

Kollegium St. Fidelis, Stans  
Mittelschule Nidwalden

Mai 2019

# Maturitätsprüfung 2019

## English

8.00 - 8.50	Part 1: <b>Listening (39 points)</b> 50 minutes
9.00 - 10.20	Part 2: <b>Comprehension (73 points)</b> 80 minutes
10.30 - 11.20	Part 3: <b>Language (66 points)</b> 50 minutes

- At the end of each part ALL your worksheets will be collected.
- Write legibly and unambiguously.

*Good Luck!*

Full Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Listening

*You will hear each of the passages twice.*

## Part 1

*Fill the gaps with the word(s) from the text passage you will hear. You have one minute to read the text below before the audio starts. (12)*

Thank you very much. I moved to America 12 years ago with my wife Terry and our two kids. Actually, truthfully, we moved to Los Angeles – thinking we were moving to America, but anyway – it's a **short plane ride** from Los Angeles to America. I got here 12 years ago, and when I got here, I was told various things, like, "Americans don't get irony." Have you come across this idea? It's not true. I've travelled the whole **length and breadth** of this country. I have found no **evidence** that Americans don't get irony. It's one of those **cultural myths**, like, "The British are reserved." I don't know why people think this. We've invaded every country we've **encountered**. But it's not true Americans don't get irony, but I just want you to know that that's what people are saying about you behind your back. You know, so when you leave living rooms in Europe, people say, thankfully, nobody was ironic in your presence. But I knew that Americans get irony when I came across that **legislation**, "No Child Left Behind." Because whoever thought of that title gets irony. Don't they? Because it's leaving millions of children behind. Now I can see that's not a very attractive name for [see previous gap]: "Millions of Children Left Behind." I can see that. What's the plan? We propose to leave millions of children behind, and here's how it's going to work. And it's working beautifully.

In some parts of the country, 60 percent of kids drop out of high school. In the **Native American communities**, it's 80 percent of kids. If we halved that number, one **estimate** is it would create a net gain to the U.S. economy over 10 years, of nearly a trillion dollars. From an **economic point of view**, this is good math, isn't it, that we should do this? It actually costs an enormous amount to mop up the damage from the **dropout crisis**.

But the dropout crisis is just the **tip of an iceberg**. What it doesn't count are all the kids who are in school but being **disengaged** from it, who don't enjoy it, who don't get any real benefit from it.

*You have 30 seconds to revise your answers.*

**Part 2**

Answer the following questions with **complete sentences**. Answer **as precisely as possible**.

While you are listening, first **take notes on a separate piece of paper**. Then **transfer your final answers to the exam sheet**.

You have one minute to read through the questions before you hear the recording. (20)

1. What are the three points mentioned to exemplify the good aspects of American education? (3)

1) money spent, 2) class sizes, 3) initiatives to improve

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2. What is Robinson's first principle on which human life flourishes? (2)

Human beings are naturally different and diverse.

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3. Robinson says children are "suffering from childhood". Explain. (2)

Children do not suffer from an epidemic attention deficit disorder. They are simply children.

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4. Why are the arts important? Give two reasons. (2)

1) The arts improve math scores. 2) They speak to parts of children's beings otherwise untouched.

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5. What is teaching? Say both what it is and what it is not. (4)

1) It is not a delivery system, not to pass on received information, but 2) it is a creative profession, it is to mentor, stimulate, provoke, engage, facilitate learning.

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6. How can dieting and teaching be the same? (2)

*Teachers and children are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity.*

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7. What is “a culture of compliance”? (2)

*Human life is inherently creative.*

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8. How is the Finnish education system different from the American system? Name three different points. (3)

*1) not obsessed with disciplines 2) no standardised testing 3) no drop-outs*

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*You will now hear the text a second time. After the second time you will have eight minutes to complete your answers.*

**Part 3**

Which of the following statements are true and which are false? Tick the right box.

If the statement is false, explain why. Always write full sentences. You have one minute to read through the statements. (7)

1. Sir Ken Robinson's TED talks have been quite popular so far. ☐ true ☒ false

*"Sir Ken is the man responsible for the most-viewed TED Talk of all time. It's been seen more than 50 million times now, a talk called 'Do Schools Kill Creativity?'"*

2. Creativity is not the only thing that matters in the context of education. ☒ true ☐ false

*"Well, creativity is only a piece of the story, really. It's what I happened to talk about on the TED stage, and I did write a report about it and I am interested in it, but it's not the be-all and end-all of what I think should be going on in education."*

3. Ken Robinson's English teacher wanted his class to put some plays on. ☐ true ☒ false

*"when I was in what we call in the UK the 'sixth-form' – It's the junior and senior years here in America -- a group of us wanted to put some plays on. We'd read plays in the English class, but we wanted to perform them. It seemed a bit of a heretical idea, but we thought, why not, because they seemed very interesting. And an English teacher helped us with the plays."*

4. At school, Ken Robinson tended to avoid situations that worried him. ☐ true ☒ false

*"It's been a bit of a maxim in my life, truthfully, not to walk away from things that worry me. I think it's always better to walk towards it if you possibly can."*

5. 'STEM' stands for speech therapy, English and music. ☐ true ☒ false

*"what we need is mathematics and science and technology and engineering, and we need these STEM subjects"*

6. The arts are important, partly so because they are creative. ☒ true ☐ false

*"The arts aren't important because they're creative. Rather, they're not only important because they're creative. They're important for all kinds of other reasons. They're not the creative bit of education. The arts can't be reduced to shibboleths about the importance of creative work, because through the arts, we express deep issues of cultural value."*

7. Both the arts and science engage intelligence and therefore are creative. ☒ true ☐ false

*"But creativity isn't exclusive to a particular field. It's a function of intelligence. Science, mathematics, technology, humanities, engineering -*

*- name any form of human intellectual activity or any activity that engages our intelligence, and it's a scene of potential creative achievement. Science is deeply and sensationally creative at its heart."*

*In fifteen seconds, you will hear the text a second time. After the second time you will have six minutes to complete your answers.*

*Please remain seated until the listening is completed.*



## Why is populism on the rise? How Brexit and Donald Trump gained support

**It's not the refuge of old white male racists. Trump and Brexit have plenty of young and affluent supporters, and they're here to stay. Roger Eatwell and Matthew Goodwin demolish the myths peddled by comfortable elites**

*The Sunday Times, October 7 2018*



ILLUSTRATION BY JULIAN OSBALDSTONE

Myths about national populism are flourishing. From the US to Europe, populist movements are seen as a refuge for irrational bigots°, jobless losers, Rust Belt° rejects, voters who were hit hard by the great recession and angry old white men who will soon die and be replaced by tolerant millennials. [...]

*intolerant people  
a part of a country  
characterised by de-  
clining industry and a  
falling population*

People tend to reduce complex movements to one type of voter or to one cause because they want simple and straightforward explanations. But when more than 62m people voted for Trump, more than 17m for Brexit, more than 10m for Marine Le Pen and nearly 6m for the Alternative for Germany (AfD), the idea that national-populist movements can be reduced to simplistic stereotypes is ridiculous. [...]

15 National populism is an ideology rooted in deep currents° that have been swirling beneath our democracies and gaining strength over many decades. Its proponents° prioritise the culture and interests of the nation, and promise to give voice to a people who feel they have been neglected, even held in contempt, by distant and often corrupt elites.

*here: tendencies*  
*supporter*

20 Foremost among the myths is the idea that national populism is almost exclusively powered by the unemployed and people on low incomes or in poverty. While there is variation from country to country, national populism has cast its net surprisingly widely across society, scooping up° votes from full-time workers, middle-class conservatives, the self-employed, people on average or high incomes and even the young.

*to collect*

25 [...] Look at Brexit. Some traced the shock result to dire° economic conditions, even though the vote occurred as Britain's unemployment neared its lowest rate since the 1970s. The idea of ending Britain's EU membership was certainly popular among people on low incomes, but even among those who lived on average or just-above-average incomes support for Brexit was 51%. Britain's departure was  
30 cheered on in struggling industrial towns, but it was also celebrated in affluent Conservative counties.

*terrible*

35 Another popular myth is that all this turbulence is rooted in the global financial crisis that erupted in 2008, the great recession and the austerity that was subsequently imposed on democracies in Europe. Seen from this point of view, national populism is driven by the financially disadvantaged who were battered° by the post-2008 economic storm. [...]

*badly treated*

40 There is no doubt that the financial crisis created more room for national populists. [...] it contributed to a loss of support for traditional parties and record levels of political volatility° in Europe, where people became much more willing to switch their allegiance° from one election to the next. [... But] if all you needed was a crisis, then why did past crises, such as the oil-price shocks of the 1970s, not produce  
45 a similar reaction? And how can we explain the fact that the revolt against liberal democracy began long before the collapse of Lehman Brothers? [...]

*instability*  
*loyalty*

50 A [third] myth is that national-populist support comes entirely from old white men who will soon die. This is a comfortable narrative for liberals because it implies that they do not need to engage with any of its ideas. Rather, they just need to wait for pensioners to slip over the horizon, at which point socially liberal millennials will take over, while the West's populations become ever more diverse. [...] But liberals routinely exaggerate both the pace and scale of generational  
55 change. [...]

Beneath these broad brushstrokes° lies the fact that Brexit was endorsed by one in four British graduates, one in two women, one in two people from urban areas, around two-fifths of those aged between 18 and 34 and half of those aged between 35 and 44.

*here: simplistic explanations*



- 60 Brexit was also dismissed by senior liberal politicians such as Vince  
Cable as a vote by people who longed for a world where “faces were  
white” and the map of the world was “coloured imperial pink”°. But *the British Empire*  
this caricature does not sit easily with the fact that Brexit was sup- *was shown in pink on*  
ported by one in three black and ethnic-minority voters, some of *a world map dating*  
65 whom felt that Britain’s liberal immigration policy was giving prefer- *back to 1922*  
ential treatment to immigrants from inside Europe at the expense of  
those from outside Europe, or who themselves felt anxious about the  
historically unprecedented° rates of immigration that had taken *never existing before*  
place in the decade before the referendum. This non-white support  
70 was visible in cities and towns such as Birmingham, Bradford, Luton  
and Slough. [...]
- This brings us to one of the big fault lines° that run through western *a division, a gap*  
society: the educational divide°. Debates about national populism of- *a gap*  
ten focus heavily on income and jobs, but education is actually far  
75 more important. Whereas 80% of Brits under 34 with a degree voted  
for Britain to remain in the EU, only 37% of their peers without a de-  
gree did the same.
- A further popular myth is that the people who support Trump, Brexit  
or the likes of Le Pen are voting against the system rather than for the  
80 national populists. This “protest theory” is popular because many  
writers, particularly those on the liberal left, struggle with the idea  
that people might actually want things such as lower immigration,  
stronger borders, fewer welfare benefits for recent immigrants who  
have not paid tax over the years and more powers returned from dis-  
85 tant transnational institutions to the nation state.
- Yet when eight in ten of Trump’s voters supported his idea of building  
a wall on America’s border with Mexico, or when three in four Brexit  
voters, worried about how immigration was changing their country,  
voted for the offer to “take back control”, it is hard to accept that they  
90 did not know what they were voting for, or that they were just pro-  
testing against the Establishment. Certainly, many loathe° estab- *to detest, to hate*  
lished politicians, but they are also endorsing the message — they are  
voting for it because they want it.
- Most people in the West are not giving up on democracy [...]. But  
95 there is clear and overwhelming evidence of a rising tide of distrust  
and a strong belief among many voters that they are no longer even  
in the conversation. Among Brits who felt they were being listened  
to, the vote for Brexit was only 37%; but among those who felt that  
politicians “do not listen to people like me” it spiralled to 58%.
- 100 Both the Trump campaign and Brexit also tapped into° a second con- *to address sth*  
cern about relative deprivation° — a sense that the wider group, *loss*  
whether white Americans or native Britons, is being left behind rela-  
tive to others in society, while culturally liberal politicians, media and  
celebrities devote far more attention and status to immigrants, ethnic  
105 minorities and other newcomers.

This sense of relative deprivation is absolutely central to national populism. It acts as a bridge between culture and economics. It is intimately bound up with people's worries about the broader economic and social position of their wider group and how this compares with others in society. But it is also linked closely to people's specific concerns about how they feel that immigrants, ethnic minorities and rapid ethnic change are threatening their group, not only economically but also socially and culturally. They worry: will their identity and ways of life fall further behind and perhaps eventually be destroyed for ever? [...]

People who felt anxious about [how immigration was changing the nation] were not only more likely to vote "leave"; they were also more likely to bother to turn out and vote. Remainers<sup>o</sup> talked endlessly about economic risks while leavers were chiefly concerned about perceived threats to their identity and national group.

*people who voted  
against Brexit and  
wanted to 'remain' in  
the EU*

So strong was the desire among leavers to chart a different path that six in ten said that significant damage to the British economy would be a "price worth paying for Brexit", while four in ten were willing to see themselves or their relatives lose their jobs if it meant that Brexit was delivered. The anti-Brexit remain strategists handled this badly. By deciding to completely avoid the immigration issue they sent voters a signal that "the elite" had no real interest in taking their concerns seriously.

Were we still in an era when their bonds with the people remained strong and robust, the traditional parties might have been able to fend off these challenges. But the classic era of the early-to-mid 20th century, when political allegiances were more stable and the dividing lines of politics fixed, has ended.

Trump, Brexit and national populists in Europe are by no means identical. There will always be differences from one country to another [...]. But one point that has recurred throughout is that people who support national populism are not merely protesting: they are choosing to endorse views that appeal to them. And this revolt will not be disappearing any time soon.

© Roger Eatwell & Matthew Goodwin 2018. Extracted from *National Populism: The Revolt Against Liberal Democracy* published by Pelican Books.

[1438 words]  
<<https://www.thetimes.co.uk/article/why-is-populism-on-the-rise-how-brexit-donald-trump-gained-support-5vw5dbrjo>> (27 April 2019)

Full Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Comprehension and Vocabulary

## A) Comprehension

Answer the following questions by formulating **complete sentences**.

**Use your own language, avoid copying from the text, and do not use contracted verb forms.**

(Contents: 24 points / Language: 14 points)

1. According to the description given in the third paragraph, what are two characteristics of politicians who support national populism? (2/2)

to prioritise the culture and interests of a nation

to promise to give voice to a people who feel they have been neglected, even held in contempt, by distant and often corrupt elites

2. According to the writer, how is unemployment, low income and poverty related to national populism? Answer in general *and* by referring to the example of Brexit. (4/2)

national populism has cast its net surprisingly widely across society, scooping up votes from full-time workers, middle-class conservatives, the self-employed,

people on average or high incomes and even the young.

The idea of ending Britain's EU membership was certainly popular among people on low incomes, but even among those who lived on average or just-above-

average incomes support for Brexit was 51%. Britain's departure was cheered on in struggling industrial towns, but it was also celebrated in affluent

Conservative counties.

3. Is national populism a result of the global financial crisis? Explain. (Why or why not?) (3/2)

There is no doubt that the financial crisis created more room for national populists. [...] it contributed to a loss of support for traditional parties and record

levels of political volatility in Europe, where people became much more willing to switch their allegiance from one election to the next. [...] But] if all you

needed was a crisis, then why did past crises, such as the oil-price shocks of the 1970s, not produce a similar reaction?

#### 4. Is national populism a matter that primarily concerns “old white men”? Elaborate precisely. (3/2)

Beneath these broad brushstrokes lies the fact that Brexit was endorsed by one in four British graduates, one in two women, one in two people from urban areas, around two-fifths of those aged between 18 and 34 and half of those aged between 35 and 44.

But this [...] does not sit easily with the fact that Brexit was supported by one in three black and ethnic-minority voters

#### 5. What is the importance of education in the context of national populism? (2/2)

education is actually far more important. Whereas 80% of Brits under 34 with a degree voted for Britain to remain in the EU, only 37% of their peers without a degree did the same.

#### 6. What is the “protest theory” and why is it popular among writers of the liberal left? (4/2)

the people who support Trump, Brexit or the likes of Le Pen are voting against the system rather than for the national populists

many writers, particularly those on the liberal left, struggle with the idea that people might actually want things such as lower immigration, stronger borders, fewer welfare benefits for recent immigrants who have not paid tax over the years and more powers returned from distant transnational institutions to the nation state.

#### 7. What does the phrase “a sense of relative deprivation” refer to and what is its significance with regard to national populism? (6/2)

a sense that the wider group, whether white Americans or native Britons, is being left behind relative to others in society, while culturally liberal politicians, media and celebrities devote far more attention and status to immigrants, ethnic minorities and other newcomers.

This sense of relative deprivation is absolutely central to national populism. It acts as a bridge between culture and economics. It is intimately bound up with people's worries about the broader economic and social position of their wider group and how this compares with others in society. But it is also linked closely to people's specific concerns about how they feel that immigrants, ethnic minorities and rapid ethnic change are threatening their group, not only economically but also socially and culturally. They worry: will their identity and ways of life fall further behind and perhaps eventually be destroyed for ever?

8. 'How is education at school to deal with national populism?' or 'How are we and politicians in particular to deal with this "sense of deprivation"?' (10/6)

**B) Vocabulary**

*Paraphrasing: explain the following passages by reformulating them, substituting the underlined words. (4)*

1. Myths about national populism are flourishing. (1)

***Stories, false ideas, misconceptions ... are thriving, prospering, blooming***

2. ... the vote occurred as Britain's unemployment neared its lowest rate since 1970s. (26-7)

***took place ... the lowest number of people were without a job***

3. This is a comfortable narrative for liberals because it implies that they do not need to engage. (49-50)

***practical, handy ... explanation ... means, results in ... to act, to do sth about it***

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

complex (6)	<b><i>difficult, complicated</i></b>	entirely (48)	<b><i>completely, totally</i></b>
stereotypes (11)	<b><i>prejudices</i></b>	pace (54)	<b><i>speed</i></b>
to prioritise (14)	<b><i>to prefer</i></b>	to dismiss (60)	<b><i>to reject, decline</i></b>
affluent (32)	<b><i>prosperous, well-off, rich</i></b>	eventually (114)	<b><i>finally</i></b>

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

strength (13)	<b><i>weakness</i></b>	attention (104)	<b><i>inattention</i></b>
departure (30)	<b><i>arrival</i></b>	minorities (105)	<b><i>majorities</i></b>
diverse (53)	<b><i>similar, identical</i></b>	likely (118)	<b><i>unlikely</i></b>
to accept (89)	<b><i>to question; to reject</i></b>	leavers (121)	<b><i>remainers</i></b>

*Word families: use the word given in brackets to form a word that fits in the gap. Do not add any other words! (7)*

- The singing lessons were to **strengthen** her voice. (strength, 13)
- She took a seat and looked at him **contemptuously**. (contempt, 16)
- He gave no **explanation** and headed toward the door. (explain, 45)
- Greg has trouble **socialising** with people. (socially, 52)
- Music **preferences** vary from person to person. (preferential, 65-6)
- The recession in Germany has been **comparatively** mild. (to compare, 109)
- The boy who had been missing was **identified** by his clothes. (identity, 113)
- In his **anxiety**, he broke his promise, and Eurydice vanished again from his sight. (anxious, 116)
- In Japan, employment opportunities are **significantly** lower for women than they are for men. (significant, 122)
- I have a limited amount of money. I am trying to **economise** and spend less. (economy, 122)
- Let's not eat here. It's too **pricey**. (price, 123)
- The new subway **enables** me to get to school in 20 minutes. (able, 130)
- Eating habits **differ** from country to country. (difference, 135)
- Could you tell me what my **choices** are? (to choose, 138)

Full Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Language

(66 points)

## A) Transformations

Reformulate the sentences using the word in brackets or starting it in the given way. Elements that do not change **need to be written**. (10)

1. I'm just about to give up this diet because it's not working at all. (point)  
I'm **at the point of giving** this diet up because it's not working at all.
2. I'd prefer it if you didn't smoke in here. (rather)  
I **rather you didn't smoke** in here.
3. As soon as we saw Lisa she started waving. (sooner)  
No **sooner had we seen Lisa than** she started waving.
4. Anna insisted that I should see a doctor. (urged)  
Anna **urged me to see** a doctor.
5. The train, which was already an hour late, broke down again. (being)  
**Being already an hour late, the train** broke down again.
6. The departure of Anna's flight is scheduled for 6.20. (due)  
Anna **flight is due to depart at** 6.20.
7. I'm going to do my food shopping online and they are going to deliver the food to my house. (have)  
I'm going to do my food shopping online and **(I'm going to) have the food delivered** to my house.
8. They agreed to lend us the car only if we returned it before the weekend. (condition)  
They agreed to lend us the car **on condition that we returned it** before the weekend.
9. We entered the shop in order to buy an ice cream. (intention)  
We entered the shop **with the intention of buying** an ice cream.
10. This road really ought to be completed soon. They've been working on it for months. (time)  
**It's (high) time this road was completed.** They've been working on it for months.

## B) Conditionals

Complete the following sentences with the right verb form. (4)

1. That scientists knew plastic pollution was a growing problem back in the seventies begs two essential questions: What **would** the world today **be** (be) like if we **had listened** (listen) to researchers much earlier? And what prevented us from listening?
2. Unless economics and environmentalism **go** (go) hand in hand, saving our environment **won't be** (not be) a successful enterprise.
3. 20 years ago, climate scientists were calling for rapid emissions cuts and warning that if we (wait) **waited**, we (must cut) **would have to cut** faster. We waited, and here we are.
4. If we **had known** (know) that combustion technologies would lead to climate change as soon as they did, we **would have taken** (take) preventive measures sooner.

**C) Tenses**

*Put the verbs in brackets into the correct tense and form, including passive, infinitive and gerund. Do not add any additional words apart from the correct verb forms and the words given in brackets! (18)*

**Text A**

Two years ago, Trisha's firm **made** (make) the mistake of sending her to Germany. Although she **had studied** (study) German at school, she soon **discovered** (discover) that she **couldn't** (can, not) remember very much. She **missed** (miss) an important meeting because she **had forgotten** (forget) that *halb neun* in German **meant** (mean) half past eight in English. So, while she **was having** (have) breakfast her colleagues **were** (be) already at the meeting. When she arrived "on time", the meeting **had already finished** (already, finish).

Back in England, Trisha **joined** (join) a German course at her local college. While **she was driving** (drive) to work every day she **listened** (listen) to language CDs. In the past few weeks her German **has improved** (improve) a lot and now she **knows** (know) how to tell the time! Currently, she **is studying** (study) hard for an examination. Next year Trisha **is planning** (plan) **to spend** (spend) her summer holiday in a language school near Munich. After that, she hopes that her company **will send** (send) her to Germany again.

**Text B**

When I started school, the other children **were always laughing** (always, laugh) at me because I was shorter than they were and I wasn't very pretty. By the time I **left** (leave) school, however, I **had grown** (grow) a lot and was the second tallest girl in my whole class.

Some years later, I **was studying** (study) law at university when a friend **suggested** (suggest) **taking** (take) up modelling. I was surprised, because, before then, I **had never thought** (never, think) of myself as **being** (be) attractive, but she disagreed. Like many of my university companions, she got a part-time job and **was working** (work) in the evenings as a part-time model for one of the big agencies. When I left university, I decided to join her.

Since then, I **have been working** (work) as a fashion model and I **love** (love) it a lot. I **travel** (travel) all over the world for the big fashion magazines and I **have already had** (already, have) many great experiences.

Recently, though, I **have been reading** (read) the autobiography of a famous model. She **writes** (write) about the difficulties that older models **are facing** (face) and now I **am getting** (get) more worried about my future. Should I change my career? I **have always liked** (like) the idea of **acting** (act) and I **am thinking** (think) of having lessons. Sometimes I regret **never taking** (never, take) the time to practice law!



**D) Phrasals**

Complete the following sentences by replacing the verbs in **bold print** with a phrasal verb from the box in the appropriate form (do not change the tense). Not all the phrasal verbs in the box are used. (10)

be through – break into – bring about – call off – close down – cross out –  
cut down on – do without – fall for – fill in – get over – get together – live on –  
make off – plug in – put on – rule out – set up – stay away from – take after

1. We'll have to **manage without** / **do without** a holiday this year as money is short.
2. He **left hurriedly** / **made off** as soon as he heard their car turn in to the drive.
3. The strike **caused to happen** / **brought about** a change of government.
4. Doesn't he **resemble** / **take after** his father! They even sound the same.
5. She's **recovering from** / **getting over** a bad attack of flu.
6. Carl is trying to **start** / **set up** a sport equipment business.
7. The local drama club is **performing** / **putting on** 'Macbeth'.
8. The game was **cancelled** / **called off** because of bad weather.
9. The doctor told him to **reduce** / **cut down on** his drinking.
10. When you **complete** / **fill in** the form, please write legibly in black ink.

**E) Open Cloze**

Complete the text, using one suitable word in each gap. (16)

When the US's glaring failure to respond 1) **to** gun violence was spotlighted – again – after 50 people were killed and dozens 2) **wounded** in mass shootings at two mosques in New Zealand, Tom Mauser looked on in pain. Not only was the Christchurch attack a brutal reminder 3) **of** the assault at Columbine high school that left his 15-year-old son, Daniel, dead, in 1999, but New Zealand's decisive action 4) **to** ban assault rifles threw into stark relief decades 5) **of** US inaction.

"In America, we often see ourselves 6) **as** this great model 7) **for** the rest of the world in so many arenas, but this is not one of those arenas," said Mauser. "... We do nothing, we just shake our heads and say our thoughts and prayers and wait for the 8) **next** one to happen."

Mauser spoke with the Guardian from Colorado, ahead of the 20<sup>th</sup> 9) **anniversary** of the shooting at Columbine high school. The attack 10) **on** 20 April 1999 saw two boys murder 12 students and one teacher before 11) **killing** themselves. It was an attack that could have been exceptional.

Instead, its brutality has been made routine. The series of mass 12) **killings** that followed Columbine have failed to 13) **result** in a dramatic change to US gun culture, 14) **unlike** similar events in comparable countries.

Columbine was not the first school shooting in the US, but it was the 15) **most** deadly since 1966. The media sprinted into the tempest of confusion and shock, firing out inaccurate reports 16) **about** a "trenchcoat mafia" and how Marilyn Manson's music 17) **influenced** the shooters. Eventually, the public learned other people bought the shooters' guns and that their actual 18)

**goal/plan/intention** was to kill hundreds more people with poorly made bombs police found in the cafeteria and parking lot.

In its wake, mass shooter drills became a normal part 19) **of** the education system. And the federal government froze. From 1994 20) **until / to** February of this year, not a 21) **single** gun restriction bill advanced in Congress. The drought ended with a bill to expand federal background checks to all gun buyers and most gun transfers, closing a loophole 22) **that / which** allows unlicensed gun sellers to not run background checks. That bill is unlikely to be taken 23) **up** by the Republican-held Senate, and the president has said he would veto it.

Today's teenagers were born after Columbine. They were children during Virginia Tech and Sandy Hook. They saw conservative politicians resist change after each attack, tightening the gun lobby's grip 24) **on** government, 25) **refusing** to back even moderate gun reform. And in 2018, they asked why an atrocity depicted in their textbooks continued to 26) **take** place.

The February 2018 shooting at Marjory Stoneman Douglas high school, 27) **ended** the lives of 17 students and staff in Parkland, Florida. Teenagers at the school broadcast their disgust 28) **on** social media and to television cameras, spurring the most prominent movement 29) **against** gun violence in decades. The students delivered impassioned speeches and challenged critics, 30) **while** also building up what would be one of the largest student demonstrations 31) **in** US history – the March for Our Lives. Hundreds of thousands of people gathered at marches and walked out of class, including at Columbine high school, in March 2018 in 32) **support/favour** of stronger gun control measures.

Extract from: <<https://www.theguardian.com/us-news/2019/apr/17/how-columbine-changed-america-20-year-anniversary-school-shootings>> (26 April 2019)

## F) Translation

*Translate the following sentences as precisely as possible. (10)*

1. Wenn du ein aussergewöhnliches Leben führen willst, ist es unerlässlich, dass du weisst, wer du wirklich bist.

**If you want to live an extraordinary life it is imperative/crucial/essential that you know who you truly are.**

2. Da ich in der Grossstadt geboren und aufgewachsen bin, frage ich mich oft, wie unterschiedlich mein Leben wäre, wenn ich auf dem Land aufgezogen worden wäre.

**(Since I was) Born and bred/raised/grown up in the city, I often wonder how different my life would be (have been), if I had / had I been raised in the country.**

3. Jedes Jahr kommen eine Million Besucher nach Washington, um das Weisse Haus und die anderen prunkvollen Gebäude der Hauptstadt zu sehen.

**Every year, a million visitors come to Washington to see the White House and the other magnificent / splendid / gorgeous buildings of the capital.**

4. Eltern wird empfohlen die Zeit, welche ihr Kind vor dem Fernseher verbringt, in Intervalle von 20 bis 30 min einzuteilen.

**Parents are advised / recommended to divide / split / break up the time their child spends in front of the TV (in)to intervals of 20 to 30 minutes.**

5. Die Stadt Babylon, deren Ruinen sich im heutigen Irak befinden, wurde vor mehr als 4000 Jahren als kleine Hafenstadt gegründet.

**The city of Babylon, whose ruins are located / situated in today's / present-day Iraq, was founded more than 4,000 years ago as a small port town.**