

Maturitätsprüfung 2006

Englisch

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Class:

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Reading	~ 15 minutes		1
1. Comprehension	~ 20 minutes	30	2-3
2. Vocabulary	~ 15 minutes	25	4-5
3. Essay	~ 60 minutes	70	5
4. Grammar	~ 60 minutes	75	6-8
Reading over	~ 10 minutes		
Total:	180 minutes	200	

Please note:

- Write your name and your class on **every** sheet.
- Write **the essay and the translation** each on a **separate** sheet of paper. The other exercises are to be written into the spaces provided.
- All questions are to be answered, except for the essay, where you must choose **one** of the three topics.
- Please write legibly and leave a margin of 2 cm on the right of every sheet.

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(Reading time: ~15 minutes)

The New York Times, October 16, 2005 (slightly adapted)

David Brooks

Mind over muscle

Once upon a time, it was a man's world. Men possessed most of the tools needed for power and success: muscles, connections, control of the crucial social institutions.

But then along came the information age to change all that. In the information age, education is the gateway to success. And that means this is turning into a woman's world, because women are better students than men.

From the first days of school, girls outperform boys. The gap¹ is sometimes small, but over time slight advantages accumulate into big ones. In surveys, kindergarten teachers report that girls are more attentive than boys and more persistent at tasks. Through elementary school, girls are less likely to be asked to repeat a grade. They are much less likely to be diagnosed with a learning disability.

In high school, girls get higher grades in every subject, usually by about a quarter of a point, and have a higher class rank. They are more likely to take advanced placement courses² and the hardest math courses, and are more likely to be straight-A students³. They have much higher reading and writing scores on national assessment tests. Boys still enjoy an advantage on math and science tests, but that gap is smaller and closing.

Girls are much more likely to be involved in the school newspaper or yearbook, to be elected to student government and to be

members of academic clubs. They set higher goals for their post-high-school career. (This data is all from the Department of Education.)

The differences become monumental at university. Women are more likely to enroll at university and they are more likely to have better applications, so now there are hundreds of universities where the female-male ratio is 60 to 40. About 80 percent of the majors⁴ in public administration, psychology and education are female. And here's the most important piece of data: Until 1985 or so, male university graduates outnumbered female university graduates. But in the mid-80's, women drew even, and ever since they have been pulling away at a phenomenal rate.

This year, 133 women will graduate from university for every 100 men. By the decade's end, according to Department of Education projections, there will be 142 female graduates for every 100 male graduates. Among African-Americans, there are 200 female grads for every 100 male grads.

The social consequences are bound to be profound. The upside is that by sheer force of numbers, women will be holding more and more leadership jobs. On the negative side, they will have a harder and harder time finding marriageable men with comparable education levels. One thing is for sure: in 30 years the notion that we live in an oppressive patriarchy that discriminates against women will be regarded as an anachronism.

There are debates about why women have thrived and men have faltered. Some say men are imprisoned by their anti-intellectual machismo. Others say the educational system has been overly feminized. Boys are asked to sit quietly for hours at a stretch under conditions where they find it harder to thrive.

But Thomas G. Mortensen of the Pell Institute observes that these same trends - thriving women, faltering men - are observable across the world. In most countries, and in nearly all developed countries, women are graduating from high school and university at much higher rates than men. Mortensen writes, "We conclude that the issue is far less driven by a nation's culture than it is by basic differences between males and females in the modern world."

In other words, if we want to help boys keep up with girls, we have to have an honest discussion about innate differences between the sexes. We have to figure out why poor girls who move to middle-class schools do better, but poor boys who make the same move often do worse. We have to absorb the obvious lesson of every airport bookstore, which is that men and women like to read totally different sorts of books, and see if we can apply this fact when designing curriculums. If boys like to read about war and combat, why can't there be books about combat on the curriculum?

Would elementary school boys do better if they spent more time outside the classroom and less time chained to a desk? Or would they thrive more in a rigorous, competitive environment?

For 30 years, attention has focused on feminine equality. During that time honest discussion of innate differences has been stifled. It's time to look at the other half.

(~760 words)

¹ distance

² high school courses which give students university credits

³ a student with the top mark in every subject (A=6)

⁴ field of concentration (German "Hauptfach")

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1. Text comprehension

(30 points)

1.1 True or false

(10 points)

The following sentences are either true or false. Mark those that are true with a **T**, and those that are false with an **F**.

- 1) The only reason why men held positions of power in the past was their physical strength.
- 2) The author considers education the key to success.
- 3) According to the author, girls are much less easily distracted than boys.
- 4) The author claims that even though the difference between boys' and girls' intellectual capacity may be hardly noticeable at the beginning, the gap widens as they grow older.
- 5) By the time they reach high school, girls are just as good at maths and science as boys.
- 6) Boys may not score as high as girls, but are more active when it comes to participating in the school's social life.
- 7) The number of girls attending college has been outnumbering that of boys ever since the early eighties.
- 8) According to the research quoted in the article, academic success is influenced not only by gender but also by race.
- 9) According to Thomas G. Mortensen, cultural differences, in addition to gender differences, also have a high impact on how boys and girls perform at school.
- 10) The author suggests that over the past decades the educational system has been streamlined to meet the needs of girls.

1.2 Multiple choice questions

(20 points)

Please **circle** the letter before the line that **best** completes the sentence according to the information given in the text.

- 1) When girls apply for a job, they have a higher chance of being taken on because
 - a) they display more developed social skills.
 - b) their grades are higher.
 - c) their ambitions are higher.
 - d) all of the above.

- 2) The development described in the text is likely to have a substantial impact on future societies because
 - a) women will not want to get married any more.
 - b) men will not want to get married to women that outperform them.
 - c) both men and women will find it difficult to find the ideal spouse.
 - d) women will find it increasingly difficult to find someone who meets their expectations.

- 3) According to the text, men have become victims of the educational system because
 - a) they are machos.
 - b) they are not intelligent enough.
 - c) more women are employed as high school teachers than men.
 - d) their genetic disposition prevents them from doing any better.

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- 4) Today women are more successful than men
- a) in all Western countries.
 - b) worldwide.
 - c) in the US.
 - d) in GB.
- 5) According to David Brooks,
- a) boys should resign themselves to self-pity.
 - b) education should focus on boys' needs.
 - c) girls should try not to become oppressive matriarchists.
 - d) boys should learn to study harder.
- 6) The author accuses the educational system of
- a) having failed to notice that boys and girls require fundamentally different concepts of teaching.
 - b) moving boys from poor backgrounds to middle class schools without any further help.
 - c) being quaintly anachronistic.
 - d) of imprisoning men in overly feminized schools.
- 7) The male-female ratio at colleges is
- a) 60 to 40.
 - b) 80 to 20.
 - c) even.
 - d) likely to decrease even further over the next couple of decades.
- 8) The author lists several results of women's better education. Which of the below is not mentioned?
- a) Women will take over men's positions of power.
 - b) People will speak differently about discrimination against women in 30 years.
 - c) People will stop discussing gender differences.
 - d) Educated women will have trouble finding men as well-educated as themselves to marry.
- 9) Mortensen states that women are better suited for the world today because
- a) of the innate differences between men and women.
 - b) they can adapt better to changes in general.
 - c) boys are at a disadvantage in Western culture.
 - d) they are more intelligent than men.
- 10) Which of the following differences between the sexes is not mentioned in the article?
- a) Male students take up extra-curricular activities less frequently.
 - b) Female students like to challenge themselves more.
 - c) Men spend more time in front of computers than women do.
 - d) Women are physically weaker than men.

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2.4 Word formation

(10 points)

In the following sentences (1-10), use **one word** that **fits the gap** and belongs to the **same word family** as the word in **CAPITALS**.

There are two examples (0, 00) at the beginning.

- | | |
|---|-------------|
| 0) Socrates was an extraordinarily gifted thinker. | ORDINARY |
| 00) I can't find anything. I am so disorganised ! | ORGANISE |
| 1) He has completed his programme of study. | SUCCEED |
| 2) The drawn by the author is disastrous. | CONCLUDE |
| 3) The described by Brook seems to be a global one. | PHENOMENAL |
| 4) She has always worked very hard; she has ended up in the high position she is in now. | CONSEQUENCE |
| 5) Generally, he is a very amiable person. However, when it comes to making decisions, he can be very | FORCE |
| 6) has its roots in the humanism of the 18 th century. | FEMININE |
| 7) After he had proved himself a second time, nobody was prepared to trust him again. | HONEST |
| 8) He must have sent out about twenty, but only two companies have shown interest. | APPLY |
| 9) The new recycling policy is safe. | ENVIRONMENT |
| 10) varies from person to person. | DEVELOP |

3. Essay

(70 points)

Choose **one** of the three following topics for an essay (300-400 words).

- 1) Comment on the following quotation: "Words are women, deeds [actions] are men." (George Herbert, 1651)
- 2) Imagine yourself as a traveller in another time or culture and write a letter home describing what men and women do there.
- 3) How in your opinion must the system of education be changed in order to create a more equal and just society?

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4. Grammar

(75 points)

4.1 Re-phrasing sentences

(20 points)

Complete the second sentence so that it has **the same meaning** as the first sentence, using the word given. Do **not** change the word given. You must use **between two and seven** words, including the word given.

There is an example (0) at the beginning.

- 0) I wonder how she learnt to speak English so well.
I would like to know how she learnt to speak English so well. (like)
- 1) The last time Susan came here was in 2001.
Susan 2001. (since)
- 2) "You stole the money, Joe, didn't you?" said the inspector.
The inspector the money. (accuse)
- 3) I advise you to get some sleep.
If I get some sleep. (try)
- 4) The swimming pool wasn't deep, so you couldn't dive into it.
The swimming pool dive into. (enough)
- 5) It's a pity that Charles is always complaining.
I so much. (wish)
- 6) "I'm awfully sorry, Carol, but I've broken your watch," said Jim.
Jim Carol her watch. (for)
- 7) Mike enjoys playing golf more than I do.
I don't enjoy does. (as)
- 8) Is it all right if you take care of the children?
Do children? (mind)
- 9) What time does the next train leave?
Could the next train? (tell)
- 10) It was a mistake to buy that car.
You that car. (have)

4.2 Prepositions

(5 points)

Write **one** suitable **preposition** in each space.

The Psychology of Accidents

Most people are (1) the impression that doing something (2) mistake is quite different from doing something (3) purpose. (4) fact, according (5) some psychologists, many accidents do not, (6) the whole, really happen (7) chance. There may be good reasons for actions which seem to be accidental. For example, someone who fails to arrive (8) time for a meeting at work may be worried about his or her job, or be in difficulties at home. (9) other words, there are often good reasons for behaviour which seems at first to be accidental. Of course, some people are involved in more accidents than others. These people are called 'accident prone'. In general they either suffer (10) stress, or could have a physical illness without knowing about it.

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4.3 Verb forms (active and passive voice, participles and infinitives) (20 points)

Complete the following text by placing the words in brackets in the correct form and order. **Do not add** any nouns or pronouns.

It takes a long time to change certain things

During the eighteenth and most of the nineteenth century married women in England (1) (not/allow) to own property individually. Nor (2) (be) it easy for a woman to work. An (3) (educate) woman (4) (can/be) a governess for a rich family, a teacher at a girls school, or – a writer! And not much else.

But it was not only the women who (5) (treat) unfairly. The very rich, in order (6) (keep) their property intact, often (7) (give) their entire estate to their first son in a system (8) (know) as primogeniture. All the other children – sons as well as daughters – (9) (must/look) out for themselves. Daughters (10) (encourage) to marry; after (11) (study) sons often (12) (enter) the clergy or the military. In fact, if you (13) (bear) poor in those long-lost days, you (14) (may/think) of emigrating to one of England’s colonies and of (15) ... (work) as an “indentured servant” for someone for seven years to gain your “freedom”.

Since then a lot of progress (16) (make). In the middle of the nineteenth century the first universities (17) (open) their doors to women, and in England women (18) (give) the vote shortly after the First World War. Today, economic equality at the workplace still (19) (remain) a problem, but anyone (20) (can/own) property regardless of gender or marital status.

4.4 Error correction (10 points)

Some of the sentences are correct and some have a mistake. If a sentence is correct, put a tick (✓) at the end of each line. If the sentence has a word which should not be there, cross it out. If a word or a structure is incorrect, cross it out and correct the mistake in the space at the end of each line.

- 1) Yesterday I have drunk too much.
- 2) If I would be you, I would take next year off.
- 3) When I leave this school, I have studied here for six years.
- 4) Men, who don’t like women, are in the minority.
- 5) I personally like women which think and talk a lot.
- 6) There are too little people interested in gender issues in our society.
- 7) “What ate John?” – “A crocodile ate John.”
- 8) You’re always complaining – it gets on my nerves!
- 9) After Jill did her homework, she had gone to sleep.
- 10) There is no mistake in this sentences.

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4.5 Translation

(20 points)

Translate the following sentences into idiomatic English. Translate as freely as necessary and as closely as possible.

- 1) In einer Woche werde ich am Strand liegen und dem Rauschen der Wellen zuhören.
- 2) Ich wohne seit bald zwanzig Jahren in dieser Stadt, ich werde jetzt nicht umziehen.
- 3) Gemäss Wettervorhersage ist morgen ein schöner aber ziemlich kalter Tag.
- 4) Wenn G. W. Bush gewusst hätte, dass sie keine biologischen Waffen finden würden, wäre er trotzdem im Irak einmarschiert.
- 5) Früher spielte ich Geige. Ich spielte sogar in einem Orchester. Wenn ich doch nur nicht aufgehört hätte!
- 6) In einer Generation wird es beinahe doppelt so viele weibliche Wissenschaftler geben wie heute.
- 7) Frauen, welche die Schule früh verlassen, haben oft Probleme mit ihren Eltern.
- 8) Du darfst nicht zulassen, dass er dir das antut.
- 9) Es wurde ihm gesagt, er solle das Auto zuhause lassen, weil es keine Parkplätze gebe.
- 10) Lehrer fragen sich, wie man den Buben helfen kann, mehr zu lesen.