

Kollegium St. Fidelis
Mittelschule Nidwalden
6370 Stans

4. Mai 2010

Maturitätsprüfung 2010

ENGLISH

08.00 – 09.20	Part 1:	Reading Comprehension and Vocabulary: 80 minutes; 83 points
09.30 – 10.20	Part 2:	Language Paper: 50 minutes; 74 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!

Bad Science

(from: Ben Goldacre's introduction to his book *Bad Science*. July 2008, adapted)

1 Let me tell you how bad things have become. Children are being taught – by their own teachers, in thousands of
 2 British state schools – that if they wiggle their head up and down it will increase blood flow to the frontal lobes¹,
 3 thus improving concentration; that rubbing their fingers together in a special sciencey way will improve ‘energy
 4 flow’ through the body; and that holding water on their tongue will hydrate the brain directly through the roof of the
 5 mouth, all as part of a special exercise programme called ‘Brain Gym’.

6 Brain Gym is riddled with transparent, shameful and embarrassing nonsense. At the heart of Brain Gym is a string
 7 of complicated exercises for kids. ‘Drink a glass of water before Brain Gym activities’, they say. ‘As it is a major
 8 component of blood, water is vital for transporting oxygen to the brain.’ This water should be held in your mouth,
 9 they say, because then it can be absorbed directly from there into your brain. Is there anything else you can do to get
 10 blood and oxygen to your brain more efficiently? Yes, an exercise called ‘Brain Buttons’: ‘Make a “C” shape with
 11 your thumb and forefinger and place on either side of the breastbone just below the collarbone. Gently rub for
 12 twenty or thirty seconds whilst placing your other hand over your navel. Change hands and repeat. This exercise
 13 stimulates the flow of oxygen carrying blood through the carotid² arteries to the brain to awaken it and increase
 14 concentration and relaxation.’ Why? ‘Brain buttons lie directly over and stimulate the carotid arteries.’ Children
 15 often develop extraordinary talents, but I am yet to meet any child who can stimulate his carotid arteries inside his
 16 ribcage. That’s probably going to need the sharp scissors that only mummy can use. You might imagine that this
 17 nonsense is a marginal, peripheral trend which I have contrived to find in a small number of isolated, misguided
 18 schools. But no. Brain Gym is practised in hundreds if not thousands of mainstream state schools throughout the
 19 country. This is a vast empire of nonsense infecting the entirety of the British education system, from the smallest
 20 primary school to central government, and nobody seems to notice or care. The same teacher who explains to your
 21 children how blood is pumped around the lungs and then the body by the heart is also telling them that when they do
 22 the ‘Energizer’ exercise, ‘this back and forward movement of the head increases the circulation to the frontal lobe
 23 for greater comprehension and rational thinking’. Most frighteningly, this teacher attended a course and was taught
 24 this nonsense by a Brain Gym instructor – and he did not challenge or question it.

25 In some respects the issues here are similar to those concerning detox³: if you just want to do a breathing exercise,
 26 then that’s great. But the creators of Brain Gym go much further. Their special theatrical yawn will lead to
 27 ‘increased oxidation for efficient relaxed functioning’. Oxidation is what causes rusting. It is not the same as
 28 oxygenation, which I suppose is what they mean. And even if they are talking about oxygenation, you don’t need to
 29 do a funny yawn to get oxygen into your blood: like most other wild animals, children have a perfectly adequate and
 30 fascinating physiological system in place to regulate their blood oxygen and carbon dioxide levels, and I’m sure
 31 many of them would rather be taught about that, and indeed about the role of electricity in the body, or any of the
 32 other things Brain Gym confusedly jumbles up, than this pseudoscientific nonsense. How can this nonsense be so
 33 widespread in schools? One obvious explanation is that the teachers have been blinded by all these clever long
 34 phrases like ‘reticular formation’ and ‘increased oxidation’. This very phenomenon has been studied in a fascinating
 35 set of experiments from the March 2008 edition of the *Journal of Cognitive Neuroscience*, which elegantly
 36 demonstrated that people will buy into bogus⁴ explanations much more readily when they are dressed up with a few
 37 technical words from the world of neuroscience.

¹ frontal lobes: Stirnlappen

² carotid: Halsschlagader

³ detox: detoxification

⁴ bogus: not genuine or true, fake

38 Today, scientists and doctors find themselves outnumbered and outgunned by vast armies of individuals who feel
 39 entitled to pass judgment on matters of evidence – without troubling themselves to obtain a basic understanding of
 40 the issues. At school you were taught about chemicals in test tubes, equations to describe motion, and maybe
 41 something on photosynthesis, but in all likelihood you were taught nothing about death, risk, statistics, and the
 42 science of what will kill or cure you. The hole in our culture is gaping: evidence-based medicine, the ultimate
 43 applied science, contains some of the cleverest ideas from the past two centuries, it has saved millions of lives, but
 44 there has never once been a single exhibition on the subject in London’s Science Museum. This is not for a lack of
 45 interest. We are obsessed with health – half of all science stories in the media are medical – and are repeatedly
 46 bombarded with sciencey-sounding claims and stories. But as you will see, we get our information from the very
 47 people who have repeatedly demonstrated themselves to be incapable of reading, interpreting and bearing reliable
 48 witness to the scientific evidence.

49 In this book, we will look at what it means to do an experiment, to see the results with your own eyes, and judge
 50 whether they fit with a given theory, or whether an alternative is more compelling. You may find these early steps
 51 childish – the examples are certainly refreshingly absurd – but they have all been promoted with great authority in
 52 the mainstream media. We will look at the attraction of sciencey-sounding stories about our bodies, and the
 53 confusion they can cause. Then we will move on to homeopathy, not because it is important or dangerous – it is not
 54 – but because it is the perfect model for teaching evidence-based medicine: homeopathy pills are, after all, empty
 55 little sugar pills which seem to work. You will learn all there is to know about how to do a trial properly, and how to
 56 spot a bad one. Hiding in the background is the placebo effect, probably the most fascinating and misunderstood
 57 aspect of human healing, which goes far beyond a mere sugar pill: it is counterintuitive⁵, it is strange, it is the true
 58 story of mind-body healing, and it is far more interesting than any made-up nonsense about therapeutic quantum
 59 energy patterns. We will review the evidence on its power, and you will draw your own conclusions. Then we move
 60 on to the bigger fish. Nutritionists are alternative therapists, but have somehow managed to brand themselves as men
 61 and women of science. Their errors are much more interesting than those of the homeopaths, because they have a
 62 grain of real science to them, and that makes them not only more interesting, but also more dangerous, because the
 63 real threat from cranks⁶ is not that their customers might die, but that they systematically undermine the public’s
 64 understanding of the very nature of evidence. We will examine how the media promote the public misunderstanding
 65 of science, their single-minded passion for pointless non-stories, and their basic misunderstandings of statistics and
 66 evidence, which illustrate the very core of why we do science: to prevent ourselves from being misled by our own
 67 atomised experiences and prejudices. Finally, in the part of the book I find most worrying, we will see how people
 68 in positions of great power, who should know better, still commit basic errors, with grave consequences; and we will
 69 see how the media’s cynical distortion of evidence in two specific health threats reached dangerous and frankly
 70 grotesque extremes. It’s your job to notice, as we go, how incredibly prevalent this stuff is, but also to think what
 71 you might do about it. You cannot reason people out of positions they didn’t reason themselves into. Along the way
 72 you will have picked up everything useful there is to know about research, levels of evidence, bias, statistics, the
 73 history of science, anti-science movements and quackery, as well as falling over just some of the amazing stories
 74 that the natural sciences can tell us about the world along the way. It won’t be even slightly difficult, because this is
 75 the only science lesson where I can guarantee that the people making the stupid mistakes won’t be you. And if, by
 76 the end, you reckon you might still disagree with me, then I offer you this: you’ll still be wrong, but you’ll be wrong
 77 with a lot more verve and flair than you could possibly manage right now.

⁵ counterintuitive: contrary to intuition or to common-sense

⁶ crank: an eccentric person, especially one who is obsessed by a particular subject

Name:.....

A Comprehension

(Contents: 28 points; Language: 16 points)

Formulate complete sentences. Avoid copying from the text.

1. How do you practise Brain Gym? (4 points)

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2. What is the author's opinion concerning the 'brain buttons'(10) exercise? (2 point)

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3. What does the author consider as 'pseudoscientific nonsense'(32) (a) and how does he argue against it (b)?
(4 points)

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4. According to Goldacre, how do teachers behave? (4 points)

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5. Explain the placebo effect and formulate Goldacre's attitude towards it. (4 points)

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6. Formulate what the author seems to think of nutritionists. (3 points)

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7. What is the purpose of doing science? (3 points)

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8. What, according to the author, is the role of the media? (4 points)

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B Paraphrase (7 points)

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

1. ... in a special sciencey way (3)
.....
2. ... thus improving concentration (3)
.....
3. ... will hydrate the brain (4)
.....
4. ... a marginal, peripheral trend (17)
.....
5. ... mainstream state schools (18)
.....
6. Most frighteningly ... (23)
.....
7. ... and he did not challenge or question it (24)
.....
8. who feel entitled to pass judgement (38-39)
.....
9. ...a mere sugar pill (57)
.....
10. the media's cynical distortion of evidence ... (69)
.....

C Synonyms (7 points)

Give a synonym for the following words. Do not explain the words.

seem (20)		entire (19)	
notice (20)		issue (25)	
suppose (28)		obvious (33)	
manage to (60)		edition (35)	
prejudices (67)		cure (42)	
mistakes (75)		likelihood (41)	
increase (2)		alternative (50)	

D Antonyms (5 points)

Give a word or expression with approximately the opposite meaning.

increase (2)		adequate (29)	
better (68)		dangerous (53)	
efficient (10)		stupid (75)	
few (36)		long (33)	
relaxed (27)		similar (25)	

E Word families (20 points)

VERB	ABSTRACT NOUN (not <i>-ing</i>)	ADJECTIVE (not <i>-ed</i> or <i>-ing</i>)
	blood (2)	
	energy (3)	
repeat (12)		
develop (15)		-----
imagine (16)		
practise (18)		-----
	comprehension (23)	
think (23)		
breathe (25)		-----
		basic (39)
describe (40)		
	life (43)	
	theory (50)	
-----		certain (51)
-----		important (53)
		dangerous (53)
		empty (54)
-----		true (57)
	power (59)	
	conclusion (59)	
		real (62)
die (63)		
	threat (63)	-----
-----		cynical (69)
know (72)		
		natural (74)
disagree (76)		

Language Paper (74 points)**A Transformations (10 points)**

1. I don't want you to hang around at the station.
I (rather)
2. All of my brother's friends spent the last two days tidying his flat.
My brother (tidied)
3. You really should pack your suitcase now!
It's high time (*No 'to'-infinitive!*)
4. Fiona: "Let's have a BBQ this Saturday."
Fiona (having)
5. They are sending the owner of a dog to prison.
The owner of a dog (sent)
6. Tom to me: "If I were you, I would not swim in the river."
Tom (advised)
7. I can't wait to go on holiday!
I (forward)
8. A lot of people think Ben and Trix have a relationship going on.
Ben and Trix (said)
9. I won't accept being treated like a child any more.
I won't (put)
10. Talking back to your boss isn't a good idea.
You (better)

B Conditionals (5 points)

Put the words in the brackets into the required form.

1. If he (know) the whole story last week, he (not, be) so angry.
2. Unless they (leave) a lamp beside that hole in the road, somebody (fall) into it.
3. Suppose someone (offer) to buy you one of those rings, which (you, choose)?
4. It's really too late now, but if she (listen) to my directions, she (not, turn) down the wrong street.
5. If you (make) redundant, what (you, do)

C Tenses (15 points)

Fill in the correct form of the verbs in brackets.

- Fiona (see) Patrick (put) on his coat and says: "Where (you, go), Patrick?" Patrick: "I (go) to buy some cigarettes. Ann: "Oh no! You (always, smoke)! How many (you, smoke) a day?"
- Fiona (just, speak) to the travel agent. Patrick: "Where (you, go) for your next holidays?" Fiona: "I don't know yet but we (probably, go) to Spain.
- When I (ask) him yesterday what he (do) at the door the day before, he (say) that he (drop) a 50p piece outside the door and (look) for it.
- Fiona (already, fail) her driving test three times because she's so bad at (reverse) But now she (practise) reversing for the whole last week and I think she (get) better at it.
- When I (buy) my new house I (ask) for a telephone. The Post Office (tell) me (wait), but I (wait) a year now and my phone still (not, come)
- (look) at that man! He (carry) a huge box and (not, see) the wall in front of him. He (walk) into the wall.
- "Two weeks ago, we (buy) our new garage in sections. We (assemble) it ourselves." – "That sounds rather interesting. I (come) and help you if you like."
- When Patrick (wake up) late last night, Fiona (sit) by the window (look) at something in the street.

D Prepositions (7 points)

Fill in the missing prepositions.

- Insurance is provided all full-time employees.
- It's not fair to put the blame him everything that goes wrong.
- Success strongly depends setting realistic expectations.
- At the moment, Jamaica is suffering a severe drought.
- Do you suspect that student cheating?
- You really must distinguish primary and secondary sources.
- John has been addicted drugs for over ten years.
- I'm speaking behalf my friend.
- I'm desperately trying to prevent ants getting into my house.
- Jonathan Taylor has recently been appointed the post of Managing Director.
- She was terribly jealous..... her sister.
- Unfortunately, the urge to scratch usually results an open sore.

E 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.

be into – break down – break up with – call off – call on – catch up with – clean up – come about – come into – come off – come round – cut down on – do away with – get along with – get off – make up for – put off – run into – run out of – show up – sort out – speak up for – turn up

1. Fiona and Patrick have always had a friendly relationship with / each other.
2. We really need to solve / that problem!
3. She was very glad to see that he supported / her.
4. The government should abolish / all of these restrictions.
5. Do you know how this mess occurred /?
6. It was almost midnight when she finally appeared / at the party.
7. Tom and Sarah, however, ended their relationship / each other two weeks ago.
8. She was running so fast, I tried to reach / her in vain.
9. The game had to be cancelled / due to poor weather.
10. I asked Jane to quickly visit / us, but she didn't want to.
11. Nothing can compensate / the loss of a real friend.
12. One day we did not have any food left. / food.

F Reported Speech (5 points)

Use the appropriate reporting verb for each sentence when changing direct speech into reported speech. Do not use the same reporting verb twice. Formulate complete sentences.

1. Fiona to the teacher: "May I leave earlier today?"
.....
2. Patrick to his mother: "I forgot to buy some sugar yesterday, I'm sorry."
.....
3. Christine: "I'm staying at Bristol now, but this time next week I will be travelling the US."
.....
4. Father to his children: "Do not jump into the swimming-pool!"
.....
5. Sarah: "My car was stolen last week. I'm going to buy a new one tomorrow."
.....

G Translation (20 points)

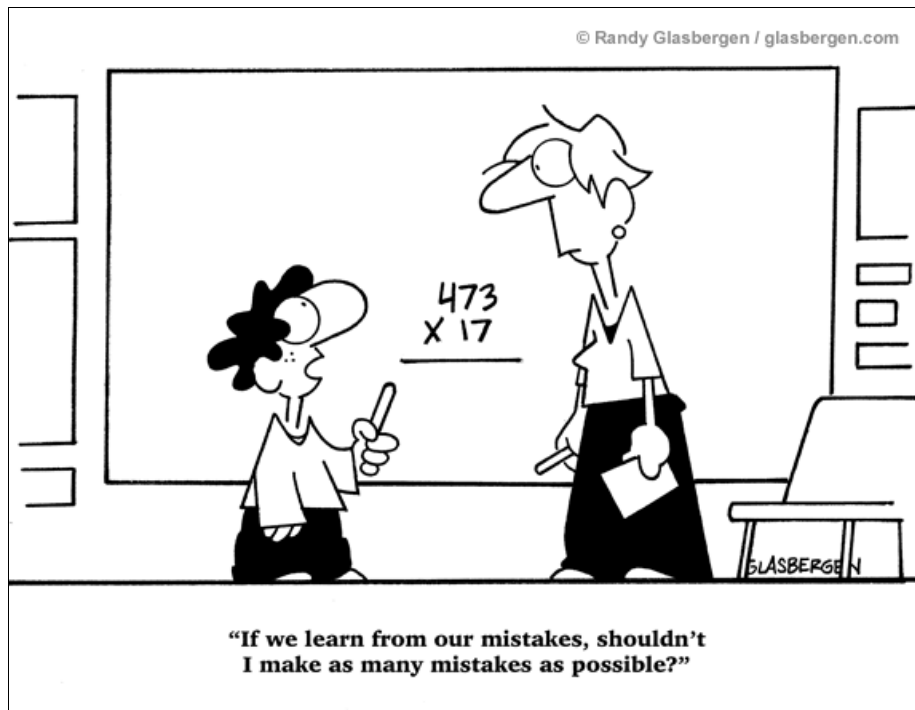
Translate the following sentences into English—as literally as possible, as freely as necessary.

1. Aus wie vielen Instrumenten besteht normalerweise ein klassisches Orchester?
.....
.....
2. Die deutsche Aussenpolitik betrifft uns, aber man vermeidet es absichtlich, sich mit diesem Thema zu befassen.
.....
.....
.....
3. Wann hat die Verteidigung des Mörders von mildernden Umständen gesprochen?
.....
.....
4. Wir waren verblüfft, als er sagte, er kenne weder seine Vorfahren noch seine Nachkommen.
.....
.....
.....
5. Der Präsident muss ohne technische Mittel (d.h. ohne Internet) auf dem Laufenden gehalten werden.
.....
.....
.....
6. Wieso werden Muslime derzeit in vielen europäischen Ländern diskriminiert?
.....
.....
.....
7. Viele Leute haben erkannt, dass sie ihre Anstellung nicht für selbstverständlich nehmen können.
.....
.....
.....
8. Shakespeare wird von vielen Kritikern als der grösste Stückeschreiber aller Zeiten betrachtet.
.....
.....
.....
9. Seine Theaterstücke und Gedichte sind auch bei jungen Leuten äusserst beliebt.
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10. Seit die Briten Irland erobert hatten, gab es immer Spannungen. In letzter Zeit hat sich jedoch die Lage deutlich verbessert.
.....
.....
.....

ESSAY (60 points)

Write a thoughtful and well-structured text about one of the following topics.

1. *Be very, very careful what you put into your head, because you will never, ever get it out.*
Thomas Cardinal Wolsey (1471-1530)
2. “What can you say about a society that says God is dead and Elvis is alive?”
Irv Kupcinet (1912-2003)
3. Fiction goes beyond reality; it reveals truths that reality obscures.
4. Discuss *learning from mistakes* in the context of current events in politics or in the economy.



A Comprehension

(Contents: 27 points; Language: 17 points)

Formulate complete sentences. Avoid copying from the text.

1. How do you practise Brain Gym? (4 points)

drink a glass of water before engaging in BG activities – or rather: keep water in mouth, perform simple exercises such as moving head up and down, rubbing fingers, thus making brain made fitter

2. What is the author's opinion concerning the 'brain buttons'(10) exercise? (2 point)

G does not believe that a child can manage to stimulate his or her cartorid arteries by rubbing breastbone.

3. What does the author consider as 'pseudoscientific nonsense'(32)(a) and how does he argue against it (b)? (4 points)

a) G denies that oxygen can be put into the brain in the way described

b) Children neither need additional oxygen in their brains nor do they want such procedures; they'd rather hear about e.g. the role of electricity in the body

4. According to Goldacre, how do teachers behave? (4 points)

Teachers accept all kinds of problematic suggestions at face value and are willing to perform useless exercises with the children. They do not question those ideas critically.

5. Describe the field of science that Goldacre considers neglected in our culture – and what do we have instead? (4 points)

What is not given its proper place is medicine based on serious research and evidence. Instead, armies of would-be scientists behave as if they could judge things they definitely don't understand.

6. Explain the placebo effect and formulate Goldacre's attitude towards it. (4 points)

P: a medicine or procedure prescribed for the psychological benefit to the patient rather than for any physiological effect. G considers it as a very interesting phenomenon, not logical or rational and yet factual, real, to be taken seriously

7. Formulate what the author seems to think of nutritionists. (3 points)

N are worse than homeopaths, because they 'have a grain of real science to them', so that the worst consequence is not 'their customers might die', but that make people think that their pseudoscience is the real thing.

8. What is the purpose of doing science? (2 –or 3? points)

Science is supposed to sensitize people for facts and evidence and serious statistics and to prevent people (from) believing unfounded but attractive-looking theories and prejudices

9. What, according to the author, is the role of the media? (4 points)

The media deliberately and cynically distort facts and evidence; they are only interested in superficial, science-sounding non-stories and thus they corroborate people's prejudices instead of revealing them

B Paraphrase (7 points)

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

1. ... in a special sciencey way (3)
it looks or sounds like science but isn't
2. ... thus improving concentration (2-3)
in this way, manner
3. ... will hydrate the brain (4)
provide water
4. ... a marginal, peripheral trend (16)
an unimportant and uninteresting
5. ... mainstream state schools (18)
average, normal, conventional
6. Most frighteningly ... (23)
particularly shocking
7. ... and he did not challenge or question it (24)
did not criticize and ask questions
8. who feel entitled to pass judgement (39)
who think they have a right to/know enough to speak with authority/decide what is right or wrong
9. ... a mere sugar pill (57)
only a sugar pill
10. the media's cynical distortion of evidence ... (69)
irresponsible manipulation, deformation of facts, reality

C Give a synonym for the following words. Do not explain the words. (7 points)

seem (20)	<i>appear</i>	entire (19)	<i>total, whole</i>
notice (20)	<i>realize</i>	issue (25)	<i>problem</i>
suppose (28)	<i>assume</i>	obvious (33)	<i>evident</i>
manage to (60)	<i>succeed in</i>	edition (35)	<i>issue</i>
prejudices (67)	<i>bias</i>	cure (42)	<i>heal</i>
mistakes (75)	<i>errors, faults</i>	likelihood (41)	<i>probability</i>
increase (2)	<i>strengthen, speed up</i>	alternative (50)	<i>option, choice</i>

D Give a word or expression with approximately the opposite meaning (5 points)

increase (2)	decrease	adequate (29)	inadequate
better (68)	worse	dangerous (53)	harmless
efficient (10)	inefficient	stupid (75)	intelligent, clever
few (36)	many	long (33)	short
relaxed (27)	tense	similar (25)	different

E Word families (17 points)

VERB	ABSTRACT NOUN (not <i>-ing</i>)	ADJECTIVE (not <i>-ed</i> or <i>-ing</i>)
<i>bleed</i>	blood (2)	<i>bloody</i>
<i>energize</i>	energy (3)	<i>energetic</i>
repeat (12)	<i>repetition</i>	<i>repetitive</i>
develop (15)	<i>development</i>	-----
imagine (16)	<i>imagination</i>	<i>imaginative, imaginary</i>
practise (18)	<i>practice</i>	-----
<i>comprehend</i>	comprehension (23)	<i>comprehensive</i>
thinking (23)	<i>thought</i>	<i>thoughtful, thoughtless</i>
breathing (25)	<i>breath</i>	-----
<i>base</i>	<i>base, basis</i>	basic (39)
describe (40)	<i>description</i>	<i>descriptive</i>
<i>live</i>	lives (43)	<i>live, lively</i>
<i>theorize</i>	theory (50)	<i>theoretical</i>
-----	<i>certainty</i>	certainly (51)
-----	<i>importance</i>	important (53)
<i>endanger</i>	<i>danger</i>	dangerous (53)
<i>empty</i>	<i>emptiness</i>	empty (54)
-----	<i>truth</i>	true (57)
<i>empower</i>	power (59)	<i>powerful</i>
<i>conclude</i>	conclusions (59)	<i>conclusive</i>
<i>realize</i>	<i>reality</i>	real (62)
die (63)	<i>death</i>	<i>dead</i>
<i>threaten</i>	threat (63)	-----
-----	<i>cynicism</i>	cynical (69)
know (72)	<i>knowledge</i>	<i>knowledge(e)able</i>
<i>naturalize</i>	<i>nature</i>	natural (74)
agree (76)	<i>agreement</i>	<i>agreeable</i>

Language Paper

Transformations

1. I don't want you to hang around at the station.

I'd rather you didn't hang around at the station.

2. All of my brother's friends spent the last two days tidying his flat.

My brother had his flat tidied by all of his friends.

3. You really should pack your suitcase now!

It's high time you packed your suitcase.

4. Fiona: "Let's have a BBQ this Saturday.

Fiona suggested having a BBQ this Saturday.

5. They are sending the owner of a dog to prison.

The owner of a dog is being sent to prison.

6. Tom to me: "If I were you, I would not swim in the river."

Tom advised me not to swim in the river.

7. I can't wait to go on holiday!

I'm looking forward to going on holiday.

8. A lot of people think Fiona and Patrick have a relationship going on.

Fiona and Patrick are said to have a relationship going on.

9. I won't accept being treated like a child any more.

I won't put up with being treated like a child any more.

10. Talking back to your boss isn't a good idea.

You had better not talk back to your boss.

Conditionals

Put the words in the brackets into the required form.

6. If he **had known** the whole story last week, he **would not have been** so angry.
7. Unless they **leave** a lamp beside that hole in the road, somebody **will fall** into it.
8. Suppose someone **offered** to buy you one of those rings, which **would you choose**?
9. It's really too late now, but if she **had listened** to my directions, she **would not have turned** down the wrong street.
10. If you **were made** redundant, what **would you do**? /**are made** redundant, what **will** you do?

Tenses

Fill in the correct form of the verbs in brackets.

9. Fiona **sees** Patrick **putting/put** on his coat and says: "Where you **are you going**, Patrick?" Patrick: "I **am going** to buy some cigarettes. Ann: "Oh no! You **are always smoking!** How many **do you smoke** a day?"
10. Fiona **has just spoken** to the travel agent. Patrick: "Where **are you going** for your next holidays?" Fiona: "I don't know yet but we **will probably go** to Spain."
11. When I **asked** him yesterday what he **had been doing** at the door the day before, he **said** that he **had dropped** a 50p piece outside the door and **had been looking** for it.
12. Fiona **has already failed** her driving test three times because she's so bad at **reversing**. But she **has been practising** reversing for the last week and I think she **has got / is getting** better at it.
13. When I **bought** my new house I **asked** for a telephone. The Post Office **told me to wait**, but I **have been waiting** a year now and my phone still **hasn't come!**
14. **Look** at that man! He **is carrying** a huge box and **doesn't see** the wall in front of him. He **is going to walk** into the wall.
15. "Two weeks ago, we **bought** our new garage in sections. We **are going to assemble** it ourselves." – "That sounds rather interesting. I'll **come** and help you if you like."
16. When Patrick **woke up** late last night, Fiona **was sitting** by the window **looking** at something in the street.

Prepositions

Fill in the missing prepositions.

13. Insurance is provided **for** all full-time employees.
14. It's not fair to put the blame **on** him **for** everything that goes wrong.
15. Success strongly depends **on** setting realistic expectations.
16. At the moment, Jamaica is suffering **from** a severe drought.
17. Do you suspect that student **of** cheating?
18. You really must distinguish **between** primary and secondary sources.
19. John has been addicted **to** drugs for over ten years.
20. I'm speaking **on** behalf **of** my friend.
21. I'm desperately trying to prevent ants **from** getting into my house.
22. Jonathan Taylor has recently been appointed **to** the post of Managing Director.

23. She was terribly jealous **of** her sister.
24. Unfortunately, the urge to scratch usually results **in** an open sore.

Phrasals

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.

be into – break down – break up with – call off – call on – catch up with – clean up – come about – come into – come off – come round – cut down on – do away with – get along with – get off – make up for – put off – run into – run out of – show up – sort out – speak up for – turn up

1. Fiona and Patrick have always had a friendly relationship with / **have always got along with** each other.
2. We really need to solve / **sort out** that problem!
3. She was very glad to see that he supported / **spoke up for** her.
4. The government should abolish / **do away with** all of these restrictions.
5. Do you know how this mess occurred / **came about**?
6. It was almost midnight when she finally appeared / **showed up** / **turned up** at the party.
7. Tom and Sarah, however, ended their relationship / **broke up with** each other two weeks ago.
8. She was running so fast, I tried to reach / **catch up with** her in vain.
9. The game had to be cancelled / **called off** due to poor weather.
10. I asked Jane to quickly visit / **come round** / **call on** us, but she didn't want to.
11. Nothing can compensate / **make up for** the loss of a real friend.
12. One day we did not have any food left. / **ran out of** food.

Reported Speech

Use the appropriate reporting verb for each sentence when changing direct speech into reported speech. Do not use the same reporting verb twice.

1. Fiona to the teacher: "May I leave earlier today?"
Fiona asked / wanted to know from her teacher if / whether she might leave earlier that day.
2. Patrick to his mother: "I forgot to buy some sugar yesterday, I'm sorry."
Patrick apologised to his mother for forgetting to buy some sugar the day before.
3. Christine: "I'm staying at Bristol now, but this time in a week I will be travelling the US."

Christine said she was staying at Bristol then/at the moment, but a week later / that time in a week she would be travelling the US.

4. Father to his children: “Do not jump into the swimming-pool!”

The father warned /advised his children against jumping / not to jump into the swimming-pool.

5. Sarah: “My car was stolen last week. I’m going to buy a new one tomorrow.”

Sarah explained her car had been stolen the week before and she was going to buy a new one the following / next day.

Translation

Translate the following sentences into English—as literally as possible, as freely as necessary.

1. How many instruments does a classical orchestra normally consist in?
2. German foreign policy does affect us, but they / people deliberately/purposely avoid addressing this issue (or passive: but addressing this issue is deliberately avoided.)
3. When did the defense of the murderer speak of mitigating circumstances?
4. We were astonished / amazed / flabbergasted ... when he said (that) he knew neither his ancestors nor his descendants.
5. The President must be kept up to date without technical means (i.e. without the internet).
6. Why are Muslims (currently) being discriminated against in many European countries?
7. Many people have realised that they can’t take their employment for granted.
8. Shakespeare is considered by many critics to be the greatest playwright / dramatist of all times.
9. His plays and poems are also with young people extremely popular.
10. There has been tension ever since the British conquered Ireland. However, the situation has greatly /dramatically improved recently.