

Matura 2015 – Englisch

Mitteilung an die Maturakommission bzw. an die Aufsichtsperson(en) bei den schriftlichen Prüfungen.

Die Englisch Fachschaft bittet, die schriftlichen Prüfungen wie folgt ablaufen zu lassen:

Teil 1 (Listening Comprehension), Teil 2 (English in Use) und Teil 3 (Reading Comprehension) werden in den ersten zwei Stunden (**120 Minuten**) ohne Unterbruch geschrieben. Dann bitte eine Pause von ca. 10 Minuten einschalten, in denen Teil 1, Teil 2 und Teil 3 eingesammelt werden.

Nach der Pause wird Teil 4 (Essay) zusammen mit dem Pons Wörterbuch ausgegeben und nach **60 Minuten** wird beides wieder eingesammelt.

Hinweis:

Die Fachschaft Englisch besteht auf einem Handy-Verbot sowie einer Handyabgabe!

Das zweisprachige Wörterbuch darf nur für den Teil 4 (Essay) gebraucht werden!

Ablauf:	Teil 1 (Listening Comprehension 30')	
	Teil 2 (Use of English 30')	
	Teil 3 (Reading Comprehension 60')	= 120 Minuten ohne Pause
	Pause (10')	= 10 Minuten
	Teil 4 (Essay 60')	= 60 Minuten

Forms:	7LSb	Isabel Frick
	7Ma	Dr. Ulrike Mayer-Hosp
	7Na	Dr. Christoph Eggarter
	7Nb	Dr. Oscar Wüst
	7Sa	Daria Bärtsch
	7Wa	Dr. Oscar Wüst
	7Ws	May Macpherson-Ospelt

**English Matura Examination
2015**

Time: 3 hours

Name:

Class:

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Part 1	<input type="text" value="/ 24"/>	mark	<input type="text"/>		
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Part 2	<input type="text" value="/ 35"/>	mark	<input type="text"/>	=	mark <input type="text"/>
Part 3	<input type="text" value="/ 50"/>				mark <input type="text"/>
Part 4	<input type="text" value="/ 60"/>				mark <input type="text"/>
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Part 1: Listening Comprehension

30 minutes

You will hear an interview with Mona Chalabi on the topic of "What Happens When Wives Earn More Than Husbands" 3 times. Prior to listening, you have 4 minutes to read through everything thoroughly. There will be a 3-minute-pause between each listening. The questions in each section are in chronological order.

1. TRUE, FALSE or NOT MENTIONED? Circle the correct answer.

1.1. More than a third of American wives earn more than their husbands.

- a. true
- b. false
- c. not mentioned

1.2. The figures Chalabi presents at the beginning include both married and unmarried couples.

- a. true
- b. false
- c. not mentioned

1.3. Chalabi is not always satisfied with the researchers' explanations.

- a. true
- b. false
- c. not mentioned

1.4. Daughters of "breadwinning" women often follow in their mothers' footsteps.

- a. true
- b. false
- c. not mentioned

1.5. Women who earn more than their husbands tend to suffer from sleeplessness.

- a. true
- b. false
- c. not mentioned

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2. GAP FILLING: Fill in the missing word/words as they appear in the text.

a. 'So if you only look at marriages where both spouses are working, then actually, you find that only 29 percent of women _____ their husbands.'

b. 'So in 2013, the University of Chicago Booth School of Business _____ that looked at 4,000 married couples in America,'

c. 'So it's basically about the kind of men feeling like they need to conform to society's definitions of _____.'

- d. 'You know, does the data project out towards the future, how families are going to _____?'
- e. 'But it does look like progress is happening there faster than traditional _____ seem to be changing.'

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3. COMPREHENSION QUESTIONS: Answer the questions in complete sentences. (c8p+15p)

- a. According to different studies, how does the fact that a woman earns more than her partner affect relationships? Explain. (c3p)

- b. What has research shown about the division of housework chores in marriages where the woman is the primary earner? How do researchers try to explain this? (c2p)

- c. What is the problem with the research data presented by Mona Chalabi? (c3p)

Part 2: English in Use

30 minutes

Complete the text with the correct preposition (prep) or form of the verb in brackets. Write your answers in the grid provided.

November Joe was a trapper who lived **1..... (prep)** a lake north of the St. Lawrence River in Canada. One autumn evening Eileen East, who **2..... (to know)** him **3..... (prep)** childhood, **4..... (to knock)** at the door of his hut, calling his name. “November Joe, something terrible **5..... (to happen)**. My uncle **6..... (to shoot)**! Everyone thinks Ted Galt shot him.” - “Impossible. Ted would never shoot anyone, and certainly not a fine man like Judge Harvey.”

“Please come with me, Joe,” said Eileen. “Mr Hart – he is a new member of the Duck Club who drove up from Quebec with his wife only this morning – well, he has set **7..... (prep)** to call the police, but it’s a long way to the nearest telephone. Then he **8..... (to wait)** where the track meets the main road to show them the way here. But I’m sure you will find out what really happened before anyone from the police gets there.”

“Well, I **9..... (to do)** my best. But why **10..... (everyone /to think)** Ted killed your uncle?” – “Two hours ago my uncle, Ted, Mr Hart and Mr Carter, the only other man at the club, **11..... (to go out)** to shoot some ducks. Ted hid in the bushes furthest from the clubhouse, Uncle was quite close to him, and the others were near the house. These two heard Ted and Uncle arguing **12..... (prep)** loud voices. You see, Ted has asked me to be his wife, and we **13..... (to get married)** as soon as possible. And, well, Uncle wasn’t too happy about it. Another thing **14..... (prep)** Ted is that his footsteps are the only ones **15..... (prep)** the mud near where Uncle was hiding and where his body **16..... (to find)**.”

After Joe **17..... (to examine)** all the guns and spoken to Ted, Mr Carter, Mrs Hart and Sally Mackenzie, the woman who looked **18..... (prep)** the clubhouse, her face ugly from a bad cut on her lip, he and Eileen walked up the track to the lake, following the footsteps the men **19 (to make)** earlier that evening. “Nobody else **20 (to walk)** this way since it **21 (to rain)** this morning,” said Joe. “Look, Ted has walked back by the side of the lake, stopping here nearly opposite the scene of the tragedy. Why don’t you sit **22 (prep)** that log, and I **23..... (to see)** what I can find out.” Eileen watched Joe study the ground. Suddenly picking **24 (prep)** something close to her foot, he said. “Look what I have found – a cartridge that is **25 (prep)** neither Ted nor Judge Harvey’s guns. I expect this **26 (to need)** in evidence, so we must mark the place where I **27 (to find)** it. But how did it get here?” Joe and Eileen walked on **28 (prep)** the edge of the lake till they came to the boathouse where the canoes **29..... (to keep)**. “When was anyone last out in a canoe?” he asked, looking **30..... (prep)** at a spot of fresh blood in one of them. – None **31..... (prep)** us has taken a boat out at all this weekend,” was the answer. – “Well,” said Joe, I suppose by now you **32..... (to guess)** who killed your uncle – it’s so obvious.” Eileen looked at him in surprise. “Sally Mackenzie of course. From the canoe she jumped **33..... (prep)** that log where that cartridge was found, walked along it in moccasins so that she left no marks on the log and no footsteps in the mud and then she shot him. Her lip was cut **34..... (prep)** the kick of the gun. The only thing that is not clear is why, but I suppose the police **35..... (to discover)** that soon.”

Adapted from The Murder at the Duck Club by Hesketh Prichard

Write your answers here:

1.	19.
2.	20.
3.	21.
4.	22.
5.	23.
6.	24.
7.	25.
8.	26.
9.	27.
10.	28.
11.	29.
12.	30.
13.	31.
14.	32.
15.	33.
16.	34.
17.	35.
18.	

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Part 3: Reading Comprehension

60 minutes

Giving it some Welly¹

A new breed of young men and women are redefining what it means to be a farmer in Britain today.

5 What's the definition of a farmer? And no, this isn't the first line of a joke. Someone who owns or operates a tractor? An apple-cheeked old boy in a checked shirt and wellies? A rich landowner? Those are just some of the answers I received when I recently put the question out on Twitter.

10 Ask many people their impression of a British farmer and the traditional figure of a man with a flat cap and a tweed jacket still springs to mind. Throw in a pipe or a bit of hay for the mouth as he contemplates the view and that's the guy who has grown our potatoes for tomorrow's roast.

15 It's a common image, perpetuated by marketing executives to promote a wholesome product that's produced like it was in the "good old days".

But it's not accurate. Farming in the 21st century is much more progressive than it's portrayed. Today's farmers operate drones. They might be scientists helping to combat diseases. Or sitting at computers planning routes for their GPS driverless tractors.

20 The traditional stereotype of farmers is being challenged like never before. It's younger, less male and much more dynamic. And you certainly don't need to milk cows to qualify. You only need to look at some of the application videos for this year's Farmers Apprentice to understand this. The show is "a response to the challenge of recruiting bright young business minds into agriculture, by providing a platform from which people from all walks of life can get a foot on the farming ladder".

25 The call for applicants always generates a huge response, and over the summer three judges have whittled these down² to 10 young people, aged 18 to 24, who will battle it out in the forthcoming episodes for a £10,000 prize.

30 Meeting these 10 contestants has been a highlight of my year. Some of them already have a background in farming. All are full of enthusiasm and all have one thing in common with the conventional farming image: they care about the future of the Sunday roast, and are likely to be some of the key people responsible for it.

35 However, you can breathe a sigh of relief, because every one of them is entrepreneurial, IT-savvy³ and determined to propel UK agriculture into the future.

40 These youngsters are just an example of the way that British farming's image is receiving an overhaul⁴. Helen Reeve, 32, from Norfolk is another person working hard to turn the stereotype on its head. "When I was at college there were two girls with about 16-18 boys taking an agricultural course. They all looked down their noses at us," she says. Despite this, Helen has managed to build up a herd of Dexter cows in the Waveney Valley, from a dismal⁵ starting point of no land and no capital. Her determination has been rewarded with two awards, various cash prizes that she has put back into business and the satisfaction of seeing old opinions in

1 give it some welly = idiomatic: to use a lot of physical effort / wellies = brand name for rubber boots

2 to whittle down = to reduce

3 savvy = having practical knowledge and understanding of something

4 an overhaul = an examination of a machine or system including doing repairs or making changes

5 dismal = miserable

the industry overturned. "There's a growing number of females on agricultural courses and no one bats⁶ an eyelid. It's a new wave, the next generation."

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The women in UK agriculture aren't only making waves in the practical, land-based side of farming. Earlier this year Minette Batters became the first woman to hold office⁷ in the National Farmers Union. And I'd put money on Millie Wastie, who works for national farming charity (RABI), to hold a similarly important post in the future.

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Both of them, along with me because of my family dairy farm in the Midlands, now attend a Ladies in Agriculture group about three or four times a year, a gathering that has grown organically since its inception⁸ three years ago. It's not a campaign group but a non-exclusive collection of women at various stages of careers in agriculture.

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Brain, whether male or female, taking over from brawn⁹ is very much a theme in modern farming. I recently met Edd Banks, who has managed his family farm near Cambridge since 2005. He's implemented precision farming. By 2009, all his machines were controlled by GPS and the only thing he doesn't use it for now is hedge-cutting. The result is a very welcome 14 per cent increase in yields¹⁰.

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This hi-tech way of working is starting to be adopted by more and more people, if slowly. Meanwhile, other technology is also helping propel the industry forward. The Twitter tag #AgrichatUK was the first UK-based hashtag to facilitate discussions among farmers on the social networking site when it started in March 2012. Many other farmers, such as Gareth Wyn-Jones are discovering how to use such sites to give their farms a level of exposure that has never before been possible.

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All this makes it a great shame that a Btec¹¹ national diploma in agriculture, a widely recognised qualification, will no longer be included in school league tables¹² next year and won't be counted as the equivalent to a GCSE¹³.

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Worse than suggesting agriculture isn't important, industry voices say the news implies that farming is inferior to other arguably less essential vocational¹⁴ subjects, such as hair and beauty, which will be kept in the performance tables. It's a depressingly inaccurate motion. But the battle isn't new for farming. For years it has struggled against the careers adviser who gives the impression that if you're not academic, well then, have you thought of farming? Too thick, go sweep a broom in a barn.

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The industry still has a lot further to go, but slowly farming is selling itself as a serious career option for men or women interested in technology, engineering and science.

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So even though figures state that the number of farmers in the UK fell by 23 per cent from 1990 to 2010, I'm not worried. I've met some of the people who are the future of farming here and they are intelligent, progressive and creative. And they're in the industry because they've chosen to be, not because they're not bright enough to do something else. *from: The Daily Telegraph, by Philippa Hall, October 18, 2014 (adapted)*

6 to bat = to open and close your eyes quickly // not to bat an eyelid = to show no surprise when sth unusual happens

7 hold office = to have a particular job

8 inception = the start of an institution

9 brawn = physical strength

10 yields = the total amount of crops, profits

11 Btec = Business and Technology

12 tables = list of facts or numbers

13 GCSE = General Certificate of Secondary Education

14 vocational = connected with the skills, knowledge, that you need to have in order to do a particular job

1. Word Formation - Use the word on the left as a basis to form the correct word for the blank in each sentence to fill in the gap. (16p) **/ 16**

given word	context	answer
example: harm	That snake is not a problem; it's _____ .	harmless
1. breed l.3	Rabbits aren't difficult to _____	
2. received l.7	Keep the _____ in case you want to exchange it.	
3. impression l.9	Some people are easily _____ by glamorous clothes.	
4. grown l.11	The _____ of palm trees has increased by 20 per cent.	
5. accurate l.16	He solved his task with great _____ .	
6. application l.22	In order to _____ for the job you had to send a video.	
7. care l 32	She's a very sloppy person. Such _____ behaviour is normal for her.	
8. managed l. 40	Can you run this business? - Yes I can, it's _____	
9. determination l. 41	When she started this business, she was very _____ .	
10. number l. 43	He has been late on _____ occasions.	
11. similarly l. 48	She bears a striking _____ to her mother.	
12. various l. 52	This acute infection of the brain is almost _____ fatal.	
13. precision l. 56	This is _____ what I mean.	
14. industry l. 61	The _____ Revolution is the period when machines began to be used to do work.	
15. widely l. 66	The terrace runs the full _____ of the house.	
16. inferior l.70	People who feel that they are not as good or as important as other people might have an _____ complex.	

2. Answer the following questions in your own words using the information from the article. Write in complete sentences. (c23p/l11p)

2.1 Did the author conduct a survey in order to get information on the definition of a farmer? Explain.

/ 2

2.2 lines 5-14: What common image do farmers have and why?

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2.3 Explain the position of women in British agriculture and how it is changing.

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2.4 What modern technology do farmers use and how are they helping the industry?

2.5 What does the author say about the performance tables?

2.6 lines 70 to 81: What are the common prejudices farmers have to fight against and why does the author disapprove?

Part 4: Essay

60 minutes

Choose one of the three topics that are set for your class to write about. Indicate clearly which topic you have chosen. Plan your work and pay attention to the structure of your essay. Use your own words as far as possible for the first topic. Your essay will be marked according to its content, structure, language and style. The essay must be between 350 and 400 words. Write the total number of words in brackets at the end of your work. (60p)

7Wa und 7Nb (Dr. Oscar Wüst)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- The plot of *A Streetcar Named Desire* by Tennessee Williams is based on the duelling personalities of Blanche Dubois and Stanley Kowalski. Analyse the sources of their animosity towards each other which finally lead to Blanche’s breakdown.

7Na (Dr. Christoph Egarter)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- *Dead Poets Society*: Compare Welton Academy’s educational approach with that of Mr. Keating’s. Which do you think is a more effective approach and why?

7Sa (Bärtsch Daria)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- *To Kill a Mockingbird* by Harper Lee is a story full of prejudice. However, it also portrays characters who have successfully overcome prejudice and hatred. Write an essay that describes in what way prejudice is important in Harper Lee's novel and how these ideas relate to our society and time.

7Ws (May Macpherson-Ospelt)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- Discuss the themes of prejudice and racism in *To Kill a Mockingbird*. Which characters represent these themes and how does fear influence their attitudes and actions?

7LSb (Isabel Frick)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- Discuss the role of women in *The Great Gatsby* focusing on two different female characters in the novel.

7Ma (Dr. Ulrike Mayer-Hosp)

- Unless you are “intelligent, progressive and creative” (Reading Comprehension, line 78) you might not be able to follow a seriously recognised career. Comment on this statement and justify your ideas.
- The average person in the Western World is exposed to approximately 300 advertisements per day. To what extent does advertising manipulate us and influence the choices we make in our daily lives?
- "From forth the fatal loins of these two foes, A pair of star-crossed lovers take their life" (The Prologue, lines 5/6). Show how the main protagonists of Shakespeare's *Romeo and Juliet* are victims of the society in which they live, of malignant fate and of their own passions.