same meaning. Do not explain the words. (4)

opportunity (4)	<i>chance</i>	plenty (23)	<i>a lot, enough</i>
curious (4)	<i>inquisitive, nosy</i>	notion (26)	<i>idea</i>
to make up (8)	<i>to invent</i>	permissible (43)	<i>acceptable</i>
essential (11)	<i>crucial, very important</i>	obscure (46)	<i>abstruse, strange</i>

Antonyms: give one word or an expression with the opposite meaning. Do not explain the words. (4)

to prolong (2)	<i>to shorten</i>	ancient (36)	<i>modern</i>
to encourage (3)	<i>to discourage</i>	successful (71)	<i>unsuccessful</i>
dangerous (25)	<i>harmless</i>	moderate (80)	<i>huge</i>
to improve (33)	<i>to worsen</i>	naturally (86)	<i>artificially</i>

Word Families: Use the word given to form a word that fits in the gap. (8)

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| 1. The boy smiled at the suggestion , but his mate shook his head no. | (to suggest, 1) |
| 2. It was a kind and courageous thing to do. | (courage, 3) |
| 3. This problem was first treated scientifically by John Edwards. | (science, 16) |
| 4. They were rich and influential , but kept in order by the civil power. | (influence, 20) |
| 5. I have always found her to be immensely knowledgeable and helpful. | (knowledge, 24) |
| 6. Economically and socially the crusades had disastrous effects. | (society, 25) |
| 7. He lacked the ideal aspiration which the patriot should possess. | (to aspire, 29) |
| 8. It is Plato's idea of the Good regarded as creatively active. | (to create, 32) |
| 9. He recognized that considerable improvement had already taken place. | (to improve, 33) |
| 10. She politely asked her mother for permission which was granted. | (to permit, 37) |
| 11. The blood loss and lack of food made her dizzy. | (to lose, 58) |
| 12. Why anyone would cultivate that nasty habit is a mystery to me. | (culture, 66) |
| 13. Something within me tells me I shall succeed beyond my dreams. | (successful, 71) |
| 14. That's a difficult task, but you'll be successful if you persevere . | (perseverance, 72) |
| 15. Her intelligence and resourcefulness is without equal. | (intellectual, 73) |
| 16. Sometimes the essay was repetitive and sometimes too brief. | (to repeat, 79) |

Key

Language

A) Transformations

1. John advised Emma not to tell Kate what she had done.
2. I had better leave now!
3. Doris reminded me of sending / to send her a postcard when I'm on holiday.
4. You must have it cleaned.
5. I don't want to be helped.
6. He gave her a protective suit to prevent her from getting hurt.
7. I'm afraid, we have run out of money.
8. I'd rather you didn't bounce into my room like this.

B) Conditionals

1. I wish I had known you were coming with your future wife, I would have prepared a nicer meal!
2. I mean it! If you hit your brother again, you are not allowed to watch TV this evening!
3. Are you kidding me! They wouldn't pay for the meal even if they had a lot of money!
4. The school children sowed some seeds, but they forgot to water them so they didn't grow. The seeds would have grown if the children hadn't forgotten to water them.

C) Tenses Key

I am going (go) to tell you an Eskimo story. Nobody **knows (know)** how long the Eskimos **have been living/have lived (1 live)** in northern Canada on the shores of the Arctic Ocean. Their life **is (2 be)** usually very hard and although it **has become (3 become)** a little easier with the arrival of electricity and other modern conveniences, it **is** still **dominated (4 still/dominate)** by the harsh climate and the need to hunt for food. Before the time of supermarkets and imported food, in winter the only way to get fresh meat **was (5 be)** by killing a seal. Seals **spend (6 spend)** most of their time swimming in the water under the ice but from time to time they have to put their noses through a hole in the ice so that they can breathe. This **is** the moment when a patient hunter could strike at the seal with his weapon, a harpoon. This story is about one of these hunters. **Are you sitting (9 you/sit)** comfortably? Then I **will begin (10 begin)**.

One day an old man **went (11 go)** seal hunting on the ice a short distance from the land. Near to his chosen hunting spot there was a steep cliff, on top of which there was a high bank of snow. Below this cliff some children **were laughing (12 laugh)** while they **were playing (13 play)** a game.

The hunter **waited/was waiting (14 wait)** beside a breathing hole where he **had seen (15 see)** a seal the day before. For a long time nothing happened; then he heard the sound of a seal breathing. Just as he **was raising (16 raise)** his harpoon, ready to strike, the silence **was broken (17 break)**! The noise of the children playing at the foot of the cliff distracted the old man and warned the seal, which escaped.

The old man **lowered (21 lower)** his harpoon in a bad mood and **grumbled (22 grumble)**, 'Those children! I wish they **weren't (23 not be)** so noisy. If only they **hadn't shouted (24 not shout)** just then. I hope the snow from the cliff **will fall (25 fall)** on them so that they **will be buried (26 bury)** forever!'

Once more the hunter **waited/was waiting (27 wait)** by the breathing hole. Again the seal returned. And again just as the hunter **was preparing (29 prepare)** to strike, the children **burst (30 burst)** out laughing and the seal got away unharmed.

The old hunter now **called (32 call)** upon his magic powers. He **spoke (33 speak)** to the spirits which **bring (34 bring)** bad luck: 'When the children **shout (35 shout)** again, send snow to bury them!'

Suddenly an avalanche of snow fell from the top of the cliff. The children **were swallowed (37 swallow)** and **couldn't be seen (38 can see)** anymore. Their cries **were heard (39 hear)** for a long time, but gradually they **grew/were growing (40 grow)** weaker until at last everyone was silent.

When the parents of the children **realised (42 realise)** what **(had) happened (43 happen)** they wanted revenge. Just as they **were leaving (45 leave)** to catch him, the old man **called (46 call)** upon his magic powers one last time and **was lifted (47 lift)** into the air. The parents **watched (48 watch)** him rise into the sky and turn into a shooting star. On a clear night, if you **look (49 look)** carefully, you **(will) still see (50 still/see)** the old man running away across the sky.

D) Phrasals

1. He had put so much energy into the project but in the end it wasn't successful didn't pay off.
2. I know I've been talking for a long time. But please, be patient bear with me for five more minutes!
3. Look at all that garbage! We need to get rid of dispose of it.
4. You look very pensive! What are you thinking about dwelling on ?
5. I messed up and now I'm sure he considers me a failure has written me off !
6. During the meeting she was very nervous but she tried not to show it too much to play it down .
7. They still couldn't understand figure out how the prisoners had been able to escape!
8. We have looked at most of the evidence and at this point we can exclude rule out murder.
9. You have to wear this shirt until it isn't good any more is worn out .
10. After he had studied all the documents he decided to reject turn down the offer.

E) Open Cloze

On August 31, 1869, Mary Ward became what is believed to be the **first** recorded victim of an automobile accident when she was thrown **out** of a motor vehicle and killed in Parsonstown, Ireland. Some years **later**, on September 13, 1899, Henry Bliss entered the history books as North America's first motor vehicle fatality when he **was** hit stepping **off** a New York City trolley. Since that time, in excess of 20 million people worldwide have **lost** their lives **to/in** motor vehicle accidents.

The need **for** a means of analysing and mitigating the effects **of** motor vehicle accidents **on** human bodies was felt very soon after the commercial production of automobiles began in the late 1890s, and by the 1930s, with the automobile a common part of **daily** life, the number of motor vehicle deaths was becoming a serious **issue/problem**. Death rates had surpassed 15.6 fatalities **per** 100 million vehicle-miles and were continuing to **climb/increase/rise etc.**; vehicle designers saw this as a clear indication it was time to do some research **on** ways to make their products safer.

Ruth Handler, an American businesswoman, watched her daughter Barbara at play with paper dolls, and **noticed/realised** that she often enjoyed giving them adult roles. At the time, most children's toy dolls were representations of infants. **Realising/Noticing** that there could be a gap in the market, she **suggested** the idea **of** an adult-bodied doll to her husband Elliot, a co-founder of the Mattel toy company. He was unenthusiastic **about** the idea, as were Mattel's directors. But **during** a trip to Germany in 1956 with her children Barbara and Kenneth, Ruth Handler **discovered** a German doll called the Bild Lilli doll in a shop window. The adult-figured Lilli doll was exactly what Handler had **in** mind, so she purchased three of them. She gave one to her daughter and took the others **back** to Mattel. The Lilli doll was **based** on a popular character appearing in a comic strip of a German newspaper. Lilli was a working girl who knew what she wanted and was not above using men to get it. The Lilli doll was **first** sold in Germany in 1955, and although it was initially sold to adults, it became **popular** with children who **enjoyed** dressing her up in outfits that were available separately. On her return to the United States, Handler reworked the design of the doll and it was **given** a new name, Barbie, after Handler's daughter Barbara. The doll **made** its debut **at** the American International Toy Fair in New York **on** March 9, 1959. This date is also used as Barbie's official birthday.

F) Translation

1. Tourists normally have different goals: for example relaxing, being active, exploring something and having fun. Travel agencies are aware of the different expectations.
2. She finds/considers his behaviour offensive and unacceptable. But she's always been critical of him. Guess what, I fancy him/have a crush on him!
3. Lately/Recently, there has been an increase/rise in asylum seekers. Sooner or later they will have to be integrated in our society. Unemployment is one of the main problems.
4. Although there have been many natural disasters in California (such) as for example drought, bush fires, earthquakes and mud slides (for example) many people prefer to live/living there rather than in a safer place.
5. The state has the duty to ensure the education of all citizens. The first nine years of school are compulsory/mandatory and don't cost anything. At many schools, you have to pay (a) tuition (fee) for the last years before the Matura.