

Kollegium St. Fidelis
Mittelschule Nidwalden
6370 Stans

7. Mai 2012

Maturitätsprüfung 2012

English

Part	Time	Points
I. Comprehension and Vocabulary	14.00 - 15.20 (80 min)	77
II. Language Paper	15.30 - 16.20 (50 min)	77
III. Essay	16.30 - 17.20 (50 min)	60
	Total	214

Please note:

- At the end of each part *all* your worksheets will be collected.
- Write legibly and unambiguously.
- Do not use short forms in the reading comprehension answers or in the essay.

Good Luck!

Manfred Kämpfen
David Fux

Part I: Comprehension and Vocabulary

The Benefits of Failure, and the Importance of Imagination

Adapted from HARVARD MAGAZINE, 6 May 2008



J. K. Rowling, author of the best-selling Harry Potter book series, delivers her Commencement Address^o, "The Benefits of Failure, and the Importance of Imagination," at the Annual Meeting of the Harvard Alumni Association. [...]

graduation speech

- 5 President Faust, members of the Harvard Corporation and the Board of Overseers, members of the faculty, proud parents, and, above all, graduates.

- Delivering a commencement address is a great responsibility; or so I thought until I cast my mind back to my own graduation. The commencement speaker that day was the distinguished British philosopher Baroness Mary Warnock. Reflecting on her speech has helped me enormously in writing this one, because it turns out that I can't remember a single word she said. This liberating discovery enables me to proceed without any fear that I might inadvertently^o influence you to abandon promising careers in business, the law or politics for the
- 10
- 15

without intending to

- giddy° delights of becoming a wizard. [...]
- Actually, I have wracked my mind and heart for what I ought to say to you today. [...] I have come up with two answers. On this wonderful day when we are gathered together to celebrate your academic success, I
- 20 have decided to talk to you about the benefits of failure. And as you stand on the threshold of what is sometimes called 'real life', I want to extol° the crucial importance of imagination. [...]
- Looking back at the 21-year-old that I was at graduation, is a slightly uncomfortable experience for the 42-year-old that she has become. Half
- 25 my lifetime ago, I was striking an uneasy balance between the ambition I had for myself, and what those closest to me expected of me. I was convinced that the only thing I wanted to do, ever, was to write novels. However, my parents [...] took the view that my overactive imagination was an amusing personal quirk° that would never pay a mortgage, or
- 30 secure a pension. [...]
- So they hoped that I would take a vocational degree; I wanted to study English Literature. A compromise was reached that in retrospect satisfied nobody, and I went up to study Modern Languages. Hardly had my parents' car rounded the corner at the end of the road than I
- 35 ditched° German and scuttled off down the Classics corridor. [...]
- At your age, in spite of a distinct lack of motivation at university, where I had spent far too long in the coffee bar writing stories, and far too little time at lectures, I had a knack° for passing examinations, and that, for years, had been the measure of success in my life and that of my
- 40 peers. [...] we all have to decide for ourselves what constitutes failure, but the world is quite eager to give you a set of criteria if you let it. So I think it fair to say that by any conventional measure, a mere seven years after my graduation day, I had failed on an epic scale. An exceptionally short-lived marriage had imploded, and I was jobless, a lone parent,
- 45 and as poor as it is possible to be in modern Britain, without being homeless. The fears that my parents had had for me, and that I had had for myself, had both come to pass, and by every usual standard, I was the biggest failure I knew. [...]
- So why do I talk about the benefits of failure? Simply because failure
- 50 meant a stripping away of the inessential. I stopped pretending to myself that I was anything other than what I was, and began to direct all my energy into finishing the only work that mattered to me. Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena I believed I truly belonged. I
- 55 was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom° became the solid foundation on which I rebuilt my life.
- You might never fail on the scale I did, but some failure in life is
- 60 inevitable. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default°. [...]
- So given a Time Turner, I would tell my 21-year-old self that personal happiness lies in knowing that life is not a check-list of acquisition or
- 65 achievement. Your qualifications, your CV, are not your life, though you will meet many people of my age and older who confuse the two. Life is

*silly**to praise sth very much**a strange aspect of sb's personality**to give up**a special skill / ability**the lowest possible level**to fail because of lack of opposition*

difficult, and complicated, and beyond anyone's total control, and the humility to know that will enable you to survive its vicissitudes°.

ups and downs

Now you might think that I chose my second theme, the importance of imagination, because of the part it played in rebuilding my life, but that is not wholly so. [...] Imagination is not only the uniquely human capacity to envision that which is not, and therefore the fount of all invention and innovation. In its arguably most transformative and revelatory capacity, it is the power that enables us to empathise with humans whose experiences we have never shared.

One of the greatest formative experiences [...] came in the form of one of my earliest day jobs. [...] I paid the rent in my early 20s by working at the African research department at Amnesty International's headquarters in London. There in my little office I read hastily scribbled letters smuggled out of totalitarian regimes by men and women who were risking imprisonment to inform the outside world of what was happening to them. I saw photographs of those who had disappeared without trace, sent to Amnesty by their desperate families and friends. I read the testimony of torture victims and saw pictures of their injuries. I opened handwritten, eye-witness accounts of summary trials and executions, of kidnappings and rapes. [...]

I shall never forget the African torture victim, a young man no older than I was at the time, who had become mentally ill after all he had endured in his homeland. He trembled uncontrollably as he spoke into a video camera about the brutality inflicted upon him. He was a foot taller than I was, and seemed as fragile as a child. I was given the job of escorting him back to the Underground Station afterwards, and this man whose life had been shattered by cruelty took my hand with exquisite courtesy, and wished me future happiness.

And as long as I live I shall remember walking along an empty corridor and suddenly hearing, from behind a closed door, a scream of pain and horror such as I have never heard since. The door opened, and the researcher poked out her head and told me to run and make a hot drink for the young man sitting with her. She had just had to give him the news that in retaliation for his own outspokenness against his country's regime, his mother had been seized and executed.

Every day of my working week in my early 20s I was reminded how incredibly fortunate I was, to live in a country with a democratically elected government, where legal representation and a public trial were the rights of everyone. Every day, I saw more evidence about the evils humankind will inflict on their fellow humans, to gain or maintain power. I began to have nightmares, literal nightmares, about some of the things I saw, heard, and read. And yet I also learned more about human goodness at Amnesty International than I had ever known before.

Amnesty mobilises thousands of people who have never been tortured or imprisoned for their beliefs to act on behalf of those who have. The power of human empathy, leading to collective action, saves lives, and frees prisoners. Ordinary people, whose personal well-being and security are assured, join together in huge numbers to save people they do not know, and will never meet. My small participation in that process was one of the most humbling and inspiring experiences of my

life. [...]

120 But how much more are you, Harvard graduates of 2008, likely to touch
other people's lives? Your intelligence, your capacity for hard work, the
education you have earned and received, give you unique status, and
unique responsibilities. Even your nationality sets you apart. The great
majority of you belong to the world's only remaining superpower. The
way you vote, the way you live, the way you protest, the pressure you
125 bring to bear on your government, has an impact way beyond your
borders. That is your privilege, and your burden.

If you choose to use your status and influence to raise your voice on
behalf of those who have no voice; if you choose to identify not only
with the powerful, but with the powerless; if you retain the ability to
130 imagine yourself into the lives of those who do not have your
advantages, then it will not only be your proud families who celebrate
your existence, but thousands and millions of people whose reality you
have helped change. We do not need magic to change the world, we
carry all the power we need inside ourselves already: we have the power
135 to imagine better.

[...] I hope that even if you remember not a single word of mine, you
remember those of Seneca, another of those old Romans I met when I
fled down the Classics corridor, in retreat from career ladders, in search
of ancient wisdom:

140 As is a tale, so is life: not how long it is, but how good it is, is what
matters.

I wish you all very good lives. Thank you very much.

[1629 words]

<<http://harvardmagazine.com/2008/06/the-fringe-benefits-failure-the-importance-imagination>> (25 April 2012)

Name: _____

I. Comprehension and Vocabulary

1. Comprehension

Please note: always formulate complete sentences and avoid copying from the text.

1.1 Why does J. K. Rowling think she can deliver her speech without any fear?

1.2 What is the conflict between Rowling and her parents all about?

1.3 Give four different aspects to illustrate why – seven years after her graduation day – Rowling considers her life one big failure.

1.4 In Rowling’s life, what was the ‘benefit of failure’?

1.5 According to Rowling, what is the ‘importance of imagination’?

1.6 Describe Rowling’s crucial experience when she was working at Amnesty.

	4		2
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1.7 In Rowling’s view, what is for the audience both a privilege and a burden?

	4		2
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	4		2
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2. Paraphrase

Explain the following passages by reformulating them, substituting the underlined words by others that fit the context.

2.1 ... proud parents, and, above all, graduates. (6-7)

2.2 ... until I cast my mind back to my own graduation. (9)

2.3 ... it turns out that ... (12)

2.4 Actually, I have wracked my mind and heart for what I ought to say to you today. (17-8)

2.5 ... on the threshold of what is sometimes called ‘real life’ ... (21)

2.6 However, my parents [...] took the view that ... (28)

2.7 ... an amusing personal quirk ... (29)

2.8 ... by any conventional measure ... (42)

2.9 I had failed on an epic scale. (43)

2.10 ... that is not wholly so ... (71)

2.11 ... in retaliation for his own outspokenness ... (100)

2.12 ... to act on behalf of those ... (112)

2.13 ... join together in huge numbers ... (115)

2.14 ... an impact way beyond your border. (125-6)

10

3. Synonyms

Give one word or an expression with the same meaning. Do not explain the words.

enormously (12)		complicated (67)	
to remember (13)		hastily (79)	
to proceed (14)		regime (80)	
crucial (22)		to escort (92)	
mere (42)		to seize sb (101)	
to pretend (50)		evidence (105)	
to direct (51)		impact (125)	
cautiously (61)		to retain (129)	

8

4. Antonyms

Give one word or an expression with the opposite meaning.

responsibility (8)		victim (87)	
to pass (38)		mentally (88)	
conventional (42)		to gain (106)	
jobless (44)		to imprison (112)	
usual (47)		likely (119)	
failure (48)		majority (123)	
personal (63)		advantage (131)	
happiness (64)		ancient (139)	

8

5. Word Families*Fill in the missing words.*

verb	abstract noun	adjective (no -ing/-ed)
	association (3)	
to deliver (8)		—
	responsibility (8)	
to distinguish (10)		
to reflect (11)		
	speech (11)	
to remember (13)		
to liberate (13)		
to enable (13)		
	influence (14)	
	success (19)	
to decide (20)		
		real (21)
—	ambition (25)	
		personal (29)
	life (39)	
to constitute (40)		
to think (42)		
		poor (45)
to mean (50)		
	acquisition (64)	
		arguable (73)
	invention (73)	
		revelatory (74)
		desperate (83)
	execution (86)	
	representation (104)	
to elect (104)		
		collective (113)
to save (115)		
to choose (127)		
to imagine (135)		

Name: _____

II. Language Paper

1. Transformations

*Reformulate the sentence using the word in capitals or starting it in the given way.
Elements that do not change need not be written.*

- | | |
|---|-----------|
| 1. When they were young they always played football. | USED |
| <hr/> | |
| 2. It occurred to us that she might like to leave that place. | WONDERING |
| <hr/> | |
| 3. It won't help if you worry about it. | POINT |
| <hr/> | |
| 4. Please don't go there now. | RATHER |
| <hr/> | |
| 5. She said that he had stolen her money. | ACCUSED |
| <hr/> | |
| 6. She ought to go to bed now.
<i>It's high</i> | |
| <hr/> | |
| 7. If you don't hurry you'll miss the train.
<i>Unless</i> | |
| <hr/> | |
| 8. I am sure she knew that I was there.
<i>She must</i> | |
| <hr/> | |
| 9. I won't wash that car myself.
<i>I will have</i> | |
| <hr/> | |
| 10. She always took someone with her when she visited the old man.
<i>She never</i> | |
| <hr/> | |
| 11. As far as I can recall, I didn't mention it to anybody.
<i>I don't remember</i> | |
| <hr/> | |
| 12. I intended to do my homework last night, but my dog ate my exercise book.
<i>I was</i> | |
| <hr/> | |

12

2. Tenses

Fill in the correct tense of the verbs in brackets and complete the sentences.

It (be) _____ my habit for many years (take) _____ a nap after lunch. I settle myself in an armchair in the living-room with a cushion behind my head and I read until I fall asleep. On that particular Wednesday afternoon, I (sit) _____ in my armchair (feel) _____ as comfortable as ever with a book in my hands,

when my wife, who (never, be) _____ a silent lady, (begin, talk) _____ me from the sofa opposite. "Those two people", she said, "what time (they, come) _____?" I (make) _____ no answer, so she (repeat) _____ the question, louder this time. I (tell) _____ her politely that I (not know) _____ "I (not, think) _____ I (like) _____ them very much", she said. I (lower) _____ my book and (look) _____ across her (lie) _____ with her feet up on the sofa, (read) _____ a magazine. "We (only, meet) _____ them once, up to now", I said. "A dreadful man, really. He (never, stop, tell) _____ jokes, or stories, or something." "I'm sure you (manage) _____ very well, dear." "And the woman is pretty frightful, too. What time (you, think) _____ they (arrive) _____?" "Some-where around six o'clock, I guess." "But (you, not, think) _____ they are awful?" she asked, (point) _____ at me with her finger. "We can hardly put them off. Why (you invite) _____ them if you (not like) _____ them?" I couldn't help (ask) _____ that question, but I (regret, do) _____ it at once, for it is a rule with me (never, provoke) _____ my wife. There was a pause, and I (watch) _____ her face, (wait) _____ for the answer. Her face (tighten) _____ as if I (insult) _____ her. She (start, shout) _____ and (cry) _____. If only I (not, ask) _____ her that silly question I (not, have, go) _____ through all that, but I (often, have) _____ difficulty (not, say) _____ what I think.

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3. Prepositions

Fill in the missing prepositions – if necessary.

1. They devoted over three hours _____ that job.
2. Do you think he did it _____ purpose?
3. Did they eventually resort _____ violence?
4. Please remind her brother _____ his promise!
5. Everybody envies him _____ his money.
6. They made no attempt _____ apologizing.
7. What will my future job consist _____?
8. The teacher urged us to allow _____ his age.
9. He didn't prevent the children _____ fighting.
10. Do these birds feed _____ fish?
11. Did you realize what he was referring _____?
12. I don't approve _____ that behaviour.
13. The traffic jam was due _____ a strike.
14. They are very suspicious _____ foreigners.

7

5. Reported Speech

Turn the following sentences into indirect speech. Don't use 'said' and use the same verb only once.

1. "I have never seen such a mess."

2. "Why can't we hitchhike to the next station?"

3. "If we leave immediately after breakfast we'll be there before midnight."

4. "Are you cold? I can light a fire."

4

6. Conditionals

Turn the following sentences into indirect speech. Don't use 'said' and use the same verb only once.

1. Suppose your computer (break down) _____,
what (you, do) _____?
2. If they (phone) _____ earlier,
I (pick up) _____ at the station. But now it's too late.
3. No matter what (happen) _____,
I (always, stand) _____ by you!
4. I'm sure that if you (run) _____,
you (can catch) _____ that train. But you are too lazy.

4

7. Phrasals

Rewrite the following sentences, replacing the underlined words by a phrasal verb from the box – in the appropriate form.
Not all the phrasals in the box are to be used.

call at, call off, carry on, come across, come round, come to, cut down on,
do away with, get away with, go off, go through, give in, give up, look after,
let down, put forward, make out, make up, mix up, run into, see to

1. Do you think this milk is no longer drinkable / _____?
2. I can't read / _____ this address; his handwriting is awful.
3. He does not easily yield / cease to resist / _____
4. She keeps confusing / _____ those two languages.
5. This is a law we should abolish / _____
6. I wonder whether he won't be punished for / _____ that.
7. When did they cancel / _____ the match?
8. Without assistance, I cannot continue / _____ much longer.

9. He was lucky to regain consciousness / _____ after a short time.
10. Few people know what he suffered / _____ in those days.
11. I think he invented it. / I think he _____.
12. They really ought to reduce the amount of money they spend on / _____
_____ sweets.

12

8. Translation

Translate the following sentences as precisely as possible.

1. Gibt es irgendetwas Besonderes, das ich jenen Leuten sagen soll?
- _____
2. Die meisten Schülerinnen meinten, die Chorprobe habe noch nicht begonnen.
- _____
3. Bis vor kurzem versuchten viele amerikanischen Firmen Gewinne auf Kosten der Umwelt zu machen.
- _____
4. Als Lehrerin muss sie fähig sein, solche Fragen zu beantworten.
- _____
5. In diesen Ländern ist das südliche Klima extrem verschieden vom nördlichen.
- _____
6. Ich kann die Hunde bellen hören, aber ich weigere mich, ihnen zuzuhören.
- _____
7. Er verlor das Bewusstsein, weil er es unterlassen hatte, seine Medizin zu nehmen.
- _____
8. In der zweiten Ausgabe des Taschenbuches vergass der Verlag das Inhaltsverzeichnis.
- _____
9. Wir können nicht umhin Vermutungen anzustellen, ob es dem Verteidiger gelang, den Richter zu überzeugen.
- _____
10. Als wir gestern vor unserem Haus tanzten, sahen wir plötzlich den Mann, der meine Handtasche gestohlen hatte.
- _____

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Name: _____

III. Essay

Choose one of the following topics.

Write a well-structured and meaningful essay of approximately 350 words.

1. "As is a tale, so is life: not how long it is, but how good it is, is what matters."

J. K. Rowling / Seneca

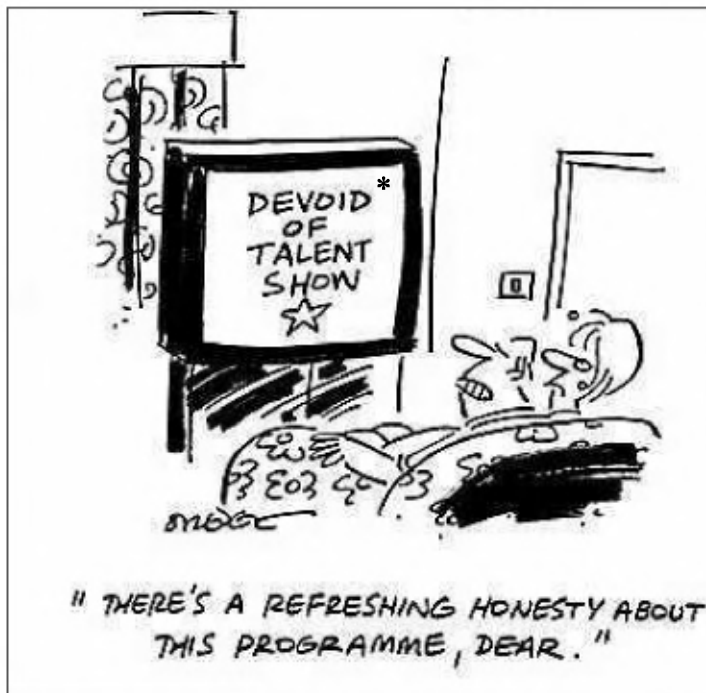
2. A bird in the hand is worth two in the bush.

3. Speed – an important idol of our time.

4. "Education is an admirable thing. But it is well to remember from time to time that nothing that is worth knowing can be taught."

Oscar Wilde

5. Talent Shows



** free from, without*