

Kollegium St. Fidelis
Mittelschule Nidwalden
6370 Stans

8. Mai 2008

Maturitätsprüfung 2008

ENGLISH

08.00 – 09.20	Part 1:	Reading Comprehension and Vocabulary: 80 minutes; 70 points
09.30 – 10.20	Part 2:	Language Paper: 50 minutes; 73 points
10.30 – 11.20	Part 3:	Essay: 50 minutes; 60 points

- 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!

Teaching Boys and Girls Separately

1 On a cold day last November in Foley, Ala., two boys in William Bender's fourth-grade public-school
 2 class informed me that the corn snake in their classroom could eat a rat faster than their boa constrictor.
 3 Bender teaches 26 fourth graders, all boys. Down the hall and around the corner, Michelle Gay
 4 teaches 26 fourth-grade girls. The boys like being on their own, they say, because girls don't appreciate
 5 their jokes and think boys are too messy, and the girls are scared of snakes. The walls of the boys'
 6 classroom are painted blue, the light bulbs emit a cool white light and the thermostat is set to 69 de-
 7 grees. In the girls' room, by contrast, the walls are yellow, the light bulbs emit a warm yellow light and
 8 the temperature is kept six degrees warmer, as per the instructions of Leonard Sax, a family physician
 9 turned author and advocate who this May will quit his medical practice to devote himself full time to
 10 promoting single-sex public education.

11 Foley Intermediate School began offering separate classes for boys and girls a few years ago, after
 12 the school's principal, Lee Mansell, read a book by Michael Gurian called "Boys and Girls Learn Dif-
 13 ferently!" After that, she read a magazine article by Sax and thought that his insights would help im-
 14 prove the test scores of Foley's lowest-achieving group, minority boys.

15 Separating schoolboys from schoolgirls has long been a central element of private education. But
 16 the idea is now gaining ground in American public schools, in response to both the desire of parents to
 17 have more choice in their children's public education and the education crises which girls and boys
 18 have been widely reported to experience. The girls' crisis occurred in the 1990s, when the American
 19 Association of University Women described how girls' self-esteem decreases during puberty and how
 20 girls are subtly discouraged from careers in math and science. More recently, public and parental con-
 21 cerns have shifted to boys. Boys are currently behind their sisters in high-school and college gradua-
 22 tion rates. School, the boy-crisis argument goes, is shaped by females to match the abilities of girls (or,
 23 as Sax puts it, is taught "by soft-spoken women who bore" boys).

24 Among advocates of single-sex public education, there are two camps: those who favor separating
 25 boys from girls because they are essentially different and those who favor separating boys from girls
 26 because they have different social experiences and social needs. Leonard Sax represents the essential-
 27 difference view, arguing that boys and girls should be educated separately for reasons of biology. Thus,
 28 for example, Sax asserts that boys don't hear as well as girls, which means that a teacher needs to
 29 speak louder in order for the boys in the room to hear her or him; and that boys' visual systems are
 30 better at seeing action, while girls are better at seeing the nuances of color and texture.

31 Among the differences Sax notes between boys and girls: Baby boys prefer to stare at mobiles; baby
 32 girls at faces. Boys solve maze puzzles using the hippocampus¹; girls use the cerebral cortex². Boys
 33 covet risk; girls shy away. Boys perform better under moderate stress; girls perform worse. Many aca-
 34 demics and progressives tend to find Sax's views stereotyped, yet Sax does not seem to mind.

35 Even leaders of single-sex public schools, like Jabali Sawicki, the principal of the all-boys Excellence
 36 Charter School in the Bedford-Stuyvesant neighborhood of Brooklyn, are using some of what Sax has

¹ Hippocampus: the part of the brain which is thought to be the center of emotion and memory

² Cerebral cortex: the part of the brain which is thought to be the center of consciousness

37 to offer while quietly refuting other claims. He told me that educating lower-class black boys is “the
38 new civil rights movement.”

39 While there’s some dispute over whether there’s an ongoing education crisis for white, middle-class
40 boys, there’s no doubt that public schools are failing poor minority students in general and poor mi-
41 nority boys in particular.

42 Not all schools see great results from switching to a single-sex format. After transforming the Thur-
43 good Marshall School in Seattle, Sarah Wright moved to Philadelphia to work on the district’s single-
44 sex programs, and the results were rather modest, a fact Wright attributes to working both with mid-
45 dle- and high-school students and with less-engaged teachers. Other districts have started single-
46 gender programs only to shut them down, as major logistical headaches outweighed the small aca-
47 demic gains. Lori Clark, principal at Jefferson Leadership Academies in Long Beach, Calif., which in
48 1999 became the first public middle school in the country to convert to a single-gender format, is in
49 the process of reverting her school to coed.

50 The Young Women’s Leadership School in Harlem is widely considered the birthplace of the current
51 single-sex public school movement. This position of eminence stems from both its early beginnings
52 and its success: since opening in 1996, every girl in every senior class at T.Y.W.L.S. has graduated and
53 been accepted at a four-year college. One afternoon in January, Dalibell Ferreira, a senior, sat drinking
54 a soda in the college counselor’s office. She is tall, with wide-set eyes and her hair neatly pulled back
55 around her fine Dominican face. When she graduates, she wants “to go to [Wesleyan](#) and study abroad,
56 then travel, and then work for [Unicef](#).” When she entered T.Y.W.L.S. in the seventh grade, she mostly
57 liked that the linoleum floor was so clean she could see her own face reflected on it. Then she started
58 appreciating that people wouldn’t snicker, “Oh, she thinks she’s so smart” when she raised her hand in
59 class. Then one day last spring, on the way home from a friend’s house, Ferreira ran into a classmate
60 from elementary school who was pushing a stroller and was also pregnant. “I know that girl is smart,
61 very smart, but now she just hangs around the block,” Ferreira told me. “I want to be bigger in life.
62 Maybe that girl had dreams, too, but you can just see: the lights have gone out in her face.”

63 News of an all-girls school opening in Harlem hit the press in July 1996 and started a firestorm of
64 arguments about whether single-sex public education was illegal, regressive, anti-feminist and a
65 nonanswer to the problem of how to educate both boys and girls well in school.

66 Education scholars have contributed surprisingly little to the debate over single-sex public educa-
67 tion. Muddled findings seem to be the norm for education research on school effects. School-effects
68 studies try to answer questions like whether large schools are better than small schools. The effects are
69 always small. So many variables are at play in a school: quality of teachers, quality of the principal,
70 quality of the infrastructure, involvement of families, financing, curriculum — the list is nearly endless.

71 The data do not suggest that single-sex schools are clearly better for all children. Nor do they sug-
72 gest that they are worse. The most concrete findings from the research on single-sex schools come
73 from studies of Catholic schools, which have a long history of single-sex education, and suggest that
74 while single-sex schools may not have much of an impact on the educational achievement of white,
75 middle-class boys, they do measurably benefit poor and minority students. Disadvantaged students at
76 single-sex schools have higher scores on standardized math, reading and science tests than their coun-

77 terparts in coed schools. There are two prevailing theories to explain this: one is that single-sex
78 schools are indeed better at providing kids with a positive sense of themselves as students, to compete
79 with the anti-academic influences of youth culture; the other is that in order to end up in a single-sex
80 classroom, you need to have a parent who has made what educators call “a pro-academic choice.” You
81 need a parent who at least cares enough to read the notices sent home and go through the process of
82 making a choice — any choice.

83 The engagement of parents may be a major part of the success of single-sex public education. These
84 schools are popular with many parents, who are happy to have an option that has long been available
85 in private schools. And they are also attractive to teachers and administrators, who are offered a rela-
86 tively easy and inexpensive way to try to improve some of the problems in public education, especially
87 for disadvantaged students.

88 But schools, inevitably, present many educational programs, some overt and some subtle; and crit-
89 ics argue that with Sax’s model comes a lesson that our gender differences are primary, and this mes-
90 sage is at odds with one of the most foundational principles of America’s public schools. Given the
91 myriad ways in which our schools are failing, it may be hard to remember that public schools were
92 intended not only to instruct children in reading and math but also to teach them commonality, toler-
93 ance and what it means to be American. “When you segregate, you lose some of that,” says Richard
94 Kahlenberg, a senior fellow at the Century Foundation. “Even if one could prove that sending a kid off
95 to his or her own school based on religion or race or ethnicity or gender did a little bit better job of
96 raising the academic skills for workers in the economy, there’s also the issue of trying to create tolerant
97 citizens in a democracy.” (adapted from: Elisabeth Weil, New York Times, March 2, 2008)

Name:.....

A Comprehension

(Contents: 18 points total; Language: 2 points per question)

Formulate complete sentences. Avoid copying from the text..

1. Formulate in your own words all the differences between boys and girls that are mentioned in the text. (5 points)

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2. Describe the two camps among the advocates of single-sex public education. (4 points)

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.....

3. What can single-sex schools do better than co-ed schools? (3 points)

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4. Describe the circumstances under which the single-sex format leads to (a) clearly better results or (b) makes no difference. (3 points)

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.....
.....
.....

5. Explain why Sax's 'message is at odds with one of the most foundational principles of America's public schools' (89-90). (3 points)

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.....

B Paraphrase

Reformulate the following passages by substituting the underlined words. (12 points)

1. ... girls don't appreciate their jokes and think boys are too messy (5)

.....

2. ... a family physician turned author (8-9)

.....

3. ... in response to both (16)

.....

4. ... concerns have shifted to boys (20-21)

.....

5. ... major logistical headaches outweighed the small academic gains (46)

.....

6. ... pushing a stroller and was also pregnant (60)

.....

7. ... just hangs around the block (61)

.....

8. ... concrete findings from the research (72)

.....

9. ... compete with the anti-academic influences of youth culture (78-79)

.....

C Give ONE word that is very similar / a synonym (5 points)

contrast (7)		to match (22)	
to occur (18)		modest (44)	
recently (20)		to seem (67)	
to shape (22)		nearly (70)	
females (22)		achievement (74)	

D Give ONE word with approximately the opposite meaning / an antonym (4 points)

fast (2)		to discourage (20)	
to like (4)		better (30)	
minority (14)		success (52)	
to decrease (19)		tall (54)	

E Word families (21 points)

VERB	ABSTRACT NOUN (not <i>-ing</i>)	ADJECTIVE (not <i>-ed</i> or <i>-ing</i>)
	light (6)	-----
		public (10)
		long (15)
	choice (17)	
-----	science (20)	
		social (26)
represent (26)		
assert (28)		
mean (28)		
prefer (31)		
	doubt (40)	
	process (49)	---
consider (50)		
accept (53)		
	life (61)	
		high (76)
compete (78)		
care (81)		
	option (84)	
		attractive (85)
		relative (85/86)
		easy (86)
	criticism - <i>person</i> : critic (88)	
argue (89)		
remember (91)		
intend (92)		
instruct (92)		
lose (93)		
base (95)		
	race, racism (95)	
create (96)		

Language Paper (73 points)

Name:

A Transformations (10 points)

1. I expect you were late after the traffic jam on the M1 motorway.
You must
2. "Sarah, yesterday you gave away our secret!" Jeremy complained.
Jeremy accused
3. You really ought to tell her the truth.
It's time
4. He really hates people answering back to him. STAND
.....
5. Jenny has always had difficulties in deciding on what to buy. MIND
.....
6. I'll have an interior decorator come to refurnish my flat. REFURNISHED
.....
7. I advise you not to mix up the word 'engagement' with 'commitment'. BETTER
.....
8. Sarah couldn't resist eating another ice-cream. HELP
.....
9. "Don't spend your money at the stock exchange!" the expert told them. AGAINST
.....
10. I don't like you throwing all your clothes on the sofa. RATHER
.....

B Tenses (15 points)

I last (go)..... to London two years ago and I (always, remember)waiting at the airport (board)my plane that day in July 2006. In fact, I (be) to London several times before, but until 2006 I (never, encounter) any problems. At the airport I (scan) several times after I (pass) the check-in. A safety officer (keep, ask) if I (carry) any liquids with me. Suddenly I (realize)that my

hands (cover) with paint as I (play) with my niece shortly before my departure. It (occur) to me too late that I (wash) my hands more thoroughly. After carefully (search) my hand luggage the officer (check) my passport. I (must, look) rather desperate when he finally (let) me go.

In a month's time, I (visit) my former host family in London again. I (just, buy) my air tickets online. Actually, I (look forward)(see) them again, but I hope the check-in (be) more convenient this time. Since my last stay, I (brush up) on my English. To help my improvement, I (attend) a Cambridge course, but then I (learn) that my course (cancel) "I (visit) some of the museums," I (tell) Mr. Foster on the phone yesterday. The Fosters (have) dinner when I (ring) them, so we (be able) to go into details. Also, I simply (must) visit the Tower of London because so far I still (not see) the crown jewels. This time next month, I (gaze) at some sparkling stones – keeping my hands clean.

C Conditionals (5 points)

Put the words in brackets into the required form:

1. If you (keep) driving like that, you (have) an accident sooner or later..
2. Jim (not, miss) the plane if he (leave) his house sooner.
3. If I (not, drink) too much, that mistake (not, happen) and we (be) happy now.
4. I (feel) stressed if I (not study) for the Matura.
5. If the water (boil), it means the food is almost ready.

D Phrasals (12 points)

Complete the following sentences with a phrasal verb from the box in the appropriate form.
You do not need all the phrasals in the box.

do away with / feel up to / turn up / hold up / let down / show off / come across / sort out /
cut down / run out of / break down / do without / carry out / come up with / get rid of /
hold on / give up / get on / go off / bring up

1. The attack was successfully completed /
2. We still haven't thought of / with a solution to the problem.
3. Have dog licenses been abolished /?
4. Old Mr. Smith didn't feel capable of / walking all that way.
5. Doris and I had a good relationship /, and I missed her when she left.
6. Can you wait /, please? I'll see if I can find somebody who's got time.
7. We need to buy more milk because this milk has become bad /
8. Sorry to disappoint you /, but I can't give you a lift today.
9. As I was going through my grandmother's things I accidentally found / a nice gold ring.
10. Don't worry, Mary will solve / your problem.
11. We really need to reduce / our expenses!
12. Why did you stop / playing tennis? It's such a great sport.

E Prepositions (7 points)

1. The police tried to blame Harry the accident.
2. My brother and I always differ political questions.
3. How long has she been suffering cancer?
4. He insisted leaving right away.
5. In what way does this winter differ the previous one?
6. We all hope we'll be able to congratulate you the Matura.
7. Now you need to concentrate this test.
8. Bill finally succeeded completing his first novel.
9. A good exam preparation generally results good marks.
10. This rule doesn't apply you.
11. This number refers the next page.
12. He provided me the necessary information.
13. Mary was very jealous Gina's good looks.
14. What are you going to specialise

F Translation (24 points)

1. Mädchen haben in der Vergangenheit profitiert von der vermehrten Aufmerksamkeit, die ihnen geschenkt wurde.
.....
.....
2. Wenn die Klassen nur aus Knaben oder Mädchen bestünden, würden sich die Schüler nur auf den Stoff konzentrieren.
.....
.....
3. In einer kürzlichen Umfrage wurde aufgezeigt, dass Jungs in der Schule öfter bestraft werden als Mädchen.
.....
.....
4. Werden die Schulen in der Zukunft miteinander konkurrieren, indem sie spezielle Programme anbieten?
.....
.....
5. Susan riet ihm davon ab, eine Operation zu haben; sie empfahl Physiotherapie.
.....
.....
6. Für manche Lehrlinge ist es schwierig eine Stelle zu finden. Manchmal sind sie für die Arbeit nicht geeignet.
.....
.....
7. Früher ging uns oft das Geld aus, bis unser Vater sich schliesslich bei BP um eine neue Stelle bewarb.
.....
.....
8. Gestern Abend ist Joanna in Tränen ausgebrochen, weil ihr Trainer wollte, dass sie öfters Sport treibe / sich öfters bewege. (*Don't write 'because'!*)
.....
.....
9. Während seines Aufenthaltes bei seiner Grossmutter wurden ihm einige wertvolle Lektionen darin erteilt, wie man sich richtig benimmt.
.....
.....
10. Während er mit dem Ball spielte, wurde er sowohl von einem Hund gebissen als auch von einer Biene gestochen.
.....
.....
11. Ich war ziemlich erstaunt zu erfahren, dass Sam Arbeitslosigkeit der Teilzeitarbeit vorzieht.
.....
.....
12. Man sagt, Patrick sei ein hübscher Knabe, aber leider fehlt ihm völlig der Sinn für Humor. (*Don't write 'one', or 'people'!*)
.....
.....

Essay (60 points)

Write a meaningful and well-structured essay on one of the following topics.
Think up a good title.

1. Should boys and girls be educated in separate schools? Discuss advantages and disadvantages of such a system.
2. Never judge a book by its movie.
3. What are your responsibilities toward your neighbours and your community – to watch over and keep track of each other, or to allow everyone to go about their business?
4. Discuss Gary Larson's **four basic personality types**.



A Comprehension (Contents: 18 points; Language: 15 points total)

Formulate complete sentences. Avoid copying from the text. If you need more space, use the back of this sheet.

1. Formulate in your own words all the differences between boys and girls that are mentioned in the text (points)
*- girls hear better, prefer warm colors and emotional texture, need warmer classrooms,
- boys better at grasping action, like taking risks, better at performing under pressure, at ease with lower room temperature*
2. Elaborate on the two camps among the advocates of single-sex public education. (points)
*essentially different vs different social experiences and needs
Camp 1 claims that boys and girls are essentially different, i.e born different; Camp 2 maintains that it is the social experiences and needs that make them different*
3. What can single-sex schools do better than co-ed schools? (points)
*- positive sense of themselves / their identity; gender-specific teaching, geared towards girls and boys respectively - disciplined work without interference of other sex
- parents have to make a choice and therefore more commitment
- gender-specific (school) problems can be addressed more appropriately*
4. Describe the circumstances under which the single-sex format yields (a) clearly better results or (b) no difference.
*-a) better: for minorities in general and in particular for white minority boys
b) little effect on white middle-class boys*
5. Explain why Sax's 'message is at odds with one of the most foundational principles of America's public schools' (89-90)
S's view suggests that differences between boys and girls are not a result of education or social circumstances but that boys and girls are born with these difference. Separating boys and girls is then at odds with democratic principles that men and women are equal and have the same rights.

B Paraphrase

Reformulate the following passages by substituting the underlined words. (12 points)

1. ... girls don't appreciate their jokes and think boys are too messy... (5)
don't like, esteem, enjoy, dislike; humo(ur); keep things tidy, orderly, chaotic
2. ... a family physician turned author (8-9)
medical doctor; became, developed into
3. ... in response to both ... (16)
as a reaction, answer to; as well as
4. ... concerns have shifted to boys (20)
worries; moved
5. ... major logistical headaches outweighed the small academic gains (46)
big, transport/dislocation, problems were more important than educational benefits
6. ... pushing a stroller and was also pregnant (60)
pushing a pram; expecting a baby

7. ... just hangs around the block (61)
does nothing all day long
8. ...concrete findings from the research (72)
actual, useful discoveries; systematic investigations
9. ... compete with the anti-academic influences of youth culture (79)logistics
10. *try to beat/contest; non-educational causes*

C Give ONE word that is very similar / a synonym (5 points)

contrast (7)	opposite, contrary	match (22)	fit
occur (18)	happen	modest (44)	humble
recently (20)	lately	seem (67)	appear
shape (22)	form, build	nearly (70)	almost
females (22)	women, girls	achievement (74)	accomplishment, gain

D Give ONE word with approximately the opposite meaning / an antonym (4 points)

fast(2)	slow	discourage (20)	encourage
like (4)	dislike, hate	better (30)	worse
minority (14)	majority	success (52)	failure
decrease (19)	increase	tall (54)	short, small

E Word families (points)

VERB	ABSTRACT NOUN (not <i>-ing</i>)	ADJECTIVE (not <i>-ed</i> or <i>-ing</i>)
lighten	light (6)	-----
publicize	publicity	public (10)
lengthen	length	long (15)
choose	choice (17)	choosy
-----	science (20)	scientific
socialize	society	social (26)
represent (26)	representation	representative, representational
assert (28)	assertion	assertive
mean (28)	meaning	meaningful
prefer (31)	preference	preferable
doubt	doubt (40)	doubtful
proceed	process (48)	---
consider (50)	consideration	considerable
accept (53)	acceptance	acceptable
live	life (61)	live
heighten	height	high (76)
compete (78)	competition	competitive

care (81)	care	careful
opt	option (84)	optional
attract	attraction	attractive (85)
relate	relation, relativity	relative (85/86)
ease	ease	easy (86)
criticize	criticism - <i>person</i> : critic (88)	critical
argue (88)	argument	arguable
remember (91)	memory	memorable
intend (91)	intention	intentional
instruct (92)	instruction	instructive
lose (93)	loss	lost
base (95)	basis	basic
race; racialise	race, racism (95)	racist
create (96)	creation, creativity	creative

Language Paper (73 points)

A Transformations (10 points)

1. I expect you were late after the traffic jam on the M1 motorway. (must)
You must have been late after the traffic jam on the M1 motorway.
2. "Sarah, yesterday you gave away our secret!" Jeremy complained. (accused)
Jeremy accused Sarah of having given / giving away their secret the day before.
3. You really ought to tell her the truth. (time)
It's time you told her the truth.
4. He really hates people answering back to him. (stand)
He can't stand being answered back.
5. Jenny has always had difficulties in deciding on what to buy. (mind)
Jenny has always had difficulties in making up her mind about what to buy.
6. I'll have an interior decorator come to refurnish my flat. (refurnished)
I will have my flat refurnished by an interior decorator.
7. I advise you not to mix up the word engagement with commitment. (better, confuse)
You had better not confuse the word engagement with commitment.
8. Sarah couldn't resist eating another ice-cream. (help)
Sarah couldn't help (but) eating another ice-cream.
9. "Don't spend your money at the stock exchange!" the expert told them. (against)
The expert warned/advised them against (was against them) spending their money at the stock exchange.
10. I don't like you throwing all your clothes on the sofa. (rather)
I would rather you did not throw all your clothes on the sofa.

B Tenses (15 points)

I last **went** to London two years ago and I **will always remember waiting** at the airport **to board** my flight that day in July 2006. In fact, I **had been** to London several times before, but until then I **had never encountered** any problems. At the airport I **was scanned** several times after I **had passed** the check-in. A safety officer **kept (on) asking** if I **carried / was carrying** any liquids with me. Unfortunately, my hands **were covered** with paint as I **had played / been playing** with my niece shortly before my departure. Too late it **occurred** to me that I **should have washed** my hands more thoroughly. After carefully **searching / having searched** my hand luggage the officer **checked** my passport. I **must have looked** rather desperate when he finally **let** me go.

In a month's time, I **am (will be) visiting** my former host family in London again. I **have just bought** my air tickets online. Actually, I **am looking (look) forward to seeing** them again, but I hope the check-in **will be** more convenient this time. Since my last stay, I **have been brushing up (have brushed up)** my English. To help my improvement, I **was going to attend** a Cambridge course, but

then I **learnt (learned)** that my course **had been / was cancelled**. “I’ll (**I’m going to**) **visit** some of the museums,” I **told** Mr. Foster on the phone yesterday. The Fosters **were having** dinner when I **rang** them, so we **were not able** to go into details. Also, I simply **must** visit the Tower of London because so far I **have not seen** the crown jewels. So this time next month, I **will be gazing** at some sparkling stones – keeping my hands clean.

C Conditionals (5 points)

Put the words in brackets into the required form:

1. If you **keep** driving like that, you’**ll have** an accident.
2. Jim **wouldn’t have missed** the plane if he **had left** his house sooner.
3. If I **hadn’t drunk** too much, this **wouldn’t have happened** and we **would/could be** happy now.
4. I **would feel** stressed if I **hadn’t studied / didn’t study** for the Matura.
5. If the water **boils/is boiling**, it means the food is almost ready.

D Phrasals (12 points)

Complete the following sentences with a phrasal verb from the box in the appropriate form. Not all the phrasals in the box are to be used.

do away with / feel up to / turn up / hold up / let down / show off / come across / sort out / cut down / run out of / break down / do without / carry out / come up with / get rid of / hold on / give up / get on / go off / bring up

1. The attack was successfully completed / carried out.
2. We still haven’t thought of / come up with a solution to the problem.
3. Have dog licenses been abolished / done away with?
4. Old Mr. Smith didn’t feel capable of / feel up to walking all that way.
5. Doris and I had a good relationship / got on well, and I missed her when she left.
6. Can you wait / hold on, please? I’ll see if I can find somebody who’s got time.
7. We need to buy more milk because this milk has become bad / has gone off.
8. Sorry to disappoint you / let you down, but I can’t give you a lift today.
9. As I was going through my grandmother’s things I accidentally found / came across a nice gold ring.
10. Don’t worry, Mary will solve / sort out your problem.
11. We really need to reduce / cut down on our expenses!
12. Why did you stop / give up playing tennis? It’s such a great sport.

E Prepositions (7 points)

1. The police tried to blame Harry **for** the accident.
2. My brother and I always differ **on** political questions.
3. How long has she been suffering **from** cancer?
4. He insisted **on** leaving right away.
5. In what way does this winter differ **from** the previous one?
6. We all hope we’ll be able to congratulate you **on** the Matura.
7. Now you need to concentrate **on** this test.
8. Bill finally succeeded **in** completing his first novel.
9. A good exam preparation generally results **in** good marks.
10. This rule doesn’t apply **to** you.

11. This number refers **to** the next page.
12. He provided me **with** the necessary information.
13. Mary was very jealous **of** Gina's good looks.
14. What are you going to specialise **in**?

F Translation (24 points)

1. Mädchen haben in der Vergangenheit von der vermehrten Aufmerksamkeit, die ihnen geschenkt wurde, profitiert.
In the past, girls (have) profited from the increased attention they were (have been) given.
2. Wenn die Klassen nur aus Knaben oder Mädchen bestünden, würden sich die Schüler nur auf den Stoff konzentrieren.
If classes consisted of only boys or girls, students would be able to concentrate/focus better(more, only) on the subject matter.
3. In einer kürzlichen Umfrage wurde aufgezeigt, dass Jungs in der Schule öfter bestraft werden als Mädchen.
Recent research has shown /In a recent survey(poll) it was shown/stated that boys are punished more often than girls at school.
4. Werden die Schulen in der Zukunft miteinander konkurrieren, indem sie spezielle Programme anbieten?
Will schools in the future compete against one another by offering special programmes?
5. Susan riet ihm davon ab, eine Operation zu haben; sie empfahl Physiotherapie.
Susan discouraged him from having(advised him not to have) an operation / undergoing surgery; she recommended (suggested) physiotherapy.
6. Für manche Lehrlinge ist es schwierig eine Stelle zu finden. Manchmal sind sie für die Arbeit nicht geeignet.
For some apprentices it is difficult to find a job/a place/a placement. Sometimes they're not qualified for the job.
7. Früher ging uns oft das Geld aus, bis unser Vater sich schliesslich bei BP um eine neue Stelle bewarb.
We used to run out of money until our father finally applied for a new job at BP.
8. Gestern Abend ist Joanna in Tränen ausgebrochen, weil ihr Trainer wollte, dass sie öfters Sport treibe / sich öfters bewege. (Don't write 'because'!)
Last night Joanna burst into tears as/since her coach wanted her to take more exercise (do more sports).
9. Während seines Aufenthaltes bei seiner Grossmutter wurden ihm einige wertvolle Lektionen darin erteilt, wie man sich richtig benimmt.
During his stay at his Grandma's he was taught some valuable lessons on how to behave properly (correctly).
10. Während er mit dem Ball spielte, wurde er sowohl von einem Hund gebissen als auch von einer Biene gestochen.
While he was playing with his ball, he was both bitten by a dog and stung by a bee (or: ... as well as...).
11. Ich war ziemlich erstaunt zu erfahren, dass Sam arbeitslos zu sein dem Teilzeit arbeiten vorzieht.
I was quite astonished to learn that Sam prefers being out of work / unemployed to working part-time.
12. Man sagt, Patrick sei ein hübscher Knabe, aber leider fehlt ihm völlig der Sinn für Humor. (Don't write 'one', or 'people'!)
Patrick is said to be(People say Patrick is/It is said ...) a handsome boy, but unfortunately he totally (completely) lacks a sense of humour.