

Maturprüfung 2020

Englisch

Klasse / Kurs:	4a – 4i
Anzahl Seiten (ohne Deckblatt):	10
Inhalt:	1 Informationen zur Prüfung und Bewertungsraster 2 – 5 Listening Comprehension 6 – 9 Reading Comprehension 10 Essay
Anweisungen/ Erläuterungen:	Siehe detaillierte Informationen auf der folgenden Seite.
Hilfsmittel:	Eigenes Wörterbuch für die Schreibaufgabe (Essay).
Bewertung:	Listening Comprehension: 20% Reading Comprehension : 40% Essay : 40%

Bevor Sie mit dem Lösen der Aufgaben beginnen, kontrollieren Sie bitte, ob die Prüfung gemäss obiger Aufstellung vollständig ist. Sollten Sie der Meinung sein, dass etwas fehlt, melden Sie dies bitte **umgehend** der Aufsicht.

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>All answers on separate sheets provided by the school according to the instructions given.</p> <p>Part B: vocabulary</p> <p>All vocabulary answers to be written on the exam paper.</p>
III. ESSAY:	<p>Text on 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%		23	
	B			15	
III. Essay		40%			
TOTAL					

Name: Pascal Tarköy

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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 hear two friends talking about a new office building

1 The woman says that in the building some people have difficulty

- A coping with the new technology
- B adjusting to a new concept of work
- C working without clear supervision

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2 She thinks one effect of people moving around the building will be to

- A promote physical as well as mental well-being.
- B create a more productive work force.
- C provide useful contact with other employees.

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EXTRACT TWO: You hear two friends discussing business travel.

3 The woman believes that in future companies should

- A fly only with airlines that have an eco-friendly policy.
- B concentrate on the use of video conferencing.
- C reduce overall levels of executive travel.

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4 The man thinks that the prime consideration for transport providers should be

- A increasing revenue.
- B thinking long-term.
- C creating jobs.

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EXTRACT THREE: You hear two friends talking about some research.

5 What is the man's attitude to the research?

- A He is doubtful about the methods used.
- B He is surprised by its findings.
- C He is dismissive of the concept behind it.

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6 During the discussion, the woman reveals her

- A sympathy towards the subjects of the experiments.
- B interest in complex human behaviour.
- C admiration for the originality of the research.

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Part 2

You will hear a man called Steven Kane giving a presentation about research into a cargo of children's bath-toys which were lost at sea. For questions 7-14, complete the sentences with a word or a short phrase. You will hear the recording twice.

BATH-TOY CARGO

- 7 Of the four kinds of bath-toy lost at sea, Steven thinks the _____ had the most surprising colour.
- 8 The subject Steven was teaching when he first read about the bath-toys was _____.
- 9 In Alaska, Steven heard of a lost consignment of _____ some of which turned up alongside the bath toys..
- 10 Steven discovered that the bath-toys are used by scientists known as _____ in their research.
- 11 Steven says that the findings obtained by researchers were immediately useful to the _____ industry.
- 12 Steven mentions the particular case of a _____ adversely affected by plastic pollutants in the sea.
- 13 Steven regarded the factory that he traced in China as the bath-toys' _____.
- 14 Steven travelled on something called an _____ on his journey across the Arctic.

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Part 3

You will hear part of an interview in which two scientists called Jessica Conway and Paul Flower are talking about exploration and discovery. 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 In response to the idea that everything has already been discovered Jessica emphasises

- A** the potential for further marine exploration.
- B** the precision of modern satellite technology.
- C** the inaccuracy of modern mapping techniques.
- D** the number of recent discoveries.

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16 Regarding new species found around underwater craters, Jessica says that

- A** they are being discovered less often these days.
- B** they are more abundant in certain locations.
- C** it is difficult to estimate possible numbers.
- D** there are problems classifying them.

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17 When asked about geographical discoveries in general, Paul and Jessica agree that scientists need to

- A** make regular reassessments of their work.
- B** compare their respective results.
- C** recognise their limitations.
- D** promote their findings.

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18 What does Paul say about walking where no one has ever walked before?

- A** It recharges his tired mind.
- B** It makes him feel he is unique.
- C** It gives him a sense of belonging.
- D** It helps him forget physical discomfort.

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19 When asked about others visiting remote areas, Paul

- A** supports the public's right to experience them.
- B** expresses his concern at growing urbanisation.
- C** suggests it would benefit local communities.
- D** criticises the attitude of some tourists.

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20 In Paul's view, future generations will

- A** only need to go online to experience the thrill of adventure.
- B** have to reduce travel for environmental reasons.
- C** be less interested in the concept of exploration.
- D** still be attracted to isolated places.

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Part 4

You will hear five short extracts in which people are talking about taking up a new sport. 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** why each speaker took up their particular sport.

A to make new friendsSpeaker 1

	21
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B as the result of recommendationsSpeaker 2

	22
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C to get fit**D** for the travel opportunitiesSpeaker 3

	23
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E as a personal challengeSpeaker 4

	24
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F for the thrill of competing**G** to improve a skillSpeaker 5

	25
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H as a result of discovering a talent**TASK TWO**

For questions **26-30**, choose from the list **A-H** what advice each speaker gives about taking up a sport.

A Stick to your training routine.Speaker 1

	26
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B Don't let it rule your life.Speaker 2

	27
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C Believe in yourself.**D** Get reliable assistance.Speaker 3

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E Follow a strict diet.Speaker 4

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F Try to be a good role model.**G** Don't expect instant rewards.Speaker 5

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H Continue to push your limits.

II. READING COMPREHENSION

Skim Reading is the New Normal. The Effect on Society is Profound

Look around on your next plane trip. The iPad is the new pacifier for babies and toddlers. Younger school-aged children read stories on smartphones; older boys don't read at all, but hunch over video games. Parents and other passengers read on Kindles or skim a flotilla of email and news feeds. Unbeknownst to most of us, an invisible, game-changing transformation links everyone in this picture: the brain's ability to read is subtly, but rapidly changing - a change with implications for everyone from the pre-reading toddler to the expert adult.

We know from research that the ability to read is not given to human beings through a genetic blueprint like vision or language; it needs an environment to develop. Further, it will adapt to that environment's requirements. If the dominant medium favours processes that are fast, multi-task oriented and well-suited for large volumes of information, like the current digital medium, our brains will adapt accordingly. As psychologist Patricia Greenfield writes, the result is that less attention and time will be allocated to slower, time-demanding deep reading processes, like logical thinking, critical analysis and empathy,¹ all of which are indispensable to learning at any age.

English literature scholar and teacher Mark Edmundson describes how many college students actively avoid the classic literature of the 19th and 20th centuries because they no longer have the patience to read longer, denser, more difficult texts. We should be less concerned with students' "cognitive² impatience," however, than by what may underlie it: the potential inability of large numbers of students to read with a level of critical analysis sufficient to comprehend the complexity of thought and argument found in more demanding texts, whether in literature and science in college, or in wills and contracts.

Multiple studies show that digital screen use may be causing a variety of troubling effects on reading comprehension in older high school and college students. In Stavanger, Norway, psychologist Anne Mangen and her colleagues studied how high school students comprehend the same material in different mediums. Mangen's group asked subjects questions about a short story whose plot had universal student appeal (a lust-filled love story); half of the students read Jenny, Mon Amour on a Kindle, the other half in paperback. Results indicated that students who read on print were superior in their comprehension to screen-reading peers, particularly in their ability to recollect detail and reconstruct the plot in chronological order.

Ziming Liu from San Jose State University has conducted a series of studies which indicate that the "new norm" in reading is skimming, with word-spotting and browsing through the text. Many readers now use an F or Z pattern when reading in which they sample the first line and then word-spot through the rest of the text. When the reading brain skims like this, it reduces time allocated to deep reading processes. In other words, we don't have time to grasp complexity, to understand another's feelings, to perceive beauty, and to create thoughts of the reader's own.

¹ empathy: the ability to understand another's person feelings

² cognitive: connected with mental processes of understanding

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40 Karin Littau and Andrew Piper have noted another dimension: physicality. Piper, Littau, and Anne Mangen's group emphasize that the sense of touch in print reading adds important information – a kind of “geometry” to words, and a spatial “thereness” for text. As Piper notes, human beings need a knowledge of where they are in time and space that allows them to return to things and learn from re-examination – what he calls the “technology of recurrence”. The importance of recurrence for both young and older
45 readers involves the ability to go back, to check and evaluate one's understanding of a text. The question, then, is what happens to comprehension when our youth skim on a screen whose lack of spatial thereness discourages “looking back.”

The possibility that critical analysis, empathy and other deep reading processes could become the unintended “collateral damage” of our digital culture is not a simple binary
50 issue about print vs digital reading. It is about how we all have begun to read on any medium and how that changes not only what we read, but also the purposes for why we read. Nor is it only about the young. The subtle dissolution of critical analysis and empathy affects us all. It affects our ability to navigate a constant bombardment of information. It incentivises a retreat to the most familiar silos of unchecked information,
55 which require and receive no analysis, leaving us susceptible to false information and demagoguery.

There's an old rule in neuroscience that does not alter with age: use it or lose it. It is a very hopeful principle when applied to critical thought in the reading brain because it implies choice. The story of the changing reading brain is hardly finished. We possess
60 both the science and the technology to identify and redress the changes in how we read. If we work to understand exactly what we will lose, alongside the extraordinary new capacities that the digital world has brought us, there is as much reason for excitement as caution.

We need to cultivate a new kind of brain: a “bi-literate” reading brain capable of the
65 deepest forms of thought in either digital or traditional mediums. A great deal depends on it.

[© Maryanne Wolf, The Guardian, 25.09.2018, text altered]

A) Comprehension questions (23 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. In what way is the ability to read different when compared to the ability to speak or see? (3p)
2. Name the two reading strategies mentioned in the text and explain how each works. (4p)
3. Name three advantages that accompany frequent skim reading. (3p)
4. What does Anne Mangen's study show? (2p)
5. Explain the notion of 'physicality' in relation to reading (cf. l. 39). (3p)
6. What 'collateral damage' (l. 49) or further changes can our new reading habits bring about, according to the author of the article? (6p)
7. What kind of solution does the idea of a 'bi-literate' (l. 64) brain suggest? (2p)

B) Vocabulary (15 points):

- I. Explain (in English) the meaning or give a synonym / antonym of the following words as they appear in the text. Write your answers below. (10 points)**

1. transformation (l. 5): _____
2. adapt (l.10) _____
3. allocated (l. 14): _____
4. indispensable (l. 15): _____
5. sufficient (l. 21): _____
6. appeal (l. 27): _____
7. peers (l. 30): _____
8. unintended (l. 49): _____
9. alter (l. 57): _____
10. caution (l. 63) _____

- II. For tasks 11 – 20 read the text. Use the word given in brackets to form a new, grammatically fitting and meaningful word. Write your answers below. (5 points)

Is Screen Time Bad for Kids' Brains?

(...) A generation ago, parents worried about the effects of TV; before that, it was radio. Now, the concern is "screen time," a catchall term for the amount of time that children, especially preteens and teenagers, spend interacting with TVs, computers, smartphones, digital pads, and video games. This age group draws particular attention because screen immersion rises **(00) (sharp)** during **(11) (adolescent)**, and because brain development accelerates then, too, as neural networks are pruned and consolidated in the transition to **(12) (adult)**.

On Sunday evening, CBS's "60 Minutes" reported on early results from the A.B.C.D. Study (for Adolescent Brain Cognitive Development), a \$300 million project financed by the National Institutes of Health. The study aims to **(13) (revelation)** how brain development is affected by a range of experiences, including substance use, concussions, and screen time. As part of an exposé on screen time, "60 Minutes" reported that heavy screen use was associated with lower scores on some aptitude tests. But the data is preliminary, and it's unclear whether the effects are lasting or even relevant.

Does screen addiction change the brain? Yes, but so does every other **(14) (active)** that children engage in: sleep, homework, playing soccer, arguing, growing up in **(15) (poor)**, reading, smoking behind the school. The adolescent brain **(16) (continue)** changes, or "rewires" itself, in **(17) (respond)** to daily experience, and that adaptation continues into the early to mid 20s.

What scientists want to learn is whether screen time, at some threshold, causes any **(18) measure** differences in adolescent brain structure or function, and whether those differences are **(19) (meaning)**. Do they cause attention deficits, mood problems, or delays in reading or problem- **(20) solution** ability? (...)

[© NY Times, 2018]

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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. "You don't have to burn books to destroy a culture. Just get people to stop reading them." (Ray Bradbury) Discuss how reading helps protect the foundations of our society.
2. The recently founded women's club "The Wing"³ propagates a radical idea: Women should have their own meeting places from which men are barred. Do you think there is a need for such facilities?
3. Trust no one! Do you agree?
4. Discuss the title of J.M. Coetzee's novel *Disgrace*.

³ "The Wing" is a New York based women's club reserved for female members only. Its mission "is the professional, civic, social, and economic advancement of women through community." (the-wing.com) The Wing is planning to set up branches in major European cities such as London.