

Kollegium St. Fidelis, Stans
Mittelschule Nidwalden

Mai 2017

Maturitätsprüfung 2017

English

8.00 - 8.50	Part 1: Listening (34 points) 50 minutes
9.00 - 10.20	Part 2: Comprehension (65 points) 80 minutes
10.30 - 11.20	Part 3: Language (66 points) 50 minutes

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

Good Luck!

Gabriela Bächler
David Fux

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. (10)

Each of you **possesses** the most powerful, dangerous and subversive trait that **natural selection** has ever devised. It's a piece of neural **audio technology** for rewiring other people's minds. I'm talking about your language, of course, because it allows you to implant a thought from your mind directly into someone else's mind, and they **can attempt** to do the same to you, without either of you having to **perform surgery**. Instead, when you speak, you're actually using a form of telemetry not so different from the remote control device for your television. It's just that, whereas that device relies on pulses of **infrared light**, your language relies on pulses, discrete pulses, of sound.

And just as you use the remote control device to alter the internal settings of your television to suit your mood, you use your language to alter the settings inside someone else's brain to suit your interests. Languages are **genes** talking, getting things that they want. And just imagine the sense of wonder in a baby when it first discovers that, **merely by uttering** a sound, it can get objects to move across a room as if by magic, and maybe even into its mouth.

Now language's subversive power has been **recognized throughout** the ages in **censorship**, in books you can't read, phrases you can't use and words you can't say.

You have one minute to revise your answers.

Part 2

Answer the following questions with complete sentences. Answer as precisely as possible. You have two minutes to read the questions before you hear the recording. (18)

1. Summarize the Tower of Babel story in a few words. (2)

In fact, the Tower of Babel story in the Bible is a fable and warning about the power of language. According to that story, early humans developed the conceit that, **by using their language to work together, they could build a tower that would take them all the way to heaven. Now God, angered** at this attempt to usurp his power, **destroyed the tower**, and then to ensure that it would never be rebuilt, **he scattered the people by giving them different languages** — confused them by giving them different languages. And this leads to the wonderful irony that our languages exist to prevent us from communicating. Even today, we know that there are words we cannot use, phrases we cannot say, because if we do so, we might be accosted, jailed, or even killed. And all of this from a puff of air emanating from our mouths.

2. What arguments does the speaker present which question the intelligence of chimpanzees? (2)

Now all this fuss about a single one of our traits tells us there's something worth explaining. And that is how and why did this remarkable trait evolve, and why did it evolve only in our species? Now it's a little bit of a surprise that to get an answer to that question, we have to go to tool use in the chimpanzees. Now these chimpanzees are using tools, and we take that as a sign of their intelligence. **But if they really were intelligent, why would they use a stick to extract termites from the ground rather than a shovel? And if they really were intelligent, why would they crack open nuts with a rock? Why wouldn't they just go to a shop and buy a bag of nuts that somebody else had already cracked open for them?** Why not? I mean, that's what we do.

3. What is social learning and what is the benefit of it? (2)

Now the reason the chimpanzees don't do that is that they lack what psychologists and anthropologists call **social learning. They seem to lack the ability to learn from others by copying or imitating or simply watching.** As a result, they **can't improve on others' ideas or learn from others' mistakes — benefit from others' wisdom. And so they just do the same thing over and over and over again.** In fact, we could go away for a million years and come back and these chimpanzees would be doing the same thing with the same sticks for the termites and the same rocks to crack open the nuts.

4. What did the *Homo erectus* do and in what way is that similar to what chimpanzees do? (2)

Now this may sound arrogant, or even full of hubris. How do we know this? Because this is exactly what our ancestors, the **Homo erectus**, did. These upright apes evolved on the African savanna about two million years ago, and they **made these splendid hand axes that fit wonderfully into your hands.** But if we look at the fossil record, we see that **they made the same hand axe over and over and over again for one million years.** You can follow it through the fossil record. Now if we make some guesses about how long *Homo erectus* lived, what their generation time was, that's about 40,000 generations of parents to offspring, and other individuals watching, in which that hand axe didn't change. It's not even clear that our very close genetic relatives, the Neanderthals, had social learning. Sure enough, their tools were more complicated than those of *Homo erectus*, but they too **showed very little change** over the 300,000 years or so that those species, the Neanderthals, lived in Eurasia.

5. How do humans differ from chimpanzees or the *Homo erectus* and what is the result of that? (2)

But **by comparison, we can learn. We can learn by watching other people and copying or imitating what they can do. We can then choose, from among a range of options, the best one. We can benefit from others' ideas.** We can build on their wisdom. And **as a result, our ideas do accumulate, and our technology progresses.** And this cumulative cultural

adaptation, as anthropologists call this accumulation of ideas, is responsible for everything around you in your bustling and teeming everyday lives. I mean the world has changed out of all proportion to what we would recognize even 1,000 or 2,000 years ago. And all of this because of cumulative cultural adaptation. The chairs you're sitting in, the lights in this auditorium, my microphone, the iPads and iPods that you carry around with you — all are a result of cumulative cultural adaptation.⁶ What does the speaker mean when he says that social learning is visual theft? (2)

6. What does the speaker mean when he says that social learning is visual theft? (2)

And the reason that dilemma arose is, it turns out, that **social learning is visual theft. If I can learn by watching you, I can steal your best ideas, and I can benefit from your efforts, without having to put in the time and energy that you did into developing them.** If I can watch which lure you use to catch a fish, or I can watch how you flake your hand axe to make it better, or if I follow you secretly to your mushroom patch, **I can benefit from your knowledge and wisdom and skills, and maybe even catch that fish before you do.** Social learning really is visual theft. And in any species that acquired it, it would behoove you to hide your best ideas, lest somebody steal them from you.

7. Which were our species' two options to deal with the dilemma resulting from the fact that social learning corresponds to visual theft? (4)

And so some time around 200,000 years ago, our species confronted this crisis. And we really had only **two options for dealing with the conflicts that visual theft would bring. One** of those options was that we could have **retreated into small family groups. Because then the benefits of our ideas and knowledge would flow just to our relatives.** Had we chosen this option, sometime around 200,000 years ago, we would probably still be living like the Neanderthals were when we first entered Europe 40,000 years ago. And this is because in **small groups there are fewer ideas, there are fewer innovations.** And small groups are more **prone to accidents and bad luck.** So if we'd chosen that path, our evolutionary path would have led into the forest — and been a short one indeed.

The other option we could choose was to **develop the systems of communication that would allow us to share ideas and to cooperate amongst others.** Choosing this option would mean that a vastly greater **fund of accumulated knowledge and wisdom would become available to any one individual than would ever arise from within an individual family or an individual person on their own.** Well, we chose the second option, and language is the result.

8. How does the speaker define language, and why is it important? (2)

Language evolved to solve the crisis of visual theft. Language is a **piece of social technology for enhancing the benefits of cooperation — for reaching agreements, for striking deals and for coordinating our activities.** And you can see that, in a developing society that was beginning to acquire language, not having language would be a like a bird without wings. Just as wings open up this sphere of air for birds to exploit, **language opened up the sphere of cooperation for humans to exploit.** And we take this utterly for granted, because we're a species that is so at home with language, but you have to realize that **even the simplest acts of exchange that we engage in are utterly dependent upon language.**

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

Part 3

Which of the following statements are true (True) and which are false (False)? Write the word 'True' or 'False' in the box next to the sentence. You have one minute to read the statements. (6)

1. The two arrowhead scenarios show that language can cause misunderstandings.

Language helps to avoid misunderstandings because you can communicate and explain your intention.

False

2. Human beings would not have prospered without having acquired language.

Species without language and social learning (i.e. animals) are not able to transform the environment and are confined to places to which their genes adapt.

True

3. Both humans and animals have the ability to transform the environment to suit their needs, enabling them to occupy nearly every place in the world they want.

Species without language and social learning (i.e. animals) are not able to transform the environment and are confined to places to which their genes adapt.

False

4. Different languages only develop if people spread around the world.

The example of Papua New Guinea shows that also in very densely populated areas lots of different language can develop.

False

5. Language can work as a means of isolating ourselves from other groups.

“we use our language not just to cooperate but to draw rings around our cooperative groups ...”

True

6. It is a big advantage in our modern, globalized world that we have different languages.

“different languages impose barrier to cooperation”

False

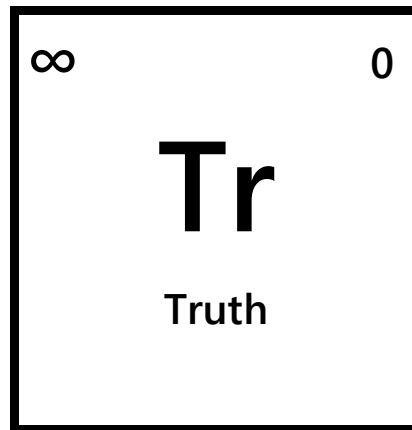
In fifteen seconds, you will hear the text a second time.

After the second time you will have one minute to complete your answers.

THE IRISH TIMES

How do we ‘know’ anything?

By Joe Humphreys. Sun, Mar 5, 2017



What does it mean to say we are in a “post-truth world”? A bunch of liars are in charge. Yes that but also a decline in the appreciation of reason.

5 A relativistic streak^o – always present in public debate – has overwhelmed traditional methods of distinguishing fact from fiction. *move*

10 This slide has been a long time coming, and can be traced right back to the Enlightenment when the discrediting of objective truth began. The advance of relativism – the notion that truth is relative to each individual’s standpoint – reached what might be seen as a new low with the recent claim by Donald Trump’s senior adviser Kellyanne Conway that there are such things as “alternative facts”. [...]

15 However, Trump or no Trump, there is an urgent need for some kind of public education programme surrounding truth. Few people leaving school or college have been formally instructed in logic, and there is shockingly little public understanding of how knowledge is created.

20 Prof Timothy Williamson, Wykeham Professor of Logic at the University of Oxford, has responded to the challenge by writing an entertaining and perspective-altering introduction to the

philosophy of disagreement. *Tetralogue – I’m Right, You’re Wrong* imagines a dialogue between four people with radically different outlooks on the world and how their conflict might be resolved, or at least mediated. [...]

25

It’s often said in debates “you’re entitled to your own opinion” but are you really so entitled?

30

Tim Williamson: “A totalitarian state where it’s illegal to have unorthodox opinions is a nightmare. But think of a Holocaust-denier who just shrugs his shoulders and says ‘I’m entitled to my opinion’ when presented with overwhelming evidence that the Holocaust really happened.

35

“What he’s doing is not okay. In both a rational and an ethical sense, he’s not entitled to ignore the evidence on something so important.

*shy**small-minded, fanatic*

40

“Not to be coy° about my political opinions, the Brexit vote and the Trump election resulted from many people voting on the basis of bigoted°, ill-informed opinions they felt entitled to. Brexit is likely to have bad consequences in these islands, Trump in the whole world.

45

A critical point in ‘Tetralogue’ sees one of the characters quoting Aristotle: “To say of what is that it is not, or of what is not that it is, is false, while to say of what is that it is, or of what is not that it is not, is true.” Do you regard this manoeuvre as key to a more logical public debate?

50

“No philosophical manoeuvre can stop politicians telling lies. But some philosophical manoeuvres do help politicians obscure the distinction between truth and falsity.

55

“When I visited Lima, a woman interviewed me for YouTube. She had recently interviewed a ‘postmodernist’ philosopher. When she pointed at a black chair and asked ‘Is that chair black or white?’ he replied ‘Things are not so simple’.

unjust, false

60

“The more philosophers take up such obscurantist lines, the more spurious° intellectual respectability they give to those who try to confuse the issues in public debate when they are caught out in lies. Of course, many things in public affairs are genuinely very complicated, but that’s all the more reason not to bring in bogus° complexity.

fake

“Aristotle’s view of truth and falsity is simple, and I think fundamentally correct. Since there was no Bowling Green massacre, anyone who says there was a Bowling Green massacre is speaking

65 falsely, and anyone who says there wasn't is speaking truly, end of story.

70 "Obviously it wasn't mainly postmodernism or relativism that won it for Trump, indeed those philosophical views are presumably more widespread amongst his liberal opponents than amongst his supporters, perhaps most of whom have never heard of them. Still, those who think it somehow intolerant to classify beliefs as true or false should be aware that they are making it easier for people like Trump, by providing them with a kind of smokescreen."

75 **Whatever about the "alternative facts", how would you respond to the claim that knowledge always contains some human bias, giving rise to alternative bodies of knowledge?**

80 "Of course, all human knowledge reflects the limitations of those who get it. You know things that I don't know and I know things that you don't know. But our bodies of knowledge are only alternatives in the harmless sense that they are different from each other. They don't conflict.

"What can't happen is that two bodies of knowledge are inconsistent with each other. [...]"

85 "Although we all have biases, they don't influence all our thoughts equally. We can still know plenty of stuff. On matters where we are too much under the influence, we just have opinions, not knowledge."

Does knowledge require proof?

the ability to speak

90 "You can know that you are feeling an itch without being able to prove it to anyone else. You can know that you sneezed ten minutes ago without being able to prove it even to yourself. The ability to justify one's beliefs in words has more to do with the gift of the gab^o than with whether one really knows.

95 "I'm an atheist, so I don't think anyone knows there is a god. But the mere fact that theists can't prove to anyone that there is a god is not enough to show that they don't know. [...]"

How does moral knowledge differ from scientific knowledge? How do we know anything morally?

100 "Most ordinary knowledge isn't like scientific knowledge – it's much less systematic, much less informed by abstract theory, not based on experiment or measurement. Moral knowledge is like other ordinary knowledge in those ways.

105 "Suppose you witness a boy teasing a girl about her skin colour. You know that he's teasing her, and you know that he's wronging her. Each bit of knowledge require an ability to recognise an abstract pattern in your experience – the teasing pattern and the wronging

pattern. Those are much subtler patterns to recognise than triangles or circles, but you can do it.

inerrability, reliability

- 110 “Why is it knowledge, not just opinion? Knowledge doesn’t require infallibility^o; what it requires is that, in the situation, you couldn’t too easily have been mistaken.

“If you are psychologically sensitive, you couldn’t too easily have been mistaken about the teasing. If you are morally sensitive, you couldn’t too easily have been mistaken about the wronging.”

[1076 words]
<<http://www.irishtimes.com/culture/unthinkable-how-do-we-know-anything-1.2992520>> (24 April 2017)

Full Name: _____

Class: _____

Comprehension and Vocabulary

A) Comprehension

Answer the following questions by formulating complete sentences. Avoid copying from the text and do not use contracted verb forms. (Contents: 28 points / Language: 18 points)

1. What is apparently the basis of 'alternative facts'? (2/2)

"A relativistic streak – always present in public debate – has overwhelmed traditional methods of distinguishing fact from fiction."

The writer says that a tendency to relativise everything has become typical of current discussions. So the basis of 'alternative facts' is relativism.

2. In the context of knowing the truth, what is the problem with regard to education? (2/2)

"there is an urgent need for some kind of public education programme surrounding truth. Few people leaving school or college have been formally instructed in logic, and there is shockingly little public understanding of how knowledge is created."

Currently, only very few people are aware of how we accumulate knowledge or how logic really works. Therefore we really must teach our children about it at school.

3. According to Tim Williamson, what are the limits of one's own opinion? (4/2)

"A totalitarian state where it's illegal to have unorthodox opinions is a nightmare. But think of a Holocaust-denier who just shrugs his shoulders and says 'I'm entitled to my opinion' when presented with overwhelming evidence that the Holocaust really happened."

What he's doing is not okay. In both a rational and an ethical sense, he's not entitled to ignore the evidence on something so important."

One's own opinion must be truthful. As soon as we start telling lies it is no longer acceptable and is not just an opinion but a lie.

4. How do philosophers create confusion and what does Williamson refer to when using the word 'smokescreen'? (4/2)

"When I visited Lima, a woman interviewed me for YouTube. She had recently interviewed a 'postmodernist' philosopher. When she pointed at a black chair and asked 'Is that chair black or white?' he replied 'Things are not so simple'."

The more philosophers take up such obscurantist lines, the more spurious° intellectual respectability they give to those who try to confuse the issues in public debate when they are caught out in lies. Of course, many things in public affairs are genuinely very complicated, but that's all the more reason not to bring in bogus° complexity."

Philosophers create confusion when they speak about simple facts as if they were complicated and complex. An object is either black or white – full stop. The sophistication they suggest does simply not exist.

“Obviously it wasn’t mainly postmodernism or relativism that won it for Trump, indeed those philosophical views are presumably more widespread amongst his liberal opponents than amongst his supporters, perhaps most of whom have never heard of them. Still, those who think it somehow intolerant to classify beliefs as true or false should be aware that they are making it easier for people like Trump, by providing them with a kind of smokescreen.”

Politicians can use these philosophers’ statements as an excuse for confusing fact and fiction. They can use it as a (false) pretence to spread falsities.

5. According to Williamson, are ‘alternative bodies of knowledge’ thinkable? Why or why not? (4/2)

“Of course, all human knowledge reflects the limitations of those who get it. You know things that I don’t know and I know things that you don’t know. But our bodies of knowledge are only alternatives in the harmless sense that they are different from each other. They don’t conflict.

What can’t happen is that two bodies of knowledge are inconsistent with each other. [...]”

‘Alternative bodies of knowledge’ are thinkable to that extent that we do have different experiences and what we know is not exactly the same. However, ‘alternative bodies of knowledge’ must never contradict each other.

6. Why does ‘ordinary knowledge’ not require a proof like scientific knowledge? (2/2)

“You can know that you are feeling an itch without being able to prove it to anyone else. You can know that you sneezed ten minutes ago without being able to prove it even to yourself. The ability to justify one’s beliefs in words has more to do with the gift of the gab^o than with whether one really knows.

I’m an atheist, so I don’t think anyone knows there is a god. But the mere fact that theists can’t prove to anyone that there is a god is not enough to show that they don’t know. [...]

Most ordinary knowledge isn’t like scientific knowledge – it’s much less systematic, much less informed by abstract theory, not based on experiment or measurement. Moral knowledge is like other ordinary knowledge in those ways.”

Knowledge about irrelevant matters such as a sneeze or an itch need not be proven in a scientific way. It is impossible to prove that there is something on your skin that makes you feel uncomfortable and it is irrelevant. There is no theoretical basis to it.

Answer the following question by carefully formulating **your own opinion** in an elaborated and well-structured text. Avoid copying from the text and do not use contracted verb forms.
(Contents: 10 points / Language: 6 points)

7. What are the limits of one's own opinion? (10/6)

[illegible]

B) Vocabulary

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

1. A bunch of liars are in charge. (1-2)

A group / gang / mob / crowd / band / clique ... is responsible

2. ... has overwhelmed traditional methods of distinguishing fact from fiction. (4-5)

has defeated / pushed aside / outplayed / beaten ... conventional / customary / common / former / usual ... truth / certainty ... lies / inventions / untruths / falsities

3. ... he's not entitled to ignore the evidence on something so important. (32)

does not have the right to / is not allowed to / does not have permission to ... not to take notice of / not to note / not to take into account / not to consider / to elide / to disregard

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

decline (2)	reduction, decrease	evidence (32)	proof
advance (8)	progress	likely (35)	probably
radically (21)	completely, totally	to affect (38)	to influence
unorthodox (27)	unusual, uncommon	presumably (66)	supposedly, assumedly

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

decline (2)	increase	complexity (58)	simplicity
to obscure (47)	to clarify, to sort out	harmless (77)	dangerous, harmful
public (56)	private	belief (88)	disbelief
genuinely (56)	falsely	ordinary (97)	extraordinary, unusual

Word families: use the word given in brackets to form a word that fits in the gap. (7)

- He was a **reasonable** man and she had never known him to shirk his responsibilities. (*reason, 3*)
- Being educated in the United States has long been a mark of **distinction** for the elites of other nations. (*to distinguish, 5*)
- "C'mon," he said with some **urgency**. (*urgent, 12*)
- His **disagreeable** appearance and manners made me detested. (*disagreement, 20*)
- The **resolution** in his face was unmistakable. (*to resolve, 22*)
- It was his habit to encourage students to discuss **debatable** questions in science and theology. (*debate, 24*)
- The reporter's **opinionated** version of the story was completely one-sided. (*opinion, 37*)
- He wondered when her book would be **published**. (*public, 45*)
- He would simply have to learn by **trial** and error. (*try, 54*)
- "I know you're in no position to **oppose** your father openly," she replied. (*opponent, 66*)
- The look on his face made her want to hug him and **ease** his fear. (*easier, 69*)
- The wealthy and **influential** invested massively in all forms of art. (*influence, 81*)
- Phillip was fired when he was unable to offer **justification** for his repeated tardiness to work. (*to justify, 87*)
- He tried to determine **experimentally** the law of magnetic force between poles. (*experiment, 98*)

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)*

- Our teacher really hates it when he is interrupted by the students. (stand)
Our teacher can't stand being interrupted by the students. (fixed phrases)
- "You must study harder, Susie", said Susie's mum. (that)
Susie's mum said (to her)/told her that she/Susie had to / was to study harder. (reported speech)
- You really ought to learn how to drive, I'm so fed up with driving you around! (time / *No to-infinitive!*)
It's (high) time you learnt how to drive. (unreal time/fixed phrases)
- All that trouble I went to wasn't necessary in the end. (needn't)
I needn't have gone to all that trouble. (modal verbs / expressing degrees of certainty)
- My dentist is taking out my wisdom teeth tomorrow. (taken)
I'm having my wisdom teeth taken out tomorrow. (have sth done)
- Jackie wishes she hadn't said that to Allie. (regrets)
Jackie regrets having said / saying that to Allie. (gerund or infinitive)
- Provided there are no changes to the plans, we'll see you on the 19th. (unless)
Unless the plans change, we'll see you on the 19th. (conditional)
- I think you should type that essay instead of writing it in pen. (better)
You had better type that essay instead of writing it in pen. (fixed phrases)
- She had expected the exam to be much more difficult. (as)
The exam was not as difficult as she had expected. (comparison)
- Would you consider having plastic surgery to alter your nose? (by)
Would you consider having your nose altered by plastic surgery? (passive)

B) Conditionals

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

- Why didn't you say that you were short of money? If I **had known**, I **would have lent** you some!
- If I **get** a work permit, I **will stay** another six weeks.
- Tom was driving much too close to the car in front. If he **had been** further away he **would have been able** to stop in time.
- Patrick: "The hotel room was full of smoke; but I knew exactly what to do." – Fiona: "If I **woke** up to find myself in a hotel room full of smoke, I **would have** no idea what to do."

C) Tenses

Put the verbs in brackets into the correct tense and form, including passive, infinitive and gerund. (17)

Treasure Island is one of the best known and most loved children's adventure stories. It **was first published** (first / publish) in 1883 and its popularity **has never decreased** (never / decrease) since then. It **is believed** (believe) that the story was solely the work of Stevenson's imagination, but research **has recently uncovered** (recently / uncover) the true origin of this thrilling tale of hidden treasures and bloodthirsty pirates.

Treasure Island's author Robert Louis Stevenson **was born** (be born) in Edinburgh in 1850. He **had lived / had been living** (live) abroad for many years when he **returned** (return) to the land of his birth for a holiday in 1881. With him **was** (be) his American wife Fanny, whom he **had met** (meet) five years earlier in France, and his stepchildren from Fanny's first marriage. They decided **to spend** (spend) their holidays in Braemar, a place in the rugged Scottish Highlands.

The family soon **settled** (settle) into a relaxing routine. Each morning Stevenson **took / would take** (take) them out for long walks over the hills. They **had been enjoying / had enjoyed** (enjoy) this for several days when the weather suddenly **took** (take) a turn for the worse. Trapped indoors by the heavy rain, Robert's twelve-year-old stepson Lloyd **became / was becoming** (become) increasingly bored. Robert was desperate **to keep** (keep) the boy amused, **got out** (get out) some drawing paper and asked the boy **to do** (do) some painting.

After he **had been painting** (paint) for several hours the boy **returned** (return) to his stepfather with a beautiful coloured map of a tropical island. Robert noticed that his stepson **had drawn** (draw) a large cross in the middle of the island. "What's that?" he asked. "That's the buried treasure," said the boy. The thirty-one-year-old author suddenly had a flash of inspiration. He **had recently been asked** (recently / ask) to contribute stories to a children's magazine published by his friend W.E. Henley and he **began** (begin) to see a germ of an adventure story in the boy's picture. While the rain **was beating down** (beat down) on the roof of his rented holiday cottage the author **sat down** (sit down) by the fire to write a story. He would make the hero a twelve-year-old boy, just like his own stepson. "But who **will be** (be) the villain of the piece?" he thought.

For the next four years Henley **published** (publish) Robert's stories in his magazine, and the two had become good friends. But there was something unusual about Henley; as a young man one of his legs **had been amputated** (amputate) and he walked around with the aid of an artificial wooden leg. Robert **had always wanted** (always / want) to include such a character in the story and thus Long John Silver, the pirate with a wooden leg, **was born** (be born).

So, thanks to a rainy September in Scotland, a publisher with a wooden leg, and the inventiveness of a twelve-year-old American boy, we **now have** (now / have) one of the greatest adventure stories in the English language which in all certainty **will continue** (continue) to fascinate future generations. Therefore, if you **haven't read** (not / read) it yet you can definitely still be looking forward to **entering** (enter) the fabulous world of *Treasure Island*.

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)

make off - stand up for - be off - put off - turn down - do away with -
 turn off - let down - be into - take in - put up with - get off - make up - lay off -
 keep up with - take aback - brush up - put down - take on - take to

1. I took a class to **quickly improve** / **brush up** my English before my trip to Canada.
2. It must have been a great relieve for all coloured people when apartheid **was finally abolished** / **was (finally) done away with** in 1994.
3. During the Great Depression companies had to **fire** / **lay off** thousands of workers.
4. President Trump will have to keep his promises in order not to **disappoint** / **let down** his voters.
5. When Justin Bieber's concert was cancelled, the father took his children to the cinema to **compensate** / **make up** for it.
6. He's the kind of manager who will always **defend** / **stand up for** his staff.
7. The council has had to **employ** / **take on** twenty extra employees to handle their increased workload.
8. They offered her the job but she **rejected it** / **turned it down**.
9. The concert's been **postponed** / **put off** until next month because the singer's got a throat infection.
10. I can't **tolerate** / **put up with** my neighbour's noise any longer; it's driving me mad!

E) Open Cloze

Complete the text, using one suitable word/phrase in each gap. (15)

After midnight, 1) **in/during** the first hours of September 28, 1994, the ferry *Estonia* foundered in the 2) **waves** / **midst/middle** of a Baltic storm. The ship was the pride of the newly 3) **independent (established, founded)** Estonian nation, recently arisen from the Soviet ruins. It was a massive steel vessel, 510 feet long and nine decks high, with accommodations for 4) **up** to (more than, almost) 2,000 people. It had labyrinths of cabins, a swimming pool and sauna, a duty-free shop, a cinema, a casino, a video arcade, a conference centre, three restaurants, and three bars. It also had a car deck that stretched from bow to stern through the hull's insides. In port the car deck was 5) **accessed/accessible** through a special openable bow that could be raised to allow vehicles to drive in and out. 6) **At** sea that bow was 7) **supposed/ meant** to remain closed and locked. In this case, however, it did not—and indeed it 8) **caused** the ship to capsize and sink when it came open in the storm and then fell entirely 9) **off**.

10) **In** the night of its demise the *Estonia* had 989 people 11) **aboard** / **on board**. It departed from its home port, Tallinn, 12) **at** around 7:15 P.M., and proceeded on its regular run, 258 miles and fifteen hours west 13) **across** (~~to~~) open waters to the Swedish archipelago and Stockholm. For the first several hours, 14) **as** / **when** dusk turned to night, it moved through sheltered coastal waters. Passengers hardly enough 15) **to** withstand the wind and cold on deck would have seen grey forested islands creeping 16) **by** to the north, and to the south the long industrial shoreline of Estonia giving way 17) **to** a low coast darkening until it faded 18) **into** the night. Gentle swells rolled in from the west, indicating the sea's unease—with significance probably only 19) **to** the crew, which had received storm 20) **warnings** for the open water ahead but had not spread the news. There were various forecasts, and they tended to agree: an intense low-pressure system near Oslo was moving quickly to the east, and was expected to drag rain and strong winds across the route, stirring 21) **up** waves occasionally 22) **as** high as twenty feet. Such conditions were 23) **rare/unusual** (not common) for the area, occurring only a few times every fall and winter, but for ferries of this size they were not considered to be 24) **severe** / **serious** / **grave** / **dangerous**. Surviving crew members later claimed that a special effort had been made on the car deck to

lash the trucks down securely—exemplary behaviour that, if it occurred, probably had more to do with 25) **concern** about vehicle-damage claims than about the safety of the ship. No other preparations were made. The main worry was to arrive in Stockholm 26) **on** time.

That night the ship knifed ahead 27) **at** its full 19 knots, with all four main engines fully throttled up to their combined output 28) **of** 23,500 horsepower, driving the hull across the gently accumulating seas. The vessel's motion was at first barely noticeable to the passengers. [...] Though many couples and a few groups were aboard, collectively it was a ship full of strangers, with little time to make new friends or, as people do on longer passages, to fall even temporarily in love. The experience of the sinking therefore turned 29) **out** to be lonely and highly atomized. Observers who later claimed that a social breakdown had occurred failed to take that 30) **into** account. Still, at first that night there was something of a cruise-ship atmosphere on the Estonia, as passengers dropped off their bags in their cramped, Pullman-style cabins and emerged to explore the possibilities for whiling away the hours.

<<https://www.theatlantic.com/magazine/archive/2004/05/a-sea-story/302940/>> (24 April 2017)

F) Translation

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

1. Die Wohltätigkeitsorganisation hat schon immer versucht das Bewusstsein für die Situation älterer Menschen zu schaffen.

The charity (organisation) has always tried to raise awareness for the situation of the elderly.

2. Vor zwei Wochen überredete die Schauspielerin den Regisseur, ein Theaterstück über Eifersucht und Verrat zu inszenieren.

Two weeks ago the actress persuaded the director into producing a play on jealousy and betrayal.

3. Nachdem Tom und Sarah über Jahre miteinander gestritten hatten, entschied sie sich, die Scheidung einzureichen.

After Tom and Sarah had been arguing / quarrelling for years, she decided to file for divorce.

4. Der Verteidiger versuchte vergeblich die Unschuld des Angeklagten zu beweisen, erreichte jedoch eine Milderung der Strafe.

The defence counsel tried in vain to prove the defendant's innocence, however, he reached a reduction of the sentence.

5. Kein Land kann die Armut nachhaltig verringern ohne stabiles, wirtschaftliches Wachstum.

No country can sustainably reduce poverty without robust/stable, economic growth.