

Name: _____

Klasse: _____

The English Exam consists of three parts:

I. LISTENING COMPREHENSION:	<p>Answers on the exam paper according to the instructions given.</p> <p>Time allotted: 40 minutes.</p>
II. READING COMPREHENSION:	<p>Part A: comprehension questions</p> <p>Write your answers on the separate sheets provided by the school according to the instructions given.</p> <p>Part B: vocabulary</p> <p>Write your vocabulary answers on the exam paper.</p>
III. ESSAY:	<p>Write your text on the separate sheets provided by the school. Please leave a margin on the right hand side of the sheet for correction purposes.</p> <p>Time allotted for Reading Comprehension and Essay: 3 hours and twenty minutes.</p>

Only after handing in both part I and part II will you be allowed to use your personal dictionary, which you can collect at the desk of the teacher in charge.

Electronic dictionaries are not permitted.

Assessment grid:

Task		Weight	Score		Grade
I. Listening Comprehension		20%		30	
II. Reading Comprehension	A	40%		26	
	B			15	
III. Essay		40%			
TOTAL					

47

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I. LISTENING COMPREHENSION**Part 1**

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract. You will hear each extract twice.

EXTRACT ONE: You'll hear two friends talking about a geology lecture they have been to.

1 How did the man feel about the lecture?

- A surprised by its message
- B impressed by the speaker's delivery
- C interested in the visuals

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2 They both think that discussions about the new geological name 'anthropocene' could

- A prove too controversial to be useful.
- B put an end to a scientific disagreement.
- C have some influence on people's behaviour.

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EXTRACT TWO: You'll hear a man talking to a librarian about e-books.

3 The librarian says her library is considering

- A whether to provide devices for reading e-books.
- B how to stop people from keeping e-books for too long.
- C which books should be offered in electronic form.

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4 The librarian is confident libraries will survive because

- A e-books are very popular with the public.
- B publishers and authors are prepared to co-operate.
- C previous technological advances hadn't caused problems.

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EXTRACT THREE: You hear a student, Joel, talking to his neighbour about his studies.

5 Why does the woman mention gardening?

- A to show Joel how science can be applied to everyday life
- B to encourage Joel to take an interest in the natural world
- C to advise Joel on how to keep plants healthy

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6 How does Joel feel about his future career prospects?

- A Studying science won't lead him to a well-paid job.
- B He lacks the motivation to really succeed in science.
- C It is important for him to explore a wide range of options.

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Part 2

You will hear an astronaut called Charles Renard talking about a simulated space mission to Mars he took part in. For questions 7-14, complete the sentences with a word or a short phrase. You will hear the recording twice.

MISSION TO MARS

- 7 Charles first learnt about the simulated space mission from a _____ he saw.
- 8 Charles was most concerned about the lack of _____ inside the simulated space capsule.
- 9 The layout of the spaceship included a dining area that was _____ in shape.
- 10 The astronauts were tested on what they could remember and their _____ as well as undergoing physical experiments.
- 11 Charles stresses the need to relax and practising the _____ was his favourite way of doing so.
- 12 Charles explains how the crew once had to get by without water or _____ for a day.
- 13 On arrival at their destination, the astronauts simulated an accidental _____ to test out emergency procedures.
- 14 Charles mentions some difficulties such as a minor _____ that occurred while the astronauts were eating on the return journey.

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Part 3

You will hear part of an interview with two wildlife photographers called Alan Stoker and Daniela Bertram who are talking about their work. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You will hear the recording twice.

15 Alan believes the principal concern of wildlife photographers should be

- A to secure the most impressive shots. ☐
- B to avoid harming the animals' natural habitats. ☐
- C to develop an understanding of their subjects. ☐
- D to keep up with the latest technical developments. ☐

16 How did Alan feel about his assignment to photograph the birds called 'grebes'?

- A undeterred by the uncomfortable conditions ☐
- B surprised by how well his work has since been received ☐
- C upset that a rival photographer managed to get better shots ☐
- D concerned that the welfare of the wildlife had been compromised ☐

17 Alan admits that the conservation trust he has set up

- A helps to promote his business interests. ☐
- B involves less work than collecting donations. ☐
- C hasn't generated the anticipated level of income. ☐
- D has changed his attitude towards his own contributions. ☐

18 When Daniela won a major prize for her work, she was most pleased by

- A the recognition she received from other photographers. ☐
- B the publicity given to an environmental disaster. ☐
- C the place where the picture was exhibited. ☐
- D the financial reward that accompanied it. ☐

19 Daniela says she wants her photographs to

- A generate an emotional response. ☐
- B reach as wide a public as possible. ☐
- C bring about a change in people's behaviour. ☐
- D show that beauty occurs in the most unlikely places. ☐

20 Alan and Daniela agree that aspiring wildlife photographers should

- A consult with leading authorities. ☐
- B choose a narrow field to specialise in. ☐
- C be highly critical of their own work. ☐
- D aim to gain a wide range of experience. ☐

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PART 4

You will hear five short extracts in which professional writers are talking about their work. While you listen you must complete both tasks. You will hear the recording twice.

TASK ONE

For questions **21-25**, choose from the list **A-H** what made each speaker choose writing as a career.

A a love of wordsSpeaker 1

	21
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B a desire for controlSpeaker 2

	22
--	----

C advice from a family member**D** an inspirational teacherSpeaker 3

	23
--	----

E a wish to recreate the pastSpeaker 4

	24
--	----

F a time of personal difficulty**G** a desire to escape a dull routineSpeaker 5

	25
--	----

H an interest in others**TASK TWO**

For questions **26-30**, choose from the list **A-H** what advice each speaker would give to new writers.

A Ignore setbacks.Speaker 1

	26
--	----

B Plan a working before starting.Speaker 2

	27
--	----

C Read as widely as possible.**D** Research the market.Speaker 3

	28
--	----

E Pay attention to criticism.Speaker 4

	29
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F Write in a style that pleases you.**G** Maintain a healthy lifestyle.Speaker 5

	30
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H Revise your work carefully.

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II. READING COMPREHENSION

The Case For Cursing

You know when you stub your toe and involuntarily utter an expletive¹? You probably didn't give it much thought, but you might have been on to something. As children we're taught that cursing, even when we're in pain, is inappropriate, betrays a limited vocabulary or is somehow low class. But profanity² serves a physiological, emotional and social purpose — and it's effective only because it's inappropriate.

"The paradox is that it's that very act of suppression of the language that creates those same taboos for the next generation," said Benjamin K. Bergen, author of "What the F: What Swearing Reveals About Our Language, Our Brains and Ourselves." He calls this the "profanity paradox." "The reason that a child thinks the F-word is a bad word is that, growing up, he or she was told that it was a bad word, so profanity is a cultural construct that preserves itself through time," said Dr. Bergen, a professor of cognitive science at the University of California, San Diego.

Swearing and cursing are often used interchangeably, but there's a subtle difference in their origins. A curse implies damning or punishing someone, while a swear word suggests blasphemy — invoking a deity³ to empower your words. For the sake of modern discussion, both words are defined as profanity: vulgar, socially unacceptable language you don't use in polite conversation. The paradox is that profane words are powerful only because we make them powerful. Without their being censored, all of the words we designate by a first letter and "-word" would just be average terms.

Swearing is beneficial beyond making your language more colorful. It can also offer catharsis⁴. A study co-authored by Richard Stephens, a senior lecturer in psychology at Keele University, found that swearing can increase your ability to withstand pain. So when you stub your toe and howl an expletive, it might help you tolerate the pain better. In his experiment, Dr. Stephens asked subjects to come up with a list of words, including swear words, that they might use if they hit their thumb with a hammer. Then they were asked to come up with a list of neutral words to describe a chair (like wooden, for example). He then asked them to submerge a hand in ice water for as long as they could, while repeating a word from either list: a swear word or a neutral one. Participants who repeated a swear word were able to keep their hand submerged in the ice water for almost 50 percent longer than those who repeated a neutral word. Not only that, swearing also made participants feel like the pain wasn't as intense. Researchers concluded that swearing had the effect of reducing sensitivity to pain. Who knew four letters could be so soothing?

"For pain relief, swearing seems to trigger the natural 'fight or flight' stress response, as well as increased adrenaline and heart pumping," Dr. Stephens said in an email. "This leads to stress-induced analgesia — being more tolerant of pain." Now, to clarify: Of course swear words themselves don't have any mystical power that confers superhuman strength and endurance. It is simply the act of speaking a taboo word that makes it cathartic, according to researchers.

¹ expletive: a word or phrase that is considered offensive

² profanity: obscene language, language that is vulgar and offensive towards god

³ deity: a god or goddess

⁴ catharsis: the process of releasing strong emotions through a particular activity

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40 "There must be evolutionary advantages to cursing, or we would not have evolved to do it," said Timothy Jay, a former professor at the Massachusetts College of Liberal Arts who has written extensively about profanity. "We can express our emotions, especially anger and frustration, towards others through language not through tooth and nail⁵. Cursing is coping, or venting, and it helps us deal with stress." Curse words can help
45 you more accurately communicate your emotions, which contradicts the folk belief that people use profanity because they lack vocabulary skills. "This is the 'poverty-of-vocabulary' myth, that people swear because they lack the right words due to impoverished vocabulary," Dr. Jay said. "Any language scholar knows otherwise."

50 Dr. Jay was the co-author of a 2015 study, published in Language Sciences, that tested the ability of people to generate words beginning with a given letter. It ended up debunking⁶ the poverty-of-vocabulary myth. "We found that people who could generate a lot of words beginning with a given letter and list animal names could also generate the most swear words," Dr. Jay said. "So as the range of vocabulary widens, so does the ability to say swear words, not the other way around."

55 Some research also finds a link between swearing and honesty. For example, a study published in the journal "Social Psychological and Personality Science" concluded "profanity was associated with less lying and deception at the individual level." Dr. Jay said other research showed that people saw those who use profanity as more honest, too. The idea is that liars have to use more brain power and require more thinking time to
60 make up lies, remember lies or to just avoid telling the truth. Truth tellers, on the other hand, get to the point faster, which might mean speaking impulsively and without a filter. "We believe that when people use profanity they are indicating their emotional state to us, and it's not something that people always do," Dr. Bergen said. "Lots of people hide their emotions for lots of reasons, and I think that we infer from someone
65 swearing that they must not be doing that. They must be truthfully conveying their emotional stance. If you want people to think that you're telling the truth, then swearing might help with that."

In social settings, swearing can serve as a connector. Every generation has its own slang, which includes profanity. When you use that language, it's almost like a
70 password that gives you access to people hip to it, Dr. Bergen said. This can work even if you avoid swearing. As Dr. Bergen explained, religious people often avoid swearing and may use other phrases, like "shut the front door," to replace profanity. This signals who you are socially, he said.

75 Though swearing is mostly harmless and socially beneficial, Dr. Bergen wrote in his book, slurs⁷ are the exception. There are clear benefits to using profanity, but when profanity targets demographic groups, it can foster prejudices, Dr. Bergen wrote.

80 Despite all the advantages of swearing, there are critics who argue that profanity is unnecessary and should be censored. They're right: If the foul-mouthed among us want to preserve the benefits of cursing, we need these critics to ensure that profanity stays profane.

[Kristin Wong in NEW YORK TIMES online edition, July 2017; text altered]

⁵ tooth and nail: with every available means

⁶ to debunk: to prove something wrong

⁷ slur: verbal abuse directed at people

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A) Comprehension questions (26 points):

Answer the following questions in your own words whenever possible and always form complete sentences. Write your answers on a separate sheet.

Part A will count as 2/3 of your overall mark in the Reading Comprehension.

1. Explain what the "profanity paradox" is and where it comes from. (4 points)
2. Compare swearing and cursing. State a similarity and a difference. (4 points)
3. Describe the experiment conducted by Dr. Stephens and explain what it shows. (4 points)
4. Explain what the "poverty-of-vocabulary" myth is and how it has been proven wrong. (4 points)
5. Sum up six advantages and disadvantages of swearing as mentioned in the text. (6 points)
6. Explain in short the meaning of the last paragraph. (4 points)

B) Vocabulary (15 points):

- I. Explain (in English) the meaning or give a synonym of the following words as they appear in the text. Write your answers below. (9 points)

1. involuntarily (l. 1): _____
2. purpose (l. 5): _____
3. interchangeably (l. 13): _____
4. soothing (l. 33): _____
5. trigger (l. 34): _____
6. endurance (l. 38): _____
7. impoverished (l. 47): _____
8. require (l. 59): _____
9. prejudices (l. 76): _____

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- II. For tasks 10 – 21 read the text. Use the word given in brackets to form a new, grammatically fitting and meaningful word. Write your answers below. (6 points)

No Offense

Curse words, **(00) (obscene)**, and other taboo **(10) (utter)**—much like the individuals who resort to them in fits of rage—tend to not be known for their **(11) (stable)**. They change, fluctuate, shape-shift. Sometimes they disappear on us altogether, never to be heard from again. Or almost never.

During an especially dramatic scene in the 2012 box-office smash *The Avengers*, Tom Hiddleston's Loki, **(12) (prison)** and furious, shouts at Black Widow (Scarlett Johansson), ultimately **(13) (refer)** to her as a "mewling quim." The insult—which would have led to audible gasps and possibly fainting in mid-19th-century London theaters—is an obscene expression for the female sexual organ.

In the 16th and 17th centuries, meanwhile, the word "occupy" was **(14) (common)** used to refer to the act of sexual penetration, which, among other things, places the Occupy Wall Street movement in a whole new light.

The words "quim" and, of course, "occupy" (occupation) still exist, but the former is nearly obsolete and the latter is almost never unseemly. They are, simply put, no longer taboo mainstays, and the list of previously offensive English words that have met with a similar fate is long.

While there's nothing new about words becoming more and less taboo with the **(15) (passing)** of time, the pace of that process seems to be accelerating (acceleration) — and, even more interestingly, the categories of words that tend to bother people seem to be changing fairly **(16) (drama)**. In many instances, what's super-offensive now is quite different from that which was the **(17) (high)** of taboo even as recently as 40 or 50 years ago. And that's because we've changed—both in how we share information, and with respect to what most unsettles us.

Early forms of profanity most often involved sexual braggadocio or words intended to **(18) (respect)** something **(19) (perception)** as sacred—often with religious **(20) (imply)**. But gradually the universe of obscene expressions **(21) (expansion)** to include, among other things, gross-out words referencing bodily functions and racial epithets.

00. *obscurities*

- | | |
|-----------|-----------|
| 10. _____ | 16. _____ |
| 11. _____ | 17. _____ |
| 12. _____ | 18. _____ |
| 13. _____ | 19. _____ |
| 14. _____ | 20. _____ |
| 15. _____ | 21. _____ |

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III. ESSAY

Write an essay of at least three body paragraphs on ONE of the following topics.

Please give the essay a title of your own and write the number of the chosen topic (1 – 4).

1. Is politeness overrated? Discuss.
2. Does being free equal being happy? Discuss.
3. "The optimist sees the donut, the pessimist sees the hole." (Oscar Wilde) Discuss.
4. Specific literary topics for each class:

4a: "Everything is not what it seems", the title of Selena Gomez' song in "The Wizards of Waverly Place", certainly applies to William Shakespeare's plays as well. Describe one or two instances of deception, and comment on both immediate and also wider implications.

4b: Comment on the different stages of Jekyll's experimentation with the Hyde persona and analyse how his feelings regarding the transformations change throughout the novella.

4c: "Life is neither good or evil, but only a place for good and evil." (Marcus Aurelius). Discuss with or without reference to literary works you know.

4d: "Everything is not what it seems", the title of Selena Gomez' song in "The Wizards of Waverly Place", certainly applies to William Shakespeare's plays as well. Describe one or two instances of deception, and comment on both immediate and also wider implications.

4e: Macbeth, driven by women? Discuss.

4f: "Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther. ... And one fine morning –" (*The Great Gatsby*, chapter X)

Comment on this quote in the context of Fitzgerald's *The Great Gatsby* and T.C. Boyle's *The Tortilla Curtain*.

4g: Depending on the book you have read in class, discuss A) or B).

A) *The Kite Runner*: Discuss the following quote by the writer Ralph Ellison in the context of Khaled Hosseini's *Kite Runner*: "When I discover who I am, I'll be free."

B) *The Tortilla Curtain*: Discuss the following quote by 18th century writer, philosopher, inventor and politician Benjamin Franklin, who helped draft the *Declaration of Independence*, in the context of T. C. Boyle's *Tortilla Curtain*: "Those who surrender freedom for security will not have, nor do they deserve, either one."

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- 4h:** "Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther. ... And one fine morning –" (*The Great Gatsby*, chapter X)
- 4i:** "Nothing is but what it's not." How does Macbeth's statement apply to the play as a whole?