

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

## **Maturitätsprüfungen Englisch 2012**

---

Klassen: 4AB (Fb), 4B (EG), 4BM (Dy), 4GL (HM), 4I (Sc), 4LW (Lp), 4LZ (Wr),  
4S (Ka), 4SW (Cp), 4Wa (Se), 4Wb (Rf)

Prüfungsdauer: 4 Stunden

Erlaubte Hilfsmittel: ein- oder zweisprachiges Wörterbuch für das Essay

---

### **Content**

A. Comprehension and Grammar (50 %) (approx. 120 mins.)

I. Reading Comprehension: Language	19 pts.
Comprehension Questions	21 pts.
II. Grammar	37 pts.

Total A	77 pts.	<u>= Mark 1</u>
---------	---------	-----------------

B. Essay (50 %) (approx. 120 mins.)

Content:	50 %
Language:	50 %

Total B		<u>= Mark 2</u>
---------	--	-----------------

Final Mark: 50 % (Mark 1) + 50 % (Mark 2)

All the best!

B. Finkbeiner  
E. Güntert  
J. Dyer  
H.U. Müller  
R. Schneider  
L. Leppich  
C. Wirz  
Y. Kaspar  
A. Chiappini  
H. Stone  
M. Ruef

---

## A. Comprehension and Grammar

### I. Reading Comprehension

A. Read the following text and answer the questions on pages 6 – 10.

## Out of Afghanistan: incredible stories of the boys who walked to Europe

*Caroline Brothers, The Observer, Sunday 29 January 2012 (edited and shortened)*

- 5 Behind the security bars of a spartan, white-tiled room, 25 youths are arranging bedrolls on the floor. The workers on the Salvation Army nightshift, who watch over these lone foreign teenagers in a shelter in a shabby corner of Paris, are distributing sheets and sleeping bags; there are a couple of boys from Mali and a contingent of Bangladeshis; the rest have travelled overland, by every conceivable method, from Afghanistan.
- 10 The youngest are 13-year-old cousins from Kabul<sup>1</sup> who arrived that morning after a journey of five months. One of them, Morteza, carefully peels off his socks. The undersides of his toes are completely white. He has limped across Europe with frostbite.

The next day I run into them watching the older Afghans play football in a park. Morteza's 13-year-old cousin Sohrab, pale and serious beyond his years, recounts, in  
15 English learned during two years of school in Afghanistan, what happened. "Slovenia big problem," he says, explaining how he and Morteza, "my uncle's boy", were travelling with eight adults when they were intercepted by the Slovenian police. Two members of their group were caught and the rest made a detour into the mountains. They spent five days in the snow, navigating by handheld GPS, emerging from the Alps in Trento, in the  
20 Italian north.

Morteza acquired frostbite on the part of a 6,000km journey that detoured through the Balkans: through Macedonia, Serbia and Croatia. Their aim is to join their uncle who lives in Europe, the solution their relatives found after Morteza's father was killed in an explosion. His mother died earlier "in the war"; Sohrab lost his own father when he was  
25 11.

No one knows how many unaccompanied Afghan children have made it to Europe. Paris took in just over 300 in 2011 - the biggest nationality among the 1,700 lone foreign minors in its care. Sarah Di Giglio, a child-protection expert with Save the Children in Italy, says that last year the number of Afghan boys - there are almost never girls -  
30 passing through a day centre in Rome had doubled from the year before, to 635.

Asylum statistics are another measure, though they give only a rough indication since many children never make a claim. Still, at 4,883, Afghans were the biggest group of separated foreign children requesting asylum in 2010, the majority in Europe.

---

<sup>1</sup> capital of Afghanistan

35 While some are sent out of Afghanistan for their own safety, others make their own decision to leave. Some are running from brutality, or the politics of their fathers, or recruitment by the Taliban. Others have been pushed onwards by the increasing risks of life in Pakistan and Iran, countries that host three million Afghan refugees.

40 Blanche Tax, who is responsible for country guidance<sup>2</sup> at the United Nations refugee agency in Geneva, says security is worsening in Afghanistan, which Unicef describes as the world's most dangerous place to be a child. From January to September, she said, 1,600 children were reported killed or injured, 55% more than the previous year.

45 A report to the UN security council on 13 December 2011 said "the killing and maiming<sup>3</sup> of children remains of grave concern". "The most frequent violations continued to be recruitment and use of children for suicide bombing missions or for planting explosives," the report continued. It highlighted a recent rise in "cross-border recruitment by Taliban - as well as attacks on schools". And it added more than 30,000 cases of "severe malnutrition" among minors to a long list of child-specific damage that already includes landmines, sexual violence and forced labour.

50 It is from this maelstrom<sup>4</sup> that Morteza, Sohrab and others have fled. I first came across adolescents like them three years ago, when I saw them squeezing between the railings<sup>5</sup> of a Paris park to sleep on cardboard, along with adult refugees.

55 By the time they turn 18, these teenagers will have to prove they speak French and have taken up a profession in order to legalize their status. For Afghan boys with almost no previous schooling, the pressure is enormous. "They have no time to have their adolescent crises," says Pauline Ferrais, head of the education service at the Maison du Jeune Réfugié (MJR), a day centre. As Pierre Henry, managing director of FTDA<sup>6</sup>, puts it: "Some have spent one or two years on the roads of Asia and Europe in extreme conditions playing with the laws of survival, and we ask them to respect very strict rules in an education system that makes no concessions for them." Yet teachers remark that  
60 those who do go to school have a dynamic effect on the class. It's something that's been noted by Romain Levy, the deputy mayor for Paris with special responsibility for minors. "Because of their motivation they act as an engine and pull the other kids up," he says.

65 But Paris's budget for providing for minors is stretched. And elsewhere in Europe the likelihood that these boys will get a second chance at a childhood is diminishing. Sweden, alarmed by the 1,693 Afghan teenagers who requested asylum there in 2011, has teamed up with Britain, Norway and the Netherlands to create the European Return Platform for Unaccompanied Minors, or Erpum, an EU-funded project that aims to send them back.

70 Susanne Bäckstedt, its Stockholm-based co-ordinator, denied reports that Erpum wanted to establish care centres in Kabul. She said the programme would be voluntary, and only involve minors who could no longer appeal for asylum and wanted to rejoin their families. "We are not discussing care centres," says Bäckstedt. "We will only send them

---

<sup>2</sup> i.e. is responsible for information on countries that can then be used by the agency

<sup>3</sup> wound (someone) so that part of the body is permanently damaged

<sup>4</sup> *figurative* a scene of confused and violent movement

<sup>5</sup> a fence made of rails

<sup>6</sup> France Terre d'Asile, a French charity looking after asylum seekers

---

back if their family can be found." That, she says, meant "a welcoming family" who would come to the airport to meet them.

75 Erpum hopes to start sending back 16- and 17-year-olds to their home countries this year. This prospect has alarmed child-protection organizations, who fear that such initiatives will push those in Europe underground. They warn that families who have spent thousands of dollars to send a son to safety will have either got into debt or will have married off a younger sister to an older man. "Family tracing is not as innocent as it  
80 sounds," says one children's rights researcher.

Governments discouraging minors from embarking on dangerous journeys risk missing the point about why children flee in the first place, says Judith Dennis, policy adviser at the UK Refugee Council. "We share concerns that children's journeys to safety are often dangerous," she comments, "but it is wrong to suggest that they should be discouraged  
85 from escaping the threats in their country."

Every Afghan minor who has survived the exhausting journey to Europe has a story of equal parts courage and grief. I meet Jalil, a round-faced 16-year-old from Kunduz, in Afghanistan's north, between classes at the day centre where he is taught French. "This is my first school," he says with pride. His only previous education had been from a  
90 neighbour in Afghanistan who came to his house at night to teach him English, "one word at a time", from a book.

Jalil took his future into his own hands after being orphaned. He had lost his mother to "a heart sickness" when he was 9 or 10 and was living with his father, who was killed "three years and four months ago". "Someone said he was helping the Taliban," Jalil tells me.  
95 He didn't witness the attack. "But my brother saw that and now he is mad," Jalil says. "He can't talk. It is like he is finished. He is 22 years old."

He and his younger siblings moved to his uncle's house, where he was often beaten. "He was cruel, cruel, cruel," Jalil says of his uncle. His brother-in-law helped him get away, paying \$4,000 to a smuggler to get him to Turkey. Barely 15, he went first to Pakistan,  
100 then Iran, and on to Turkey and Greece. He had no money so he stayed there "a long time", living by washing windows, then crossed into Italy from the Greek port of Patras by hanging on to the chassis of a truck. After a nine-month journey he reached Paris in August, and slept in the street for a month. Now he is learning the language and every day after class he goes to "the library with headphones" at the Pompidou Centre. "I go  
105 there and listen to French," he says. "The plan is I study more to be a doctor, but if I cannot do a big job, I will do a little job. If I can't be a doctor, I will be an electrician."

Pierre Henry of FTDA believes that Europe should be investing in these teenagers. "You don't win war, democracy, hearts with occupying armies," he says, pointing out that educating these minors would help rebuild their country one day. "It goes against all our  
110 values if we can't take care of the world's disadvantaged children who come to us."

A week later I pass by the meeting point where the new arrivals gather to be chosen for the 25 places in the Salvation Army shelter. Forty-five boys are waiting in a long line against a supermarket wall, and every one of them is new. Sohrab and Morteza, the boy with frostbitten feet, have left; they are back on the road. The others have disappeared on  
115 their search across Europe for some place that will allow them to stay. They leave only their stories behind.

# **gymnasium** I Iestal

English Department

Notes Reading Comprehension:

---

## B. Language

1. **Explain** in your own words the meaning of the following words as they are used in the text or give a **contextual synonym**:

(1 point each)

a. conceivable (l. 9)

---

---

b. detour (l. 18)

---

---

c. requesting (l. 33)

---

---

d. increasing (l. 36)

---

---

e. adolescents (l. 50)

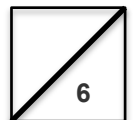
---

---

f. orphaned (l. 92)

---

---



2. Give a **contextual antonym** for the following:

(1 point each)

a. minors (l. 28)

---

b. rough (l. 31)

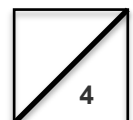
---

c. worsening (l. 39)

---

d. mad (l.95)

---



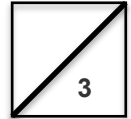
**3. For the following words, give the abstract noun from the same word family:**

(1 point each)

a. serious (l. 14) \_\_\_\_\_

b. flee (l. 82) \_\_\_\_\_

c. chosen (l. 111) \_\_\_\_\_



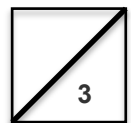
**4. For the following words, give the verb from the same word family:**

(1 point each)

a. solution (l. 23) \_\_\_\_\_

b. safety (l. 34) \_\_\_\_\_

c. grief (l. 87) \_\_\_\_\_



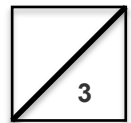
**5. For the following words, give the adjective from the same word family:**

(1 point each)

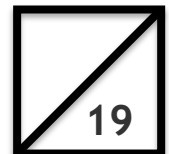
a. laws (l. 58) \_\_\_\_\_

b. democracy (l. 108) \_\_\_\_\_

c. values (l. 110) \_\_\_\_\_



**B. Language total**



---

### C. Comprehension Questions

Answer the following questions **in your own words as far as possible** and in full sentences.

Keep the whole text in mind when answering the questions.

No points will be awarded for repeated answers.

Up to six points will be awarded for the quality of your language.

1. Name two examples of dangers that the children were faced with on their journeys to Europe. (2 points)

---

---

---

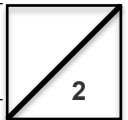
---

---

---

---

---



2. Give four reasons why Afghan children flee their country. (4 points)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

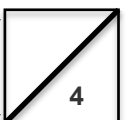
---

---

---

---

---







---

5. What are the arguments against the repatriation of child refugees to Afghanistan? (3 points)

---

---

---

---

---

---

---

---

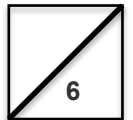
---

---

---



**Language mark for answers to reading comprehension questions**



**C. Reading comprehension total**



## D. Grammar

1. Read the following text. Put the verbs in brackets into the correct form and write them in the gaps.  
Do not add any other words. (½ point each)

Omar's story (extract from original article, slightly edited)

**While researching her book, the author of the comprehension article also interviewed some of the boys she met. The following is an account of her meeting with a boy named Omar.**

As I approach the entrance to the FTDA<sup>7</sup> office for minors I see Omar, a slim 16-year-old with a ski hat pulled low over his eyes. He (1. stand) \_\_\_\_\_ next to the counter alone, too tense to wait on the seats with the other boys. He (2. draw) \_\_\_\_\_ on a sheet of paper on which someone (3. write) \_\_\_\_\_ the word "Tunisia".

"All my family (4. be) \_\_\_\_\_ very worried about my father," Omar says. "We don't know where he is." This is almost the first thing he tells me. He talks of this same anxiety four times in our conversation, and I realise that what initially I (5. understand) \_\_\_\_\_ to be tension was actually distress.

From a village in Afghanistan's Logar province, just south of Kabul, Omar is the eldest of five. "I (6. go) \_\_\_\_\_ to school in Afghanistan for three years and then I (7. not/can) \_\_\_\_\_ go anymore," he said. "My grandfather told me (8. not/go) \_\_\_\_\_ to school. 'We have enemies who (9. kill) \_\_\_\_\_

you,' he said, 'So stay in the house and (10. not/go) \_\_\_\_\_ out in the village a lot.'" His father and grandfather had "done jihad<sup>8</sup> with the Russians" in the past, he said; the people they (11. fight) \_\_\_\_\_ against had now come back to "give them a warning". His grandfather sold their almond trees and paid \$11,000 to a smuggler to get Omar and his father out.

Travelling with Omar's uncle, Omar and his father made it as far as Turkey before (12. stop) \_\_\_\_\_ by the police. Everyone scattered. Separated in the confusion, Omar (13. depart) \_\_\_\_\_ to Afghanistan. He said his uncle (14. contact) \_\_\_\_\_ his grandfather to let them know he was all right; from his father they have had no word.

<sup>7</sup> France Terre d'Asile, as mentioned in comprehension text, see note 6 on page 3

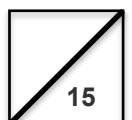
<sup>8</sup> Jihad: A religious war of Muslims with non-Muslims, in the mission of Muhammad

Omar set off again, (15. spend) \_\_\_\_\_ the next five months on the road. He moved in and out of the hands of smugglers, was held with dozens of others in "passenger houses", then abandoned in a deserted place on the Turkish side of the border with Greece. There, he and his companions waited, night after night without shelter, for a guide. Finally they (16. give) \_\_\_\_\_ up and struggled back to Istanbul.

On his second attempt Omar (17. swim) \_\_\_\_\_ a wide canal and walked for five hours in wet clothes towards the lights of a Greek town which his smuggler had told him about. There he (18. pick) \_\_\_\_\_ up by the police and (19. hold) \_\_\_\_\_ for three days in a room with 15 men. He (20. spend) \_\_\_\_\_ the next four nights in a train station in the northern Greek town of Alexandroupolis, until a railway employee (21. pay) \_\_\_\_\_ his fare to Athens. He waited 25 days in another passenger room before being crammed, with 32 others, into the back of a truck. (22. Tell) \_\_\_\_\_ to bring two packets of biscuits and no water, they were inside for a total of 30 hours. *"There was no air and it smelt very bad,"* he said. The driver then abandoned them in Italy.

Omar (23. catch) \_\_\_\_\_ trains to Milan, and then Cannes, with three other boys. *"We (24. sleep) \_\_\_\_\_ on the earth next to the sea and we were so cold,"* he says. Once in Paris, he was on the street for six nights before asking at this office for help. *"I want to live here,"* he tells me. *"People don't hurt me in France."* And yet, they already have. A few days earlier he (25. attack) \_\_\_\_\_ by three men in a park. They (26. steal) \_\_\_\_\_ his bag containing his last €30 and the slip of paper with his grandfather's phone number on it, cutting off his last link to his family.

In his state of anxiety, it is hard for him to think about the future. *"I want to have peace,"* he says. And what would he do if he (27. allow) \_\_\_\_\_ to stay in France? *"I'd like to go to school,"* he says, *"if they give us the opportunity to go."* For many of the kids, (28. go) \_\_\_\_\_ to school seems like an enormous privilege, but first they have to (29. accept) \_\_\_\_\_ as minors. That means (30. appear) \_\_\_\_\_ before a judge, who can order bone x-ray exams which have a two-year margin of error. If he disbelieves their age, they may have to wait months to get formal protection.



---

2. Complete the second sentence using the word given so that it has a similar meaning to the first sentence. Do not change the word given. (1 point each)

- a. It's six years since I started learning English.

**FOR**

I \_\_\_\_\_ six  
years.

- b. She said that she absolutely had to speak to the hotel manager personally.

**INSISTED**

She \_\_\_\_\_ to the  
hotel manager personally.

- c. Sarah broke her ankle and was not able to join her team on the ski weekend.

**IF**

\_\_\_\_\_ she would  
have been able to join her team on the ski weekend.

- d. The football team had worked very hard for this year's championship, but they lost the final.

**SPITE**

\_\_\_\_\_ very hard  
for this year's championship, the football team lost the final.

- e. I do not get sick easily, so it does not matter to me if I travel backwards.

**MIND**

I \_\_\_\_\_  
backwards as I do not get sick easily.

- f. I used to go swimming three times a week, but nowadays I only go twice a month.

**OFTEN**

I used to go swimming \_\_\_\_\_  
I do nowadays.

- g. He regretted lying to his best friend.

**WISHED**

He \_\_\_\_\_ to his  
best friend.

---

h. The bully forced his friends to beat up smaller children.

**MADE**

The bully \_\_\_\_\_  
up smaller children.

i. You need to be a member of the fitness club if you want to work out here.

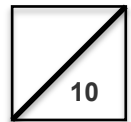
**UNLESS**

You \_\_\_\_\_ a  
member of the fitness club.

j. 'It's your fault that the vase got broken, Leanne!' Tom exclaimed angrily.

**BLAMED**

Tom \_\_\_\_\_ the  
vase.



Exam continues on page 15.

3. Find 12 of the 13 mistakes in the following text. Each mistake found and corrected equals 1 point. If a non-mistake is 'corrected' with a mistake, one point will be deducted. Correct language corrected with another correct version does not have any effect on points. There are no punctuation mistakes.

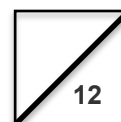
**Who exactly is Ron Bruder?**

The terror attacks of 9/11 left most Americans feeling shocked and angrily. Jewish businessman Ron Bruder was no different. He spent 11 September fearing for his daughter, Jessica, which worked close to the World Trade Center in New York. It was hours before he learned that she was safe.

Thinking about the terrible events of that day, Bruder came to the conclusion that one reason for the rise of terrorism was the high level of the unemployment of young people in the Middle East. He decided doing something about it. In 2003, he has taken \$100 million from his savings and started the Education for Employment project. Its aim was to offer advices and training to educated Muslims from Gaza to Yemen, what would lead to them getting jobs.

Bruder himself knows that young people would work if they are given a chance. The child from Eastern European immigrants had his first job with 17 – selling books from door to door. “It was great business training,” he said, “I had a lot of doors slammed in the face.”

Since nine years, his foundation provides chances for young people, placing hundreds of graduates in work.



**D. Grammar total**



**PART A TOTAL**



Now hand in all the sheets of part A in order to get your dictionary which you may use for your essay.

---

## B. Essay

- Choose one of the following topics to write an essay of 400 – 550 words.
- Hand in a fair copy.
- Count your words and state the number at the bottom of this sheet.

1. ***"It goes against all our values if we can't take care of the world's disadvantaged children who come to us."***

(Pierre Henry of FTDA in the reading comprehension text)

Discuss this quotation, giving your own opinion.

2. ***"Winning is overrated. The only time it is really important is in surgery and war."***

(Al McGuire, US basketball coach, 1928-2001)

Discuss this quotation, giving your own opinion.

3. ***"Once a refugee, always a refugee."***

(Elie Wiesel, Romanian-born Jewish-American writer, born 1928)

Discuss this quotation, giving your own opinion.

4. ***Working from home***

The number of people working from home is growing in many countries, and this mode of working is expected to be common for most office workers in the coming decade. How do you think society and the individual will be affected by this, and which advantages and disadvantages do you see?

5. ***"The Eye"***

Write a creative text.

Number of words:



Attach all the sheets you have written on to the task sheet with the paperclip and hand them in. All the sheets you have not used go onto another pile.