

## Maturitätsprüfungen 2021 – Englisch schriftlich

|                              |   |  |
|------------------------------|---|--|
| <b>Klassen:</b>              | 4A, 4B, 4Be, 4BW, 4GLW, 4M, 4S, 4SI, 4W, 4Z, 5KSW   |  |
| <b>Lehrpersonen:</b>         | Angela Chiappini Fitzgerald, Martin Dambach-Salathé,<br>Jessica Dyer, Simon Furnivall, Astrid Gruber-Keiser,<br>Julian Sacharuk, Helen Stone, Tom Lütcher,<br>Lynn Williams Leppich |  |
| <b>Prüfungsdauer:</b>        | 4 Stunden   |  |
| <b>Erlaubte Hilfsmittel:</b> | Teil I-III:   | keine  |
|                              | Teil IV (Essay):  | ein- oder zweisprachiges Wörterbuch<br>(nach Abgabe der Teile I-III) |

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

**Klasse:** \_\_\_\_\_

**Total points Part I: Reading Comprehension**

|           |
|-----------|
| <b>21</b> |
|-----------|

**Total points Part II: Vocabulary**

|           |
|-----------|
| <b>25</b> |
|-----------|

**Total points Part III: Grammar**

|           |
|-----------|
| <b>26</b> |
|-----------|

**Total points Parts I-III**

|           |
|-----------|
| <b>72</b> |
|-----------|

**Mark 1**

Parts I-III  
(Weight: 50%)

|  |
|--|
|  |
|--|

**Mark 2**

Parts IV (Essay)  
(Weight: 50%)

|  |
|--|
|  |
|--|

**Final Mark**

(Rounding: mark 1 & 2 = ¼ marks; final mark = ½ mark)

|  |
|--|
|  |
|--|

## Part I: Reading Comprehension

Read the following text and do the tasks below (see p. 6 onwards).

### Behemoth<sup>1</sup>, bully, thief: how the English language is taking over the planet

*No language in history has dominated the world quite like English does today. Is there any point in resisting?*

By Jacob Mikanowski for *The Guardian*, 27 July 2018 (adapted and abridged)

Behemoth, bully, loudmouth, thief: English is everywhere, and everywhere, English dominates. Almost 400m people speak it as their first language; a billion more know it as a secondary tongue. It is an official language in at least 59 countries, the unofficial lingua franca of dozens more. No language in history has been used by so many people or spanned a greater portion of the globe. It is inescapable: the language of global business, the Internet, science, diplomacy and stellar navigation. And everywhere it goes, it leaves behind a trail of dead: dialects crushed, languages forgotten, literatures mangled.

One straightforward way to trace the growing influence of English is in the way its vocabulary has infiltrated so many other languages. For a millennium or more, English was a great importer of words, absorbing vocabulary from Latin, Greek, French, Hindi and many others. During the 20<sup>th</sup> century, though, as the US became the dominant super-power and the world grew more connected, English became a net exporter of words such as “last-minute” or “fitness”.

In some countries, such as France and Israel, special linguistic commissions have been working for decades to stem the English tide by creating new coinages<sup>2</sup> of their own. Thanks to the internet, the spread of English has almost certainly sped up.

The gravitational pull that English now exerts on other languages can also be seen in the world of fiction. The writer and translator Tim Parks has argued that European novels are increasingly being written in a kind of denatured, international vernacular<sup>3</sup>, without country-specific references and difficult-to-translate wordplay or grammar. Novels in this mode – whether written in Dutch, Italian or Swiss German – have not only assimilated the style of English, but perhaps more insidiously<sup>4</sup> limit themselves to describing subjects in a way that would be easily digestible in an anglophone context.



Illustration: Miguel Montaner

---

<sup>1</sup> a very big and powerful company or organisation

<sup>2</sup> word or phrase that has been invented recently

<sup>3</sup> language spoken in a particular area

<sup>4</sup> spreading without being noticed, but causing serious harm

Yet the influence of English now goes beyond simple lexical borrowing or literary influence. Researchers at the University in Milan have noticed that, in the past 50 years, Italian syntax has shifted towards patterns that mimic English models. German is also increasingly adopting English grammatical forms.

35 Within the anglophone world, that English should be the key to all the world's knowledge and all the world's places is rarely questioned. The dominance of English is so natural as to be invisible. Protesting it feels like yelling at the moon. Every day English spreads, the world becomes a little more homogenous and a little more bland.

40 Until recently, the story of English was broadly similar to that of other global languages: it spread through a combination of conquest, trade and colonisation. But then, at some point between the end of the Second World War and the start of the new millennium, English became a global language. It transformed from a dominant language to what the Dutch sociologist Abram de Swaan calls a "hypercentral" one, that is, a language which holds the entire world language system together.

45 In the last few decades, as globalisation has accelerated and the US has remained the world's most powerful country, the advance of English has taken on a new momentum. In 2008, Rwanda switched its education system from French to English, having already made English an official language 14 years earlier. Officially, this was part of the government's effort to make Rwanda the tech hub of Africa. Unofficially, it's widely believed to be an expression of  
50 disgust at France's role in propping-up the pre-1994 Hutu<sup>5</sup>-dominant government.

The situation in East Asia is no less dramatic. China currently has more speakers of English as a second language than any other country. Some prominent English teachers have become celebrities, conducting mass lessons in stadiums seating thousands. In South Korea, meanwhile, according to the sociolinguist Joseph Sung-Yul Park, English is a "national religion". Korean employers expect proficiency in English, even in positions where it offers no  
55 obvious advantage.

So English is now seen as the access code to the global elite. If you want your children to get ahead, then they had better have English in their toolkit.

60 But is the conquest of English really so bad? In the not-too-distant future, thanks to English, the curse of Babel<sup>6</sup> will be undone and the children of men may come together once again, united with the aid of a common tongue. Certainly, that's what supporters of English would have you believe. After all, what a work is English, how rich in its vocabulary, how noble in expression, how elegant in its constructions, and yet how plain in its basic principles.

65 I am aware that I'm mostly speaking out of bitterness. My first language was Polish. I learned it from my parents at home. English followed shortly afterwards, at school in Pennsylvania where I learned to speak it fluently. That, combined with the experience of watching English spread so rapidly and almost forcefully, has left me a lifelong English-sceptic.

70 It's not that English is bad. It's fine! A perfectly nice language, capable of expressing a great many things – and with scores of fascinating regional variants, from Scots to Singapore English. But it is so widespread and so hard to escape.

<sup>5</sup> a member of a Bantu-speaking people in Rwanda and Burundi

<sup>6</sup> from the Bible story in which God punished the people who were trying to build a tower to reach heaven (the tower of Babel) by making them unable to understand each others' languages

Is English oppressive? When its pervasive influence silences other languages, or discourages parents from passing on their native languages to their children, I think it can be. When you do know another language, English feels constricting, like wearing trousers that are too tight. That's because while English is good for a great many things, it is not good for every-  
75 thing. To me, family intimacies long to be expressed in Polish.

This isn't quite as unusual as it sounds. Aneta Pavlenko, an applied linguist who has spent her career studying the psychology of bilingual and multilingual speakers, has found that speakers of multiple languages frequently believe that each language conveys a "different self". Languages, according to her respondents, come in a range of emotional tones. "I would invari-  
80 ably talk to babies and animals in Welsh," reports a Welsh-speaker. Several Japanese speakers say that it's easier to express anger in English, especially by swearing.

Intuitive though it might be to some, the idea that different languages capture and construct different realities has been a subject of academic controversy for at least 200 years.

In the 1970s, the linguist Anna Wierzbicka stated that English shapes its speakers as  
85 powerfully as any other language. It's just that in an anglophone world, that invisible baggage is harder to detect. Wierzbicka's English-speakers are a pragmatic people, cautious in their choice of words and prone to downplaying their emotions. Hence their endless use of expressions such as "I think", "I believe", "I suppose", "I understand", "I suspect". They prefer fact over theories, savour "control" and "space", and cherish autonomy over intimacy. Their moral lives  
90 are governed by a tightly interwoven knot of culture-specific concepts called "right" and "wrong", which they mysteriously believe to be universal.

Wierzbicka's description of the subconscious system of values found in English hardly holds true for the billion or more speakers of this most global of tongues. But it is also a re-  
95 minder that, despite its influence, English is not truly universal. Its horizons are just as limited as those of any other language, whether Chinese or Hopi<sup>7</sup> or Dalabon<sup>8</sup>.

To speak only English, in spite of its vast vocabulary and countless varieties, is still to dwell in a rather small pool. It draws the same circle around its speakers as each of the other 6,000 human languages. The difference is that we have mistaken that circle for the world.

Those of us troubled by the hyper-dominance of English should remember the role it has  
100 played in some societies – especially multi-ethnic ones – as a bridge to the wider world and counterweight to other nationalisms. This was especially keenly felt in South Africa, where Afrikaans<sup>9</sup> was widely associated with the policy of apartheid. When the government announced that Afrikaans would be used as a language of instruction in schools on par with English in  
1974, the decision led in 1976 to a mass demonstration by black students known as the Soweto  
105 uprising.

In other parts of the world though, English still carries the full weight of its colonialist past. Since the 1960s, the celebrated Kenyan novelist Ngũgĩ wa Thiong'o has advocated on be-  
half of African languages and against the prevalence of English-language education in postcolo-  
nial countries. In his landmark 1986 book *Decolonising the Mind: the Politics of Language in African  
110 Literature*, he describes the corrosive effect of English language instruction, comparing it to a

---

<sup>7</sup> a language of Native American people, many of whom live in Arizona

<sup>8</sup> a native language of Arnhem Land, Australia

<sup>9</sup> a language that has developed from Dutch, spoken in South Africa

form of “spiritual subjugation”. Colonial education, in which pupils were physically punished for speaking their native languages while at school (something also done to the Welsh into the early 20<sup>th</sup> century) was necessarily, and deliberately, alienating, “like separating the mind from the body”.

115 Today it is estimated that the world loses a language every two weeks. Linguists have predicted that between 50 and 90% of the world’s 6,000 or so languages will become extinct in the coming century. For even a fraction of these to survive, we’re going to have to start thinking of smaller languages not as endangered species worth saving, but as equals worth learning.

120 The great historian and novelist Amadou Hampâté Bâ from Mali once said that in Africa, when an elder dies, a library burns. Today, across the world, the libraries are still burning. All the forces of modernity, globalisation, industrialisation, urbanisation and the rise of the nation-state are arrayed against the small and local as opposed to the big and shareable.

125 Coming face-to-face with the current onslaught of linguicide, I find myself wanting to venture a modest proposal. What if anglo-globalism wasn’t a one-way street? What if the pre-contact languages of the Americas were taught in American high schools? What if British schoolchildren learned some of the languages spoken by the actual residents of the former empire?

130 Before the era of the nation-state, multilingual empires were the rule, rather than the exception. For most of history, people lived in small communities. But that did not mean that they were isolated from one another. Multilingualism must have been common. Today, we see traces of this in linguistic hotspots such as the Mandara mountains of Cameroon, where children as young as ten routinely juggle four or five languages in daily life, and learn several others in school.

135 A resident of another linguistic hotspot, the Sepik region of Papua New Guinea, once explained: “It wouldn’t be any good if we talked the same; we like to know where people come from.” It’s a vision of Babel in reverse. Instead of representing a fall from human perfection, as in the biblical story, having many languages is a gift. It’s something to remember before we let English swallow the globe.

Adapted and abridged from an article by Jacob Mikanowski in *The Guardian* (27 July 2018).  
<https://www.theguardian.com/news/2018/jul/27/english-language-global-dominance>

**Part I: Reading Comprehension**

**1. According to the article, are these statements true or false? Write T (true) or F (false) in the box and justify your answer by copying the relevant sentence(s), including the line reference. (½ pt. T / F; ½ pt. correct line reference)**

**a)** According to the author, we are very aware of the way English controls our lives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b)** The author feels that when you know other languages English is limiting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**c)** Some people claim that certain emotions are best expressed in a particular language.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**d)** Linguists estimate that the majority of languages will survive into the coming century.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**e)** The author doesn't support the idea of teaching native languages at school to prevent linguistic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

**2. Mark the best answer A, B or C. There is only one correct answer each time.**

a) For over 1000 years English has...

|  |  |  |
|--|--|--|
| <b>A</b> ...mainly passed on words to other languages. | <b>B</b> ...accepted a large number of words from other languages. | <b>C</b> ...influenced French and Hindi. |
|--|--|--|

b) In Rwanda, there were various reasons for switching to English. One of them was that...

|   |  |  |
|---|--|--|
| <b>A</b> ...the Hutus were French-speaking. | <b>B</b> ...those in authority wanted Rwanda to become the African centre of technology. | <b>C</b> ...French had been the official language since 1994 and it seemed time to use English like other African countries. |
|---|--|--|

c) Fans of English think that...

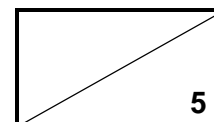
|  |  |  |
|--|--|--|
| <b>A</b> ...the wars between speakers of different languages will soon stop. | <b>B</b> ...English will bring people closer, but this will cause arguments. | <b>C</b> ...English needs a richer vocabulary in order to be less plain. |
|--|--|--|

d) Wierzbicka's description of the English speaker's value system...

|  |  |  |
|--|--|--|
| <b>A</b> ...reminds us that English influences all aspects of our daily lives. | <b>B</b> ...is true for all English language speakers. | <b>C</b> ...shows that it is just like any other language. |
|--|--|--|

e) English still reminded people of their painful colonial past, when...

|   |   |   |
|---|---|---|
| <b>A</b> ...Afrikaans replaced English as language of instruction in South African schools. | <b>B</b> ...students led the Soweto uprising in 1976. | <b>C</b> ...children were taught English and allowed to use only this language in Kenyan schools. |
|---|---|---|



**3. Answer the questions in full sentences and in your own words. You can score up to three points in total for language.**

**a)** Name two changes that can be seen in the way European novels are written today, according to Tim Parks. (2 pts.)

---

---

---

---

---

---

---

**b)** Give two reasons why the author calls himself an English-sceptic. (1 pt.)

---

---

---

---

---

---

---

---

---

---

**c)** According to the text, in what ways can using English shape people's attitudes? Give four examples. (2 pts.)

---

---

---

---

---

---

---



**d)** What is meant by ‘*when an elder dies, a library burns*’? [line 120] (1 pt.)

---

---

---

---

---

---

---

---

**e)** In what way is English a behemoth and a bully [see title and line 2]? Give one example for each word. (2 pts.)

---

---

---

---

---

---

---

---

---

---

---

---

**Points for content in Reading Comprehension [3a-e]):**

|          |
|----------|
| <b>8</b> |
|----------|

**Points for use of language in Reading Comprehension [3a-e]):**

|          |
|----------|
| <b>3</b> |
|----------|

**Total points in Part I: Reading Comprehension:**

|           |
|-----------|
| <b>21</b> |
|-----------|

**Part II: Vocabulary**

1. These words have been taken from the text *“Behemoth, bully, thief: how the English language is taking over the planet.”* Give a contextual synonym or explain the meaning in your own words. There is ½ pt. deduction for spelling mistakes.

a) mimic (line 33):

\_\_\_\_\_

b) conveys (line 78):

\_\_\_\_\_

c) countless (line 96):

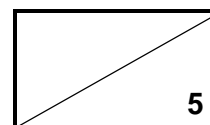
\_\_\_\_\_

d) troubled (line 99):

\_\_\_\_\_

e) fraction (line 117):

\_\_\_\_\_



2. Give a contextual antonym of the following words from the text *“Behemoth, bully, thief: how the English language is taking over the planet.”* Antonyms with prefixes are not accepted. Only one word answers should be given. There is ½ pt. deduction for spelling mistakes.

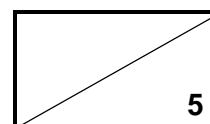
a) yelling (line 37): \_\_\_\_\_

b) advance (line 46): \_\_\_\_\_

c) rapidly (line 67): \_\_\_\_\_

d) vast (line 96): \_\_\_\_\_

e) common (line 130): \_\_\_\_\_



3. Use the word given in capitals at the end of some of the lines to form one word that fits in the gap in the same line. Prefixes and suffixes are allowed. There is ½ pt. deduction for spelling mistakes.

**Fashion addiction: expensive clothes hid my (1) \_\_\_\_\_**  
– then I gave 90% of them away.

(2) \_\_\_\_\_ and pain lay behind my obsession with buying new clothes. Moving in with my fiancé forced me to shed the material burden, and the persona I had been hiding behind.

I was brought up with certain (3) \_\_\_\_\_ rules about what I could and could not wear – no bare arms, no bare legs – and, as a teenager, I longed for the sort of outfits I wasn't allowed. Once, on a shopping trip to Birmingham with school friends, I tried on halter necks, short skirts and flimsy summer dresses in the Topshop changing rooms, just to see how they looked. I remember the wild excitement, gazing at a reflection that didn't seem like me. I suppose this was the first time I realised that clothes meant I could pretend to be someone else.

At university, my friends nicknamed me Fashion. However, it was when I was studying for a masters in Paris that my obsession started to get out of hand. I felt out of (4) \_\_\_\_\_ on my politics course. My hours were long and intense. Making friends as a postgraduate was hard. I was lonely.

I went into boutiques filled with the sort of clothes that took my breath away. In these stores, the staff would compliment me on my taste and all my (5) \_\_\_\_\_ would vanish. I accumulated so many clothes I had to order a spare wardrobe to hold everything.

Eventually, I met someone who would become my fiancé and for the first time in a long time, I didn't feel lonely. Life became brighter, lighter, simpler. There was hope and possibility. I was to move in with him after our (6) \_\_\_\_\_, but there was one big problem – there definitely wouldn't be enough room for all of my clothes.

LONELY

GRIEVE

RELIGION

DEEP

ANXIOUS

WED

As I emptied my wardrobe, trying to pack for life as a newlywed, I felt repulsed and embarrassed by it all. Seeing my clothes, some still with tags on, in a messy heap made me realise that none of it meant anything at all. I didn't want to start the next chapter of my life **(7)** \_\_\_\_\_ down by a **(8)** \_\_\_\_\_ of this sadness, packaged up in pretty clothes.

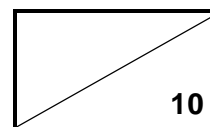
So I invited friends over and let them pick whatever they wanted to keep. I sold the more expensive items to second-hand stores and donated the rest to charity. I kept around a **(9)** \_\_\_\_\_ of my original wardrobe, most of it out of date and particularly **(10)** \_\_\_\_\_ but I couldn't throw it away.

**WEIGHT  
REMINDE**

**TEN**

**FASHION**

Adapted and abridged from an article by Huma Qureshi in *The Guardian* (4 November 2019)  
<https://www.theguardian.com/lifeandstyle/2019/nov/04/fashion-addiction-expensive-clothes-hid-my-loneliness-then-i-gave-90-of-them-away>



**4. Read the text below and decide which answer (A, B, C or D, see next page) best fits each gap. Mark the right letter / word in the grid.**

***Don't go bananas: Should we be cutting down on the fruit we eat?***

If you have ever delved into the world of online diet advice, you might have heard the claim that fruit is no longer considered a healthy part of the diet for humans and animals alike. But how good is the evidence behind these claims?

Amy Plowman, director of living collections at Paignton Zoo in Devon, UK, has done pioneering research on the diets of monkeys in captivity. She observed that some zoos did not take into **(1)** \_\_\_\_\_ what monkeys ate in the wild. Primate species whose diet in the wild is made up overwhelmingly of leaves were routinely fed chicken, eggs, cheese, yogurt, bread and noodles. "We have assumed that human food is **(2)** \_\_\_\_\_ for non-human primates," she says.

To create a diet as similar to the monkeys' natural diet as possible, Amy Plowman eliminated meat, dairy and grains, reduced fruit and some calorific vegetables. The monkeys' new regime **(3)** \_\_\_\_\_ essentially of specialist feed, leafy vegetables and fresh tree leaves.

In a very short time, Plowman and her team noticed dramatic improvements in the animals' health due to the **(4)** \_\_\_\_\_ alterations. The press enthusiastically reported the story, focusing almost exclusively on the angle of zoo monkeys no longer being fed bananas. These news reports rarely mentioned that many of the animals involved in these new feeding regimes are essentially leaf eaters and don't actually eat much, if any, fruit in their natural habitat.

Those who linked the switch to the benefits of ultra-low carb and meat-heavy diets for humans **(5)** \_\_\_\_\_ to point out that the new regime given to these animals involved eliminating all meat and dairy too, and swapping to a 100 per cent leaf diet. The supporters of low-carb and meat heavy diets were therefore sharing research whose findings were **(6)** \_\_\_\_\_ to their claims.

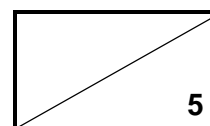
In several of the best recent scientific studies, higher fruit **(7)** \_\_\_\_\_ has been consistently linked to a reduced rate of obesity in humans, as well as a reduced risk of heart disease and even certain types of cancer.

If you or I had to **(8)** \_\_\_\_\_ a leaf-only diet, we would need to eat more than 300 cups of chopped, raw lettuce a day. We would struggle to get anywhere near enough calories to our daily needs.

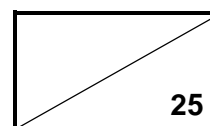
It seems, much like zookeepers of the past, our close-relatedness to monkeys means many of us can't **(9)** \_\_\_\_\_ but project their needs onto ourselves and vice versa. This demonstrates **(10)** \_\_\_\_\_ that we need to look more closely at the evidence before jumping to conclusions. Humans are not zoo monkeys.

|    |                  |               |               |                |
|----|------------------|---------------|---------------|----------------|
| 1  | A interest       | B detail      | C account     | D importance   |
| 2  | A sustainable    | B suitable    | C useful      | D applicable   |
| 3  | A contained      | B included    | C composed    | D consisted    |
| 4  | A dietary        | B dietic      | C dairy       | D nutrient     |
| 5  | A didn't succeed | B overlooked  | C failed      | D discounted   |
| 6  | A opposite       | B contrary    | C contrast    | D conflicting  |
| 7  | A consume        | B consumption | C composition | D consummation |
| 8  | A keep           | B function    | C survive     | D follow       |
| 9  | A help           | B resist      | C stop        | D try          |
| 10 | A initially      | B above all   | C anyhow      | D although     |

Adapted and abridged from an article by James Wong in *New Scientist* (28 August 2019).  
<https://www.newscientist.com/article/mg24332453-100-dont-go-bananas-should-we-be-cutting-down-on-the-fruit-we-eat/>



**Total points in Part II: Vocabulary**



**Part III: Grammar**

1. Fill in the gaps with an appropriate form of the verbs in brackets. There is ½ pt. deduction for spelling and word order mistakes.

**Street harassment of young girls should not be ‘normal’. I won’t rest until it is illegal.**



My little sister Gemma was 11 years old when she was first subjected to street harassment. Because of it she **(1) (go)** \_\_\_\_\_ through an extremely difficult time. Afterwards, she asked me whether it **(2) (be)** \_\_\_\_\_ her fault. The conversation that followed was not an easy one.

She said that the summer before starting secondary school, she **(3) (leisurely / walk)** \_\_\_\_\_ down our local high street in broad daylight. A van slowed down beside her and a man leaned out to make crude, sexual remarks about her body. Terrified and confused, she ran crying all the way to her friend’s house.

**(4) (recount)** \_\_\_\_\_ the event, she admitted **(5) (feel)** \_\_\_\_\_ ashamed. She could not work out what she had done wrong or how she had encouraged this man to say such horrible things. Eventually she concluded that if she **(6) (not / wear)** \_\_\_\_\_ shorts that day, she would not have been harassed.

The truth is that Gemma’s first experience of street harassment was a typical one, and shared by two-thirds of girls in the UK. Even the emotions she felt – anger, shame, fear – are the textbook response to everyday street harassment. Nonetheless, the accepted **(7) (become)** \_\_\_\_\_ unacceptable when it happens to those we love. Street harassment is unbearable. And yet we do bear it – day in, day out.

Five months ago, Gemma and I decided we **(8) (have)** \_\_\_\_\_ enough. Inspired by a new law introduced in France, we started a national campaign to make street harassment illegal in the UK. Since then, more than 160,000 people

**(9) (sign)** \_\_\_\_\_ our petition. Using our Instagram @OurStreetsNow, we have collected testimonials from women and girls who want to share their experiences, creating a space in which their voices and stories are heard and validated by other victims.

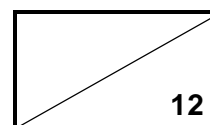
A crucial part of our work has been to educate ourselves and our followers about how the street harassment we face **(10) (affect)** \_\_\_\_\_ by our privilege. Ableism<sup>10</sup>, homophobia, racism, transphobia and all other forms of discrimination influence the way in which women and girls experience violence, and yet the stories we hear in the media always centre around one kind of body. We want to go beyond this narrow understanding of the problem.

Unquestionably, street harassment is about power and control. It reflects a sad truth: we don't own our streets and the ability to feel comfortable in public spaces is something that is not shared equally.

But by telling our stories on social media, we **(11) (reclaim)** \_\_\_\_\_ our space – online, and on the streets. In the three years that have passed since Gemma first told me her story, I get harassed less while she gets more abuse. I am 20 and look like an adult; she is 14 and wears a school uniform. Hundreds of women have talked of having similar experiences – the levels of harassment they faced peaked at an age at which perpetrators believed them to be weak.

But young women are not weak. This is the generation to say: we are sure that those with power **(12) (definitely / force)** \_\_\_\_\_ to wake up to the problem of street harassment by a wave of women and girls demanding to be heard.

Adapted and abridged from an article by Maya Tutton in the *The Guardian* (10 October 2019).  
<https://www.theguardian.com/commentisfree/2019/oct/10/street-harassment-young-girls-illegal-abuse-public>



---

<sup>10</sup> unfair treatment of disabled people by giving jobs or other advantages to able-bodied people



**2. Complete the sentences so that the second sentence has the same meaning as the first, using the word given in capitals. Do not change the word given.**

- a) *Baby talk helps people bond with their babies and lays the foundation for language development.*

**ONLY**

Not \_\_\_\_\_

bond with their babies, but it also lays the foundation for language development.

- b) *A new baby can't understand what we're saying, though we talk to it as if it does.*

**SPITE**

\_\_\_\_\_ a new baby can't

understand what we're saying, we talk to it as if it does.

- c) *By doing experiments researchers have proved that newborn babies all over the world sound the same.*

**WHICH**

Researchers \_\_\_\_\_

\_\_\_\_\_ newborn babies all over the world sound the same.

- d) *'Can you tell which is the English baby?' the researchers asked listeners.*

**IF**

The researchers asked listeners \_\_\_\_\_

\_\_\_\_\_ the English baby.

- e) *The global spread of English is the reason why languages have never disappeared as fast as this before.*

**THAN**

The global spread of English is what \_\_\_\_\_

\_\_\_\_\_ at any time in the past.

- f) *Even an extinct language can be brought back to life if conditions are right.*

**LONG**

\_\_\_\_\_

even an extinct language can be brought back to life.

- g) *If there is infrequent use of a language, it is in real danger of dying out.*

**UNLESS**

\_\_\_\_\_

in real danger of dying out.

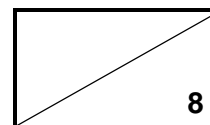
- h) *In most cases, people cease to use their first language just because they decide to use a different one.*

**STOP**

In most cases, \_\_\_\_\_

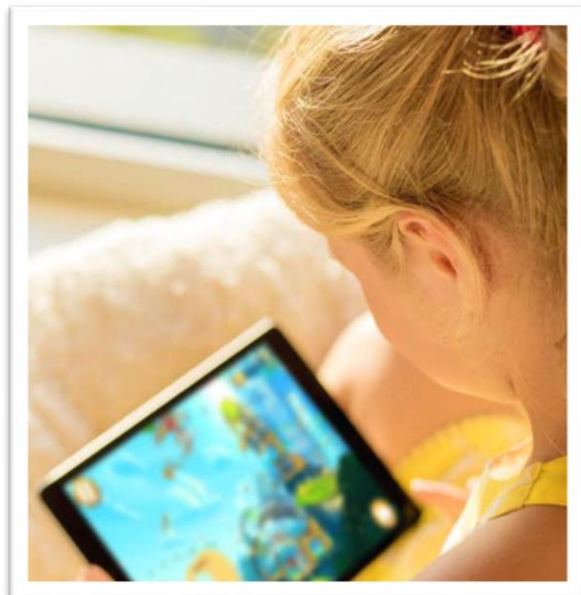
just because they decide to use different one.

Original sentences taken from: Crystal, David: *A Little Book of Language*. New Haven and London. Yale University Press, 2001 (adapted and abridged).



**3. Read the text below and write the word which best fits in each gap. Use only ONE word in each gap.**

***Traditional children's hobbies replaced by YouTube and gadgets, poll claims.***



*Making models and playhouses are some of the children's activities losing out to technology, survey finds*

Traditional children's hobbies have been replaced by modern phenomena **(1)**

\_\_\_\_\_ as computer and mobile games, according to a new poll.

Watching TV or YouTube were both more popular **(2)** \_\_\_\_\_ reading books or playing with toys, the survey of a thousand 7-12-year-olds found. Building playhouses only came ninth in the top ten children's current hobbies, with other more traditional activities **(3)** \_\_\_\_\_ roller skating not even making the list.

However, **(4)** \_\_\_\_\_ model making and climbing trees are hobbies of the past, the poll also found that collecting items remains popular **(5)** \_\_\_\_\_ young people. In fact, more than half of today's children are currently collecting items **(6)** \_\_\_\_\_ fun.

The **(7)** \_\_\_\_\_ popular collectables among those polled were stuffed toys (43 per cent) followed by cards (42 per cent) and stickers (38 per cent).

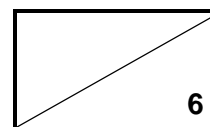
Half were driven by the desire to see **(8)** \_\_\_\_\_ far they can grow a collection and 59 per cent enjoyed swapping with friends, while 56 per cent swapped items just to stay involved with what their friends were up to.

Forty three per cent said their longest standing collections make **(9)** \_\_\_\_\_ feel proud and 38 per cent look forward to **(10)** \_\_\_\_\_ them off to their friends.

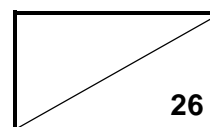
**(continued on the next page!)**

“Meeting children in my local branch, and seeing the joy on their faces **(11)** \_\_\_\_\_ they realise how close they are to completing their card collection, brings back my own memories of collecting as a child,” said Mark Given, chief marketing officer of Sainsbury’s, the supermarket **(12)** \_\_\_\_\_ commissioned the survey. “I think we can all remember that excitement.”

Adapted and abridged from an article in *The Independent* (10 September 2019).  
<https://www.independent.co.uk/life-style/gadgets-and-tech/childrens-hobbies-dens-games-toys-technology-young-people-gadgets-a9097971.html>



**Total points in Part III: Grammar**



*After having completed Parts I-III (pp. 1-20) place all these sheets in the A3 paper folder and hand them in. Keep Part IV (coloured sheet with the essay topics) and get your dictionary.*

### **Part IV: Essay**

- 1. Choose one of the four topics below and write an argumentative essay (opinion or for-and-against essay) of 500 words (+/- 10% tolerance).**
- 2. Count the words accurately and state the number in the box at the bottom of this sheet.**
- 3. Hand in a fair copy.**

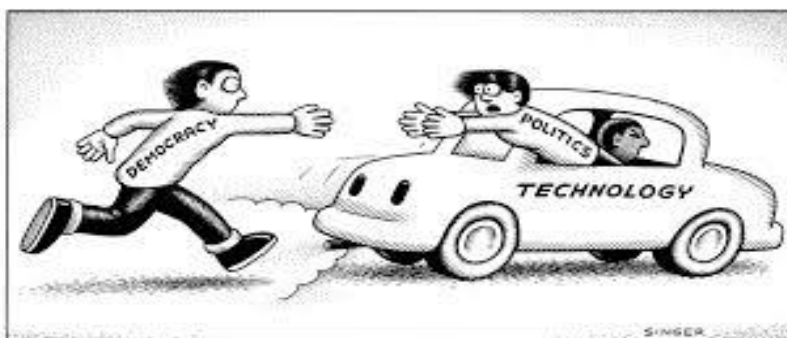
**Topic 1:** *The role of English as a worldwide lingua franca is irreversible. It is therefore more fruitful to accept this role than bemoan it.* – Discuss.

Juliane House, German linguist (b. 1942) – this was the title of her presentation at an English language conference.

**Topic 2:** *“The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.”* – Discuss.

Isaac Asimov, American biochemist and author. Asimov was a prolific science fiction and popular science writer (1920-1992).

**Topic 3:** *Explain the following cartoon and discuss.*



<https://www.thekaleidoscopefest.com/post/one-step-forward>

**Topic 4:** *“No one can travel your own road for you; you must travel it for yourself.”* – Discuss.

Amy Tan, American writer (b. 1952).

Total word count:

*Attach all your written sheets to the task sheet with the paper clip and hand them in. All sheets you have not used go on a separate pile.*