

Kantonsschule Alpenquai Luzern

Key

Fach	Englisch
Prüfende Lehrpersonen	Lehrpersonen der Fachschaft Englisch KS Alpenquai Luzern
Klassen	alle 6. und 7. Klassen, Schuljahr 2011-12
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Prüfungsdauer	3 Stunden
Erlaubte Hilfsmittel	keine
Anweisungen zur Lösung der Prüfung	keine

Anzahl erreichbarer Punkte	Part	Time (minutes)	Points	Page
	Reading	~ 15		2
	1 Comprehension	~ 30	40	3
	2 Vocabulary	~ 15	30	5
	3 Essay	~ 60	60	6
	4 Grammar	~ 30	50	7
	5 Translation	~ 15	20	9
	Reading over	~ 15		
	Total	180	200	
Anzahl Seiten (inkl. Titelblatt)	9			

Why I'm Tired of Choice by Jenny McCartney, *The Daily Telegraph*, September 2010 (abridged)

Most, but not quite all, readers of this article will remember a time when coffee only arrived in black or white; when women bought a new winter coat perhaps every five years; and when there were just three channels on television!

To older readers, these reminiscences might evoke pleasant memories of a slower, simpler time. To much younger ones, it will sound as if you are describing life in North Korea. In the past decade we have been hit with an extraordinary explosion of choice in almost every aspect of our lives. As a result, more energy than ever before is squandered simply in the tortuous art of selection.

Fancy a morning coffee on the way to work? Well, then, which one? A cappuccino, latte, flat white; Americano or espresso; "skinny" (milk) or full-fat; double or single shot; small, medium or large?

Later, if you slump in front of the television, you can access up to 50 digital channels with a Freeview box, and many more if you have cable TV. Among them will be numerous options that you never even knew about, let alone wanted. Still, the remote control will be clutched tightly in your hot hand, and you'll be swiftly flicking between channels until you find one that snags your attention, watching it for just a few minutes, and then moving on once it grows dull: maybe you're missing something better on the other side. Or, worse, you might be sitting next to someone who is themselves cruising the channels, experiencing all the second-hand stress of constant change with none of the control.

If there are teenagers in the room, they will probably be texting a friend or playing a computer game, and adjusting the earphones on their iPod, while glancing every so often towards the television to check what's on the screen. They are rarely still, perpetually surfing their innumerable options in music, conversational partners, games and viewing material.

On the one hand, it is preposterous to complain about too many choices, when so much of the world has so few, rather like Imelda Marcos lamenting the time it takes her to select a pair of shoes for an evening out. On the other, it is impossible to ignore the way that the rapid expansion of instantly available alternatives is changing our behaviour and even reshaping the way we think, not always for the better.

The proliferation of television channels, and of televisions and computers in different rooms of the average family home, means that the traditional picture of a family sitting in the living-room, watching and commenting on programmes together, is fading fast. Diverted by separate entertainment systems, family members roost individually all over the house.

The imagery on television itself has speeded up, which is of particular concern to psychologists such as Dr Aric Sigman, who argues that television's requirement for ever-faster shifts of attention, combined with the trend for children "multi-tasking" with different electronic media, actually impairs the development of brain cells governing attention span. Dr Susan Greenfield, the Oxford University researcher, has also raised concerns about the potential "mind change" caused by immersion in technology. She said recently: "We have got to be very careful about what price we are paying, that the things that are being lost don't outweigh the things gained."

Rising numbers of children are being diagnosed with Attention Deficit Disorder, which some argue is frequently a catch-all diagnosis for simple bad behaviour. Yet it also seems as if many of our children are exhibiting the most aggressive symptoms of a disease that has infected society as a whole: the state of permanent distraction. We have more options, but less time in which to explore them. We can discover almost any scrap of information with speedy tapping into a search engine, but have no chance to reflect upon its meaning before we are rattling on to the next question.

Of course, there have always been natural enemies to contemplation. The poet John Donne [1572-1631] once lamented that "I neglect God and his angels for the noise of a fly, for the rattling of a coach, for the whining of a door". Yet how much more difficult might Donne have found it to commune with higher authorities next to the ping of several text messages and the discovery of 30 unread emails.

The unleashing of choice has implications, too, which reach deeper into our moral and philosophical lives. For if one chooses to exist in an electronic bubble of tailor-made entertainment options, one becomes correspondingly less responsive to the real world outside. On public transport, your ears can be flooded with Bach or Björk, and your eyes glued to a hand-held computer, so that you don't have to hear or witness the coughs and conversations of your fellow passengers. Of course, you are also insulated from anyone who might be in need of help. On the Tube recently, I gave up my seat to an elderly man who was walking with a stick, while a glance around the carriage confirmed what I had suspected: the majority of passengers were simply unaware of his presence, so engrossed were they in their own privately created worlds.

We have grown accustomed to the infinity of choice, like children suddenly propelled into a vast sweet shop overflowing with goodies of variable quality. Now, perhaps, the greatest challenge is to learn how to navigate it wisely. (900 words)

1 Comprehension

(40 points)

1.1 True or false?

(16 points)

The following statements are either true or false with respect to the article you have just read.

Mark those that are true with a **T**, and those that are false with an **F**.

- 1) North Korea is used as an example of a society in which consumers have particularly few choices. **T**

- 2) Exploring all the channels and free options of cable TV is a waste of time. **T**

- 3) Constantly changing channels of a TV is nerve-wrecking, especially if you are sitting next to someone who does it. **T**

- 4) Teenagers switch TV channels more often than adults. **F**

- 5) Teenagers with Attention Deficit Disorder often switch TV channels because their brain-cells governing attention span are underdeveloped. **F**

- 6) Watching TV with a teenager in the room is potentially stressful because they know how to interfere with the TV programme using, instead of a remote control, modern gadgets such as iPods, computer games, and other handheld devices. **F**

- 7) People used to spend much less time and energy on decision-making for the simple reason that there were fewer choices. **T**

- 8) Imelda Marcos is used as an example of someone who had few choices even though she was wealthy. **F**

- 9) The fact that there are always instantly available alternatives to whatever we choose to do is leading to a gradual change in our thinking and our behavioural patterns. **T**

- 10) The picture of a family watching a TV program together has always been an illusion. **F**

- 11) The psychologist Aric Sigman claims that watching TV and playing with other electronic media simultaneously has, in children, a negative influence on the development of certain regions of the brain. **T**

- 12) Susan Greenfield claims that by using the new technologies extensively we are losing more in terms of mental skills than we actually gain. **F**

- 13) Society in general suffers from a kind of collective Attention Deficit Disorder. **T**

- 14) "The state of permanent distraction" (line 72-3) of modern society is a direct consequence of there being too many choices that are instantly available to us. **T**

- 15) Most passengers on the Tube pretend to be engrossed in their own private world of entertainment in order not to have to give up their seats to a handicapped or elderly person. **F**

- 16) We have yet to learn how to make intelligent choices from the abundance of options at our disposal at any one time. **T**

1.2 Open comprehension questions**(24 points)**

Answer the following questions in your own words. Do not copy whole passages from the article. Each answer should be between 40 and 60 words. Write your answers in full sentences on a separate sheet.

1) Why exactly is the author tired of making choices?

It is first and foremost a waste of time and energy.

You can cruise through the TV channels easily, for instance, you end up watching none of the options properly.

Having to make up one's mind in simple things such a morning coffee is not an increase in the quality of life.

A family evening in front of the TV is hardly possible anymore, which is a shame.

Without all these options, life used to be much simpler and, it is implied, better.

2) Is there any evidence given that being exposed to multiple options is not just tiresome but in fact dangerous?
Is all of that evidence equally convincing?

There is some hard evidence with respect to children: The development of the brain-cells determining attention span is impaired if the children watch TV and play with electronic gadgets at the same time. (Aric Sigman)

The other critical points amount to no more than (poorly supported) claims:

It is claimed explicitly that our ways of thinking were being reshaped. Yet the author says very little about what these new patterns of thinking are.

Susan Greenfield is quoted to take a critical stance but no evidence is given as to what the dangers according to Greenfield exactly are.

It is also claimed that society suffers from a collective Attention Deficit Disorder as a direct result of being exposed to too many options. This claim, too, is not really substantiated.

(For the most part, the author in talks in fact not of the reshaping of the ways in which we think but of the ways in which we interact with each other.)

3) What point is the author trying to make by quoting the English poet John Donne?

People have always been distracted and have complained about it. So distraction in itself is not new. But the scale of distraction that we are faced with today is on a totally different plane. Donne could never have imagined the present-day level of distraction. It is implied that Donne would not be able to cope with the distractions of modern life.

4) What does the author mean by "to exist in an electronic bubble" (line 88)? Is the expression used in a positive or negative sense? What are, according to the author, the social consequences of living in such a bubble?

The bubble is a visual and/or acoustic retreat that is achieved with the help of mobile devices such as smartphones, mp3 players, etc.

The connotation is clearly negative. People no longer realise what is going on around them, which is particularly problematic if somebody from outside the bubble is in need of help

2 Vocabulary

(30 points)

2.1 Word formation

(12 points)

In the following text, use **one** word that fits the gap and belongs to the same **word family** as the word in CAPITALS.

Starbucks offers (1) <u>c.o.n.s.u.m.e.r.s.</u> up to 87,000	CONSUME
drink (2) <u>c.o.m.b.i.n.a.t.i.o.n.s.</u> . Comcast, the Britain's largest cable (3) <u>p.r.o.v.i.d.e.r.</u> offers up to 1,000 channels.	COMBINE PROVIDE
There is a general (4) <u>a.g.r.e.e.m.e.n.t.</u> on the need for all these new products.	AGREE
Studies show that having to make too many (5) <u>d.e.c.i.s.i.o.n.s.</u> can leave people tired, mentally drained and more (6) <u>d.i.s.s.a.t.i.s.f.i.e.d.</u> with their purchases.	DECIDE SATISFY
They asked shoppers how many choices they had made, the (7) <u>i.m.p.o.r.t.a.n.c.e.</u> of those choices and the (8) <u>l.e.n.g.t.h.</u> of their consideration.	IMPORTANT LONG
A wide (9) <u>v.a.r.i.e.t.y.</u> of opinions was expressed.	VARY
As the (10) <u>c.o.m.p.l.e.x.i.t.y.</u> of a decision increases, a person is more likely to look for ways to (11) <u>s.i.m.p.l.i.f.y.</u> the choosing process.	COMPLEX SIMPLE
Companies save money by marketing products that differ only slightly from the products of their (12) <u>c.o.m.p.e.t.i.t.o.r.s.</u>	COMPETE

2.2 Antonyms

(8 points)

Find the word/phrase that is **opposite in meaning** to the word **in bold** print.

1) The majority of passengers were simply unaware of his presence. (l. 99)	<u>minority</u>
2) In the past decade we have been hit with an extraordinary explosion. (l. 9)	<u>future</u>
3) The rapid expansion of instantly available alternatives is changing. (l. 44)	<u>slow</u>
4) Rising numbers of children are being diagnosed with ADD. (l. 67)	<u>falling, decreasing</u>
5) It's a state of permanent distraction ... (l. 73)	<u>concentration</u>
6) ... like children suddenly propelled into a vast sweet shop. (l. 104)	<u>tiny</u>
7) You are also insulated from anyone who might be in need of help. (l. 95/96)	<u>connected to</u>
8) Some argue it is frequently a catch-all diagnosis for bad behaviour. (l. 69)	<u>seldom, rarely, hardly</u>

2.3 Synonyms**(10 points)**Find a word that means **the same** as the word in **bold** print.

- | | |
|---|--|
| 1) You'll be swiftly flicking between channels.... (l. 24) | <i>hastily, fast, speedily.</i>
..... |
| 2)and then moving on once it grows dull . (l. 26) | <i>boring, bland, tedious.</i>
..... |
| 3) They are rarely still, perpetually surfing... (l. 36) | <i>constantly, continually.</i>
..... |
| 4) ...their innumerable options in music. (l. 37) | <i>countless, endless.</i>
..... |
| 5) Many of our children are exhibiting the most aggressive... (l. 70/71) | <i>demonstrating, showing, revealing.</i>
..... |
| 6) The state of permanent distraction. (l. 72/73) | <i>perpetual, lasting, constant</i>
..... |
| 7) You don't have to witness the conversations of your fellow passenger. (l. 93) | <i>observe, watch.</i>
..... |
| 8) The traditional picture of a family is fading fast. (l. 51) | <i>disappearing, diminishing.</i>
..... |
| 9) You can access up to 50 digital channels with a Freewiew box. (l. 19) | <i>select, reach, take hold.</i>
..... |
| 10) We can discover almost any scrap of information. (l. 75) | <i>piece, item, a small amount</i>
..... |

3 Essay**(60 points)**

Choose one of the following topics for an essay (300-400 words).

- 1) "Why I'm not Tired of Choice" – Take a counter position to Jenny McCartney.
- 2) You have taken part in a study "one month without electronic devices." Describe your experiences in a 'Letter to the Editor'.
- 3) How does today's abundance of consumer options affect children in their development? - Discuss.

4 Grammar

(50 points)

4.1 Re-phrasing sentences

(20 points)

Complete the second sentence so that it has a **similar meaning** to the first sentence, using the word given. Do **not** change the word given. You must use **between three and eight words**, including the word given. There is an example (0) at the beginning.

- 0) When does the next exam begin? **(tell)**

Could you tell me when the next exam begins?

- 1) A reporter asked: "Does Imelda Marcos really have 3,000 pairs of shoes?" **(know)**

A reporter wanted to know if I. Marcos really had 3,000 pairs of shoes.

- 2) I started using Facebook three years ago. **(been)**

I have been using Facebook for three years.

- 3) I would like you to change channels. **(mind)**

Would you mind changing channels?

- 4) I'm sure that you haven't read my latest tweet yet. **(have)**

You can't have read my latest tweet yet.

- 5) I can't wait to see my friends again. **(forward)**

I am really looking forward to seeing my friends again.

- 6) John didn't help me so I wasn't able to install the new software. **(if)**

If I had helped me. I would have been able to install the new software.

- 7) I thought this film would be better. **(as)**

This film isn't / wasn't as good as I expected.

- 8) I couldn't understand the instructions for my new DVD player. **(sense)**

The instructions for my new DVD player didn't make (any / much) sense to me.

- 9) "Don't sit in front of the computer for too long," our teacher told us. **(warned)**

Our teacher warned us not to sit in front of the computer for too long.

- 10) Perhaps the passengers on the Tube didn't notice that the elderly man wanted to sit. **(might)**

The passengers on the Tube might not have noticed that the elderly man wanted to sit.

4.2 Gap-filling**(30 points)**

Complete the following text by putting the verbs in brackets into the correct form. Where there is no verb given, think of **one** word which best fits the gap.

Mark Zuckerberg, internet entrepreneur (1984 -)

Mark Zuckerberg (0) was born (bear) in 1984. He and his three sisters (1) were brought up (bring up) in the Jewish faith, but since the age of thirteen, when he (2) had (have) his bar mitzvah, he (3) has described (describe) himself as an atheist. By the time he finished High School, he (4) had already won (already win) prizes in science and classical studies. In college, he (5) was known (know) for reciting lines from epic poems such as The Iliad.

Zuckerberg is said (6) to have bought (buy) a five bedroom house in Palo Alto for \$7 million last year. Until then, he (7) had lived (live) in a rented apartment. When he invited his girlfriend Priscilla Chan to move (8) into his apartment, they (9) had been dating (date) for seven years. He didn't mind (10) learning (learn) Mandarin Chinese before (11) visiting (visit) Priscilla's parents in China.

If his father (12) hadn't taught (not teach) him programming in the 1990's and if he (13) hadn't been tutored (not tutor) privately by David Newman, a software developer, Zuckerberg's career (14) would have taken (take) a different turn. Newman calls him a prodigy, and he remembers (15) having (had) (have) difficulty staying ahead of him. His first software program called ZuckNet, (16) which allowed all the computers between his home and his father's dental office to communicate, (17) is considered (consider) an early version of AOL's Instant Messenger, which (18) was released (release) the following year.

By the time Zuckerberg enrolled at Harvard University, he (19) had achieved (achieve) a reputation as an outstanding programmer. In his second year, he created Facemash, which let students select the best-looking person from a choice of photos. However, it had to be shut down because its popularity had overwhelmed Harvard's server and prevented students (20) (from) accessing (access) the Internet.

Facebook (21) was launched (launch) from Zuckerberg's Harvard dormitory room in 2004. Mark said that he (22) had been inspired (inspire) by „The Photo Address Book“, a student directory at his former prep school. (23) Because of Facebook's immediate success, major corporations attempted to buy it, and it's hard to tell how many offers (24) have been turned down.

(turn down) so far. In a TV-interview Mark admitted that he (25) h a d b e e n a d v i s e d (advise) by Steve Jobs shortly before his death on how to create an effective management team at Facebook.

Since it was launched, Facebook (26) h a s b e e n (be) involved in a number of lawsuits. When for example a „Draw Muhammad“ contest was hosted, the Pakistani Attorney General wanted to (27) h a v e Zuckerberg and three others arrested for blasphemy. Facebook's website was blocked in Pakistan until the contest (28) w a s r e m o v e d (remove) from it.

Facebook's success story is (29) l i k e l y (s u r e) to continue, and in (30) s p i t e of his young age, Mark Zuckerberg has already been called one of the most influential people of the Information Age.

5 Translation

(20 points)

Translate the following sentences into English.

- 1) Steves Eltern, die beide Studenten waren, wollten, dass ihr Sohn adoptiert wurde, weil sie zu arm waren, um für ihn zu sorgen.

Steve's parents, who were both students, wanted their son to be adopted, because they were too poor to look after (take care) of him.

- 2) Paul und Clara Jobs, die ihn schliesslich adoptierten, mussten versprechen, dass sie Steve aufs College schicken würden, obschon sie keinen akademischen Hintergrund hatten.

Paul and Clara Jobs, who eventually (finally) adopted him, had to promise that they would send Steve to college, although they didn't have an academic background/education.

- 3) Steve hätte seine College-Studien nicht nach einem Semester abgebrochen, wenn er sich nicht gelangweilt hätte. Stattdessen reiste er nach Indien, um asiatische Religionen zu studieren.

Steve wouldn't have broken off his college studies after one semester if he hadn't been bored. Instead he travelled to India to study Asian religions.

- 4) Als Steve 1985 von Apple entlassen wurde, hatte er neun Jahre für diese Firma gearbeitet und den ersten Computer mit einer Maus (den Macintosh) entwickelt.

When Steve was fired (dismissed) by Apple in 1985, he had been working for this company for nine years and had developed the first computer with a mouse (the Macintosh).

- 5) Er sagte später, die folgenden Jahre seien die kreativste Phase seines Lebens gewesen. Er gründete eine weitere Computerfirma (Next) und investierte Geld in die Filmindustrie.

He later said (that) the following years had been the most creative phase in (of) his life. He founded another computer company (Next) and invested money in the film industry.

- 6) Es muss ein Triumph für Jobs gewesen sein, als er 1996 gebeten wurde, zu Apple zurückzukehren, um die Firma aus einer Krise zu führen.

It must have been a triumph for Jobs when he was asked in 1996 to return to Apple to lead the company out of a crisis.

- 7) Indem er den iMac einführte, gelang es ihm, Apple wieder profitabel zu machen. Hätte er die karitativen Programme nicht weiterführen sollen, die er aufgegeben hatte, um Kosten zu sparen?

By introducing the iMac he managed to make Apple profitable again. Shouldn't he have continued the charity programmes, which he had given up to cut (save) costs?

- 8) Steve Jobs war von den Beatles inspiriert, die gezeigt hatten, dass grosse Dinge in der Geschäftswelt nicht von einer Person gemacht werden, sondern von einem Team.

Steve Jobs was inspired by the Beatles, who had shown that great things in the business world are not done by a person, but by a team.

- 9) 2003 entdeckten die Ärzte, dass Steve Krebs hatte. Warum versuchte er, die Krankheit mit Alternativmedizin zu kurieren, anstatt sofort eine Operation zu haben?

In 2003 the doctors discovered that Steve had cancer. Why did he try to cure the disease with alternative medicine instead of having an operation at once (immediately)?

- 10) Als Steve Jobs 2011 starb, wurde er als ein Mann beschrieben, der unser Leben radikaler verändert hatte als irgendjemand sonst.

When Steve Jobs died in 2011, he was described as a man who had changed our lives (life) more radically than anybody else.