

Maturitätsprüfung MAR 2002

Englisch KEY

1. Comprehension

(60 points / 12 points each)

- a) Compare the initial advertising strategies used by Coca-Cola and Kellogg's with those used by American fast-food chains in the 1950s.

Coca-Cola & Kellogg's

- promise harmony both of the inner man and of the whole human race,
- say their products are more than normal food, they are like tonics and magical substances,
- say their food is part of a general positive development that could lead to world harmony.

American fast-food chains

- break an old privilege of the upper class: daily availability of meat
- say that this (the daily availability of meat for everybody) reflects the democratic system of America
- show that they take everybody seriously, also those who do not have much time and/or money (by selling burgers fast at a low price).

- b) According to the text, how does the "symbolic value" of eating at McDonald's differ inside and outside the United States?

inside the US

- eating and drinking health,
- eating and drinking privilege - food also the poor can afford,
- consuming a simpler, better America of the past,
- being in civilisation (clean, familiar).

outside the US

- symbol of the power and affluence of the US,
- symbol of capitalism: food for the rich.

- c) What does the example of the Harlem McDonald's reveal about one of the possible attractions of fast-food restaurants?

reality of U.S. life: often bleak, chaotic, dirty and depressing; language, music, and behaviour are rude and shocking;

McDonald's: represents civilisation, order and familiarity:

- everything is predictable,
- everybody knows their role,
- repetition in procedures is like a common ritual,
- everything is kept clean,
- the limited choices do not confuse the people who work at / go to McDonald's.

- d) How does the author of the article regard Thomas Friedman's opinions about fast-food chains?

- author calls T.F.'s thesis 'half-serious but catchy': adjectives show that the author does not believe it;
- the author doubts that McDonald's is a cause or a symptom of the change in world economics, he thinks McDonald's is just a detail in the opening of countries to the global economy;
- the author also doubts that McDonald's has achieved some balance between global and local forces, he thinks that McDonald's has profited from the weakening of linkages between food, local production, skilled cooking and health,

- in the opening paragraph the author cites M.P.'s suggestion that 'the theory... rests on slender foundations', thus contradicting T.F.'s theory that globalisation makes it unlikely that the countries tied together by the international economy will make war on one another.
- e) Relate the title of the article to the article itself.
- Coke and Big Mac:**
- illusion,
 - harmony and promises of advertisements,
 - symbolic values;
- the Real Thing: real life:**
- wars, injustice, chaos,
 - poverty for some and privileges for others,
 - imbalance in global and local production, injustice of globalisation,
 - weakening of local production, skilled cooking and health.

2. Vocabulary

(20 points)

2.1 Synonyms and definitions

(7 points)

- | | |
|--|---|
| a) further, contribute to, foster | d) limited to, only for, restricted to |
| b) fragile, weak | e) wealth, prosperity, riches |
| c) requires, needs, wants, necessitates, calls for | f) accomplishes, carries out, has, fulfil(l)s |
| | g) proposal, idea, indication |

2.2 Word formation

(6 points)

- | | |
|-----------------------------|----------------------|
| a) arrival | d) knowledge |
| b) harmonious | e) familiarize, -ise |
| c) continuity, continuation | f) economically |

2.3 Antonyms

(7 points)

- | | |
|--------------------------------|-----------------|
| a) decrease, fall | e) high |
| b) disconnected | f) worse |
| c) imperfect, minimal, limited | g) strengthened |
| d) forbids, disallows | |

3. Essay

(60 points)

4. Grammar

(60 points)

4.1 Re-writing sentences

(16 points)

- a) Jean is (very) good at / **playing** the violin for a child of her age.
- b) I **don't mind** / **doing** the washing-up tonight.
- c) Please **don't forget** / **to post** the letter tomorrow.
- d) Frank is **looking forward to** / **going** to Greece on holiday.
- e) The train is / **(just) about to** leave.
- f) **The more you read** / **the** better your vocabulary will be.
- g) I **used to** / **play football** in the street when I was a child.
- h) **Unless action** / **is** taken, it might be too late.

4.2 Error correction

(10 points)

- a) Can we meet ~~us~~ outside the cafeteria in about 15 minutes?
- b) Sonja is not ~~interesting~~ in opera, ballet or classical music. **interested**
- c) There were fewer students at this year's party ~~then~~ last year. **than**
- d) Currently a new tunnel is being built some miles outside Zurich. ✓
- e) I ~~have~~ spent far too much money on telephone calls last month.
- f) Everton are probably going to win this match because ~~there~~ playing far better. **they're**
- g) In spite of its bad reputation, traditional English food can taste very good. ✓
- h) I have often told ~~to~~ my brother not to listen to loud music.
- i) The last time they spoke to ~~themselves~~ was about five months ago. **each other**
- j) The accused said that she ~~never saw~~ this person in her entire life. **had never seen/never had seen**

4.3 Gap text

(14 points)

- a) few
- b) when
- c) to
- d) had
- e) in
- f) their, her
- g) where
- h) as
- i) so
- j) from
- k) it
- l) in
- m) lot
- n) never, not

4.4 Translation

(20 points)

- a) Ich fragte sie, warum sie die letzte Prüfung nicht geschrieben hätten.
I asked them why they had not written/taken/sat/done the last test/exam(ination).
- b) Natürlich liebt sie ihn – sie liebt ihn, seitdem sie ihn zum ersten mal sah.
Of course she loves him – she has loved him since she first saw him.
- c) Seine Ratschläge wurden nicht befolgt.
His advice was not followed/taken.
- d) Wenn er nach London gegangen wäre, hätte er „Cats“ gesehen.
If he had gone to London, he would have seen “Cats”.
- e) Nachdem sie ihre Stelle aufgegeben hatte, wollte sie zwei Wochen Urlaub machen.
After giving up her job/After having given up her job/After she had given up her job, she wanted to go on holiday/vacation for two weeks/to take a two-week holiday/vacation.
- f) Wir erfuhren, dass er den Text morgen schreibe.
We learned/learnt/discovered (that) he would/was going to write the text tomorrow.
- g) Man hat mir schreckliche Geschichten über ihn erzählt.
Terrible stories have been told to me about him./I have been told terrible stories about him.
- h) Warum durfte er nicht länger bleiben?
Why wasn't he/Why was he not allowed to stay/remain longer?
- i) Die Frau, deren Handtasche gestern gestohlen wurde, ist meine Frau.
The woman whose handbag/purse was stolen yesterday is my wife.
- j) Wenn ich der beste Schüler wäre, wäre ich nicht die Person, die ich bin.
If I were/was the best pupil/student, I would not be the person (that) I am.