

1 Comprehension

(44 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**. Also, indicate the line(s) where the information can be found in the text.

- 1) Confrontations between black people and the police in the 21st century – unlike those in the 1960s – no longer result in people getting shot. **F. | 16-17 or 19-20**
or 23-24
-
- 2) The author believes that the election of Barack Obama was a sign that the discrimination against people of colour had diminished. **T. | 26-29**
-
- 3) According to the author, the question whether or not black men are seen as dangerous by a white police officer has little to do with their age or the way they are dressed. **F. | 38-39/35-41**
-
- 4) Clifton R Breckinridge's racist analysis can now be considered a thing of the past because America has changed so much. **F. | 59-60 or 49-51**
-
- 5) Both Michael Brown's death and the fact that Officer Wilson was found not guilty by a grand jury made many people so angry that they began to protest and demand change. **T. | 64-66**
-
- 6) Michael Brown's death was preceded by a number of similar incidents, all involving black men who lost their lives. **T. | 71-73/(76)**
-
- 7) The author is convinced that the movement in the 21st century – like the civil rights movement in the 1960s – will produce clear results such as new laws in the near future. **F. | 80-81 or 82-87**
or 91
-
- 8) The author hopes that the collective American mind hasn't remained untouched by the cries of protest against injustice. **T. | 90-91**

1.2 Open comprehension questions**(23+5 points)**

Answer the following questions in your own words. **Do not copy whole passages from the article. Write your answers in full sentences on a separate sheet.**

Notice: Your language (grammar, vocabulary, style) will be assessed and carries up to five points!

Note to the examiners: line references are indicated below for ease of reference but they are not needed in student's answers

1) Michael Brown's fate is relevant for the article. Describe the circumstances of this death, and describe what other aspect fuelled the anger of the black community. (4 points)

Brown was shot in the course of a confrontation with officer Wilson (2 points, lines 9f.)

Wilson was tried by a grand jury; was found not guilty (2 points, lines 63-65)

2) Apart from prejudice, what is the other reason that black men are more likely than white men to be shot by police officers according to the article? (2 points)

More black men live in areas with a high crime-rate, so police officers often feel in danger and are more likely to open fire (2 points, lines 21-24)

3) What do the underlined words from line 44 mean? "To get some sense of how this plays out, one need only review ...". (3 points)

Explain a) To get some sense b) this c) how (this) plays out

a) If we want to understand

b) the fact that young black men are seen as a threat

c) what the concrete consequences were (i.e. the shooting of Michael Brown; the exoneration by the jury)

4) According to the article, what are the two parallels and the two differences between the civil rights movement in the 1960s and the modern movement after Michael Brown's death? (8 points)

Parallels:

1) Encounters between police and black people in the 1960s led to riots; this hasn't changed in the 21st century. (2 points, lines 13-17)

2) People realize they have arrived at a moment when something has to change. (2 points, lines 16f.)

Differences:

1) Stereotypical ideas (21st century) are harder to change than laws (1960s), (2 points, lines 77-79 & 80-84);

2) The 1960s movement achieved concrete results (laws), while the modern movement might change people's prejudice in the long run (2 points, lines 77-79 & 80-84).

Note: If students don't go into detail regarding 'stereotypical ideas' or the '1960s movement' but write something like "The modern movement is more complicated", they get only 1p for that general idea. But students achieving the max. score for 1) and 2) do not get this additional point for the general idea.

5) What does the author want to say in lines 62 – 64? (2 points)

People who want to change the stereotype (big black men are dangerous) must be determined, just as determined as Officer Wilson was when dealing with Michael Brown. (2 point)

6) The author says that there is something "seriously wrong in the American system" (line 89).

a) What needs to change? Name two aspects. - (2 points)

b) Is the author more optimistic or pessimistic about this change? Justify your answer. (2 points)

a) The stereotype of large dangerous black men (the hulking black brute) must not be allowed to continue influencing people. (1 point, lines 58-64)

Confrontations between the police or armed white people and black men must not result in blacks getting killed/shot. (1 point, lines 6-10 & 16f.)

b) He's optimistic in the long term because he hopes that people have seen the injustice. The country will cure itself, but it will take a long time. (2 points, lines 90-93)

OR: He's pessimistic in the short term ("this sickness has no immediate remedy") but is slightly optimistic in the long term ("I like to believe").

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. See the first line for an example.

St Louis police investigate Michael Brown's stepfather

US police are *investigating* the stepfather of black shooting victim Michael Brown for *inciting illegal/unlawful* activity during protests in Ferguson. INVESTIGATE
INCITE | LAW

Video footage of Louis Head shows him yelling "Burn this [place] down!" before last week's riots over perceived *racial injustice* in the Missouri town. RACE | JUST

He spoke as a grand jury announced no charges for a white police officer who shot and killed the teenager.

The incident sparked a nationwide dialogue about race *relations*. RELATE

St Louis County Police *spokesman/person* Brian Schellman told US media on Tuesday authorities want to talk to Mr Head about his comments amid a larger investigation into arson and looting during the Ferguson protests. SPEAK

Twelve commercial buildings were *destroyed* by fire that night, after the jury's *decision* was announced. DESTRUCTION
DECIDE

Family attorney Benjamin Crump has called Mr Head's recorded comments "raw emotion".

The officer who shot Brown in Ferguson, Darren Wilson, *resigned* from the force over the weekend. RESIGNATION

The policeman said he had feared for his life, but Brown's *supporters* said the teenager was attempting to surrender when he was shot. SUPPORT

Some witnesses said the 18-year-old, who was *unarmed*, had his hands up. ARM

The investigation into Mr Head comes one day after President Barack Obama requested \$263m (£167m) to improve police training, pay for body cameras and restore trust in policing.

"This is not a problem just of Ferguson, Missouri. This is a national problem, Mr Obama said. "But it's a *solvable* problem." SOLUTION

BBC-website, 2 December, 2014 (adapted)

2.2 Antonyms**(8 points)**

Find the word/phrase that is **opposite in meaning** to the word **in bold** print and that can be used in the original sentence.

- | | |
|--|-----------------------------------|
| 1) ended up dead as his companion ran in fear (line 9) | <u>opponent / enemy</u> |
| 2) there is agony and confusion (line 10) | <u>clarity</u> |
| 3) incidents continue to occur all too frequently (line 16) | <u>rarely / infrequently</u> |
| 4) As rational human beings (line 62) | <u>irrational</u> |
| 5) But this movement is much more complicated (line 67) | <u>less complicated / simpler</u> |
| 6) bring about something similarly concrete (line 81) | <u>abstract / vague</u> |
| 7) It is a growing and collective howl (line 88) | <u>individual</u> |
| 8) in some deep part (line 90) | <u>shallow / superficial</u> |

2.3 Synonyms**(10 points)**

Find a word / phrase that means **the same** as the word **in bold** print and that can be used in the original sentence.

- | | |
|--|---|
| 1) brought on by the events (line 2) | <u>happenings / occurrences</u> |
| 2) take on a more ambiguous target? (line 3) | <u>aim / objective</u> |
| 3) something goes horribly awry (line 7) | <u>wrong</u> |
| 4) there is agony (line 10) and confusion | <u>pain / suffering</u> |
| 5) brought to his encounter (line 15) | <u>confrontation (not: meeting)</u> |
| 6) The journalism group ProPublica recently revealed (line 18) | <u>uncovered / published</u> |
| 7) people of colour were no longer judged or hindered (line 28) | <u>impeded/prevented/disadvantaged</u> |
| 8) and they have changed hugely (line 59) | <u>drastically/significantly/enormously</u> |
| 9) What it shares (line 69) with that movement | <u>has in common with</u> |
| 10) in some deep (line 90) part | <u>profound / inbred</u> |

3 Essay**(60 points)**

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

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- 1) Invent a story beginning as follows: *Never before had the colour of my skin been a problem. But now, ...*
-
- 2) Discuss the following statement: "When given a chance, many people single out and degrade others to improve their own standing and/or self-perception."
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- 3) Choose a literary work written in English in which one or several of the characters are discriminated against because of their skin colour, ethnicity, religion, gender, or sexual orientation. Describe how these characters deal with their situation and how successful their strategy is.
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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 six words per gap**, including the word given. There is an example (0) at the beginning.

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- 0) When does the next exam begin? **tell**
 Could *you tell me when* the next exam begins?
-
- 1) Susan couldn't get to the date because of the heavy rain. **prevented**
 The heavy rain *prevented Susan / from getting* to the date.
-
- 2) It looks as if he's forgotten about the meeting again. **to**
 He *seems / to have forgotten about* the meeting again.
-
- 3) John was not in the habit of sleeping after meals. **use**
 John *didn't use / to sleep* after meals.
-
- 4) The Irish man was determined to pay for our drinks. **on**
 The Irish man *insisted on / paying for* our drinks.
-
- 5) It was bad of you to use my mobile without my permission. **ought**
 You *ought to / have asked for* my permission.
-
- 6) They say this incident has sparked the riots. **said**
 This incident *is said / to have sparked* the riots.
-
- 7) "I haven't done anything wrong," Darren Wilson said. **having**
 Darren Wilson *denied / having done* anything wrong.
-
- 8) It is extremely unlikely that Darren Wilson acted in self-defence. **have**
 Darren Wilson *can't / have acted* in self-defence.
-
- 9) It was too dark for the witnesses of the shoot-out to give the police more detailed information. **so**
 If *it hadn't been so dark* , the witness of the shoot-out *could have given the police* more detailed information.
-
- 10) We need to tackle national stereotypes urgently. **high**
 It is *high time / we tackled* national stereotypes.
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4.2 Gap-filling**(30 points)**

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

STANDING UP FOR FREEDOM – An interview with **Rosa Parks**, Pioneer of Civil Rights, made on 2nd June, 1995, in Williamsburg, Virginia (abridged and slightly adapted)

Interviewer: *In 1955 you, Rosa Parks, 42 years old, (1: refuse) **r.e.f.u.s.e.d**..... to give up your seat to a white passenger on a public bus in Montgomery, Alabama. Your act inspired the Montgomery bus boycott, the event historians call the beginning of the modern Civil Rights Movement. What exactly (2: happen) **h.a.p.p.e.n.e.d**..... that day?*

Rosa Parks: *I (3: arrest) **w.a.s. a.r.r.e.s.t.e.d**..... on December 1st, 1955 for refusing to stand up on the orders of the bus driver, after the white seats (4: occupy) **h.a.d. b.e.e.n. / w.e.r.e. o.c.c.u.p.i.e.d** in the front. And of course, I was not in the front of the bus as many people (5: write and say) **h.a.v.e. w.r.i.t.t.e.n. a.n.d. s.a.i.d**..... ever since. I took a seat (6) **t.h.a.t. / w.h.i.c.h** was just back of (7) **w.h.e.r.e**..... the white people (8: sit) **w.e.r.e. s.i.t.t.i.n.g. / s.a.t**..... It was, in fact, the last seat. We were undisturbed until about the second or third stop when some white people (9: board) **b.o.a.r.d.e.d**..... the bus. One white man (10: leave) **w.a.s. l.e.f.t**..... standing. And when the driver noticed him, he told (11) **u.s**..... to stand up and let him have those seats. And when the other three people – after some hesitancy – stood up, he wanted to know if I (12: stand up) **w.a.s. g.o.i.n.g. t.o. s.t.a.n.d. u.p**....., and I told him I was not. And he told me he would (13) **h.a.v.e. / g.e.t**..... me arrested. And of course, he did.*

I: *Didn't the public response begin really fast?*

Rosa Parks: *Well, yes. However, it (14: not begin) **w.o.u.l.d.n't. h.a.v.e. b.e.g.u.n**..... so fast if it (15: not announce) **h.a.d.n't. b.e.e.n. a.n.n.o.u.n.c.e.d**..... immediately in the papers that I (16: arrest) **h.a.d. b.e.e.n. a.r.r.e.s.t.e.d**..... Mr. E.D. Nixon was the chairman of the Montgomery branch of the NAACP¹, making (17) **s.o.m.e. / s.e.v.e.r.a.l. / m.a.n.y** phone calls during the night.*

I: *When you refused to stand up, did you have a sense of anger at (18: expect) **b.e.i.n.g. e.x.p.e.c.t.e.d. t.o. d.o. t.h.a.t?***

¹ National Association for the Advancement of Colored People: an African-American civil rights organization in the United States, formed in 1909

Rosa Parks: I just remember feeling determined to take this as an (19) o.p.p.o.r.t.u.n.i.t.y..... to let it (20: know) b.e.k.n.o.w.n..... that I did not want to be treated in that (21) m.a.n-n.e.r / w.a.y and that people (22: endure) h.a.d.e.n.d.u.r.e.d / b.e.e.n.e.n-d.u.r.i.n.g it far too long.

I: What would you say to a kid in trouble now?

Rosa Parks: The reason we start with them when they're so young is to try to get them a good family life (23) b.e.f.o.r.e..... they get into trouble. Of course there are those who may have strayed away, and I would certainly advise them not just to expect somebody else to help them but to find some means of helping (24) t.h.e.m.s.e.l.v.e.s....., even if they (25: get) h.a.v.e.g.o.t.(t.e.n.) / g.e.t into some problems.

I: Did you feel Dr Martin Luther King had a special gift?

Rosa Parks: Well, when I (26) f.i.r.s.t..... met him, it was before being arrested in 1955. I was very impressed with his delivery as a speaker and, of course, his genuine friendliness as a person. And his attitude, of course, was to work and do (27) w.h.a.t.e.v.e.r. / a.l.l. / e.v.e.r.y.- / a.n.y.t.h.i.n.g he could in the community for the church to make a (28) d.i.f.f.e.r.e.n.c.e / c.o.n.t.r.i.b.u.t.i.o.n to the way of life we had at that time. And I was really impressed by his leadership, because he seemed to be a very genuine and concerned person, and, I thought, a real Christian.

I: Did it surprise you when he became a national hero?

Rosa Parks: No, not really, because I just (29: feel) f.e.l.t. / f.e.e.l..... that he filled the position so well. He was the type of person (30) t.h.a.t. / w.h.o people really gravitated towards and they seemed to like him personally, as well as his leadership.

I: It has been an honour to sit with you here, today. Thank you so much for spending this time with us, Mrs. Parks.

Rosa Parks: Thank you.

5 Translation

(16 points)

Translate the following sentences into English.

- 1) Eine der wichtigsten Reden, die im Zusammenhang mit Rassismus je gehalten worden ist, ist die Rede von Martin Luther King, die er 1963 gehalten hat.

One of the most important speeches ever given (that/which has ever been given) in connection with racism is the speech by MLK, which he gave in 1963.

- 2) Als John F. Kennedy, der damals Präsident war, erstmals von den Plänen für eine Protestkundgebung gegen Rassismus hörte, war er besorgt, dass es nicht genügend Teilnehmer geben würde um einen grossen Eindruck zu machen.

When JFK, who was President at that time, first heard about the plans for a demonstration / protest rally against racism, he was worried that there wouldn't be enough participants to make a big impression.

- 3) Glücklicherweise gelang es Martin Luther King und John F. Kennedy, die Unterstützung von zusätzlichen politischen und religiösen Organisationen zu erhalten.

Fortunately MLK and JFK managed to get the support of additional political and religious organisations.

- 4) Ungefähr eine viertel Million Leute nahmen an der Protestkundgebung „March on Washington“ teil. Beobachter schätzten, dass 75%-80% der Teilnehmer schwarz waren. MLK war einer der Hauptredner.

About a quarter of a million people took part / participated in the demonstration/rally "March on Washington". Observers estimated that 75%-80% of the participants were black. MLK was one of the main speakers.

- 5) Anstatt seine Rede vorzulesen, begann King frei zu sprechen und zu improvisieren, weil er gebeten worden war, dem Publikum von seiner Vision zu erzählen.

Instead of reading out his speech, King began to speak freely and to improvise because he had been asked to tell the audience about his vision.

- 6) Wenn die Rede „I have a dream“ nicht so beeindruckend gewesen wäre, hätte die Protestkundgebung trotz ihrer vielen Teilnehmer wohl kaum eine so grosse Wirkung gehabt.

If the speech "I have a dream" hadn't been so impressive, the demonstration/rally might not have had such a tremendous effect / impact despite its large number of participants. (... is unlikely to have had such a ... although there were so many participants)

- 7) Das Originaldokument „I have a dream“ ist jetzt in Besitz eines Mannes, der damals als freiwilliger Sicherheitsmitarbeiter war und neben Martin Luther King gestanden hatte. Er heisst George Raveling.

The original document "I have a dream" is now in the possession of a man who was a voluntary security guard at the time and who was standing next to MLK. His name is George Raveling.

- 8) Viele Leuten beneiden George Raveling seit jenem Tag um dieses Dokument, obwohl es die Worte „I have a dream“ nicht enthält.

Since that day, a lot of people have envied George Raveling this document / have been jealous of George Raveling because of this document although it does not contain the words "I have a dream".