

In the next four hours you will have to complete the following tasks:

Part 1	Listening Comprehension	15% of the final mark
Part 2	Reading Comprehension	25% of the final mark
Part 3	Grammar	30% of the final mark
Part 4	Essay	30% of the final mark

At the beginning of your examination you will hear the **Listening Comprehension** passage twice and answer the questions that go with it. Then you will work through the **Reading Comprehension** and the **Grammar** parts.

When you have completed these first three parts, you will hand them in and only keep Page 13 with the essay topics. In exchange you will get a dictionary which you are allowed to use for the **Essay**.

At the end of the examination you are required to put your essay and the sheet with the topics into your folder on the teacher's desk. Thank you.

**Good Luck!**

	Points	Mark	
Listening Comprehension	<input type="text"/> /30	<input type="text"/> x 0.15 =	<input type="text"/>
Reading Comprehension	<input type="text"/> /38 points	<input type="text"/> x 0.25 =	<input type="text"/>
Grammar	<input type="text"/> /75 points	<input type="text"/> x 0.3 =	<input type="text"/>
Essay		<input type="text"/> x 0.3 =	<input type="text"/>
Sum / Final Mark			<input type="text"/> <input type="text"/>



## Part 1: Listening Comprehension

 of 30 points

In 2001 Eric Schlosser published a disturbing survey which he called *Fast Food Nation - The Dark Side of the American Meal*. The book soon became a national bestseller.

You will hear a passage of about seven minutes from the introduction to this survey twice. Between the two listenings there will be a pause of two minutes.

Before hearing the passage for the first time, you have three minutes to read the seven sets of statements. Then listen carefully, decide which of the statements are true or false according to what you hear and put a ☐ T for true or an ☐ F for false into the appropriate boxes. Each set contains one or more true statements.



## 1 Almost every night Domino's delivers pizzas to ...

- |   |   |
|---|---|
| F | ... a heavily guarded factory.              |
| T | ... an army camp in the mountain.           |
| F | ... a mountain resort hotel.                |
| F | ... some Cheyenne Indians in the mountains. |
| T | ... a sheltered Military Command Center.    |

## 2 Future archeologists may find the following objects from our time if they start digging:

- |   |                                   |
|---|-----------------------------------|
| T | • army overalls                   |
| T | • a lot of waste material         |
| F | • advanced machines and equipment |
| F | • nuclear warheads                |
| T | • scraps of food                  |

## 3 Americans who frequent fast food restaurants ...

- |   |  |
|---|--|
| F | ... now have to push a button to get a plastic tray.                       |
| F | ... spent almost 10 times as much money there in the year 2000 as in 1970. |
| T | ... often buy frozen and reheated apple pie as a dessert.                  |
| T | ... are thoroughly familiar with the procedure in these places.            |

## 4 Eric Schlosser states that ...

- |   |  |
|---|--|
| F | ... art and literature are much more important for a nation than its diet. |
| F | ... fast food is unhealthy.  |
| T | ... the things people eat reveal a lot about their culture.                |
| F | ... fast food is not as tasty as the food Roman citizen farmers produced   |



5 In the 1970ies more and more women no longer stayed at home but got employed ...

F
F
T
F

... because they had more free time.

... mainly as a consequence of the liberation caused by the feminist movement.

... because the families needed the extra money.

... because the fast food industry provided more jobs.

6 According to Schlosser's survey, ...

T
F
F
F

... about 12% of all people working in the US have once worked for McDonald's.

... almost 67% of American mothers with young children work at a job.

... 75% of the money which is spent on food is used for preparing meals at home.

... an American worker earned more in 1998 than in 1973 in spite of the inflation.

McDonald's ...

F
F
T
T

... makes most of its profit from pork, beef and potatoes.

... creates more than 90% of the (new) jobs in the United States.

... primary mascot Ronald McDonald is less popular among children than Santa Claus.

... has surpassed Coca Cola in terms of world fame.



## Part 2: Reading Comprehension

☐ of 38 points

## Understanding the First Generation of Digital Natives

A shortened extract from:

J. Palfrey, U. Gasser: *Born Digital. Understanding the First Generation of Digital Natives* (2008)

You see them everywhere. The teenage girl with the iPod, sitting across from you on the subway, frenetically typing messages into her cell phone. The eight-year-old who can beat you at any video game on the market - and types faster than you do, too. Even your niece's newborn baby in London, whom you've never met, but with whom you have bonded nonetheless, owing to the new batch of baby photos that arrive each week.

All of them are "Digital Natives." They were all born after 1980, when social digital technologies, such as Usenet<sup>1</sup> and bulletin board systems<sup>2</sup>, came online. They all have access to networked digital technologies. And they all have the skills to use those technologies. (Except for the baby—but she'll learn soon enough.)

Chances are, you've been impressed with some of the skills these Digital Natives possess. Maybe you're even a bit frightened by these Digital Natives. There is one thing you know for sure: These kids are different. Digital Natives live much of their lives online, without distinguishing between the online and the offline. Instead of thinking of their digital identity and their real-space identity as separate things, they just have an identity (with representations in two, or three, or more different spaces). They are joined by a set of common practices, including the amount of time they spend using digital technologies, their tendency to multitask, their tendency to express themselves and relate to one another in ways mediated by digital technologies, and their pattern of using the technologies to access and use information and create new knowledge and art forms. For these young people, new digital technologies - computers, cell phones, Sidekicks<sup>3</sup> - are primary mediators of human-to-human connections. They have created a 24/7<sup>4</sup> network that blends the human with the technical to a degree we haven't experienced before, and it is transforming human relationships in fundamental ways. They feel as comfortable in online spaces as they do in offline ones. They don't think of their hybrid<sup>5</sup> lives as anything remarkable.

Digital Natives don't just experience friendship differently from their parents; they also relate to information differently. Consider the way Digital Natives experience music. Not so long ago, teenagers would go to a friend's

1 Usenet: a worldwide internet discussion system - 2 bulletin board systems: computer systems that allow users to connect and log in - 3 sidekick: a mobile phone offering advanced capabilities - 4 24/7: available at all times (24 four hours a day, 7 days a week) - 5 hybrid: of mixed character, composed of two or more parts



house to listen to a new record. Or music could signal a shared intimacy: A teenage girl would give her new boyfriend a mixed tape, with song names carefully written onto the cassette lining, to signal her growing affection. Not everything has changed: Digital Natives still listen to copious amounts of music. And they still share lots of music. But the experience is far less likely than before to take place in physical space, with friends hanging out together to listen to a stereo system. The network lets them share music that they each, then, can hear through headphones, walking down the street or in their dorm rooms, mediated by an iPod or the iTunes Music System on their hard drive. The mixed tape has given way to the playlist, shared with friends and strangers alike through social networks online.

Digital Natives are tremendously creative. It is impossible to say whether they are more or less creative than prior generations, but one thing is certain: They express themselves creatively in ways that are very different from the ways their parents did at their age. Many Digital Natives perceive information to be malleable<sup>6</sup>; it is something they can control and reshape in new and interesting ways. That might mean editing a profile on MySpace or encyclopedia entries on Wikipedia, making a movie or online video, or downloading a hot music track—whether lawfully or not. Whether or not they realize it, they have come to have a degree of control over their cultural environment that is unprecedented. Digital Natives can learn how to use a new software program in a snap. They seemingly can take, upload, and edit pictures to share with friends online in their sleep. Digital Natives, at their most creative, are creating parallel worlds on sites like *Second Life*.

These changes, to be sure, are not all good, but they will be enduring. Indeed, many aspects of the way in which Digital Natives lead their lives are cause for concern. Digital Natives' ideas about privacy, for instance, are different from those of their parents and

grandparents. In the process of spending so much time in this digitally connected environment, Digital Natives are leaving more traces of themselves in public places online. At their best, they show off who they aspire to be and put their most creative selves before the world. At their worst, they put information online that may put them in danger, or that could humiliate them in years to come. With every hour they log online, they are leaving more tracks for marketers—and pedophiles, for that matter—to follow. The repercussions of these changes, in the decades to come, will be profound for all of us. But those who are growing up as Digital Natives are on track to pay the highest price.

The media feeds this fear. News coverage is saturated with frightening stories of cyberbullying, online predators, Internet addiction, and online pornography. Of course parents worry. Parents worry most that their digitally connected kids are at risk of abduction when they spend hours a day in an uncontrolled digital environment where few things are precisely as they seem at first glance.

Parents aren't the only ones who fear the impact of the Internet on young people. Teachers worry that they are out of step with the Digital Natives they are teaching, that the skills they have imparted over time are becoming either lost or obsolete, and that the pedagogy of our educational system cannot keep up with the changes in the digital landscape. Companies in the entertainment industry worry that they'll lose their profits to piracy, and newspaper execs<sup>7</sup> fear their readers are turning to *Drudge*, *Google*, blogs, or worse for their news.

As parents of Digital Natives, we take both the challenges and the opportunities of digital culture seriously. But as a culture of fear emerges around the online environment, we must put these real threats into perspective; our children and future generations have tremendous opportunities in store for them, not in spite of the digital age, but because of it.

6 malleable: easily influenced or changed - 7 execs: executives



## A Vocabulary

1 Give synonyms or definitions for the following words as they are used in the text:

1 owing to (l. 9)

thanks to ...

2 frightened (l. 21)

~~overwhelmed~~ scared / afraid

3 distinguish (l. 25)

separate, differentiate

4 perceive (l. 81)

see / understand / consider

5 enduring (l. 102)

ongoing

of 5 points

2 Give antonyms or definitions (of the opposite meaning) of the following words as they are used in the text:

1 joined (l. 30)

separated

2 create (l. 38)

destroy

3 profound (l. 120)

shallow / superficial

4 obsolete (l. 137)

necessary

5 emerge (l. 148)

disappear

of 5 points

3 Complete the following grid with words of the same family (participles are not accepted as adjectives):

	Noun	Verb	Adjective
0	difference	differ	different (l. 30)
1	relation	relate (l. 34)	related / relative
2	Access	access (l. 37)	accessible
3	Perception	perceive (l. 81)	<del>perceive</del> perceptive
4	realization	realize (l. 92)	realizable / real
5	privacy (l. 105)	privatize	private

of 5 points

## B Rephrasing

Rewrite the following sentences and phrases in your own words without using the underlined words and expressions.

1 ... the experience is far less likely to take place in physical space ... (l. 63ff.)

the experience is unlikely to take place ....

2 The mixed tape has given way to the playlist ... (l. 71f.)

The mixed tape was replaced by the playlist



- 3 Digital Natives can learn how to use a new software program in a snap. (l. 94ff.)  
Digital Natives learn how to use a new software very quickly/immediately
- 4 But those who are growing up as Digital Natives are on track to pay the highest price. (l. 120ff.)  
are going to pay the highest price
- 5 Teachers worry that they are out of step with the Digital Natives they are teaching. (l. 134f.)  
Teachers worry that they are behind the ...

of 5 points

## C Explanation

Answer the following questions in one or two sentences in your own words.

- 1 What are "Digital Natives"? (2 points)  
People born onwards of 1980. They are introduced to digital technology very early on.
- 2 In what way are Digital Natives said to be leading "hybrid lives"? (l. 49) (3 points)  
They don't differentiate between online and offline life so they lead a "hybrid life."
- 3 What is new about the way "Digital Natives" experience friendship through music? (3 points)  
Digital Natives don't share music anymore by listening on a stereo anymore. They prefer listening together via streamed/shared playlists.
- 4 Why are "Digital Natives" thought to be "tremendously creative"? (l. 75) (3 points)  
They can cope with digital problems very easily. They can express their creativity through digital methods.
- 5 In what way are "Digital Natives" expected to "pay the highest price"? (l. 122) (3 points)  
They may lose a lot of digital freedom and in future generations they might ~~even~~ experience huge restrictions.



- 6 What views does the author advocate when balancing the chances against the risks of digital technologies? (4 points)

He states that the enormous possibilities outweigh the risks which are faced by digital technologies

of 18 points

### Part 3: Grammar

of 75 points

#### A Sentence Transformation

Passive Voice: Turn all the verbs in the following active sentences into passive voice.

- 1 Has someone posted my parcels?

Have my parcels been posted

- 2 A lorry knocked him down while somebody was asking him for directions.

He was knocked down by a lorry while (he was) being asked for directions

- 3 They took no notice of him, but they made a fuss about his sister.

He wasn't taken notice of but his sister was made a fuss about

of 5 points

#### B Open Transformation

Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

- 0 He looks older when he wears glasses.

Glasses make him look older.

- 1 Thanks to the presence of a smoke detector the fire was discovered and dealt with in time.

If ~~there~~ ~~hadn't~~ ~~been~~ there hadn't been a smoke detector the fire wouldn't have been discovered and dealt with...

- 2 You can see a repeat of the show tomorrow evening.

The show will be repeated tomorrow evening



- 3 He is a very conscientious worker.

He takes his work very conscientious/seriously

- 4 There were no casualties as a result of the accident.

No one was injured in the accident

- 5 In spite of the bad weather, everyone enjoyed the outing.

Although the weather was bad, everyone enjoyed the outing

- 6 Were it not for the weather, we would have enjoyed our holiday more.

If it hadn't been for the weather we would have enjoyed our holidays more

- 7 My advice to you is to tell the truth.

If I was you, I would tell the truth

- 8 Earth is closer to the Sun than Mars.

Mars is further away from the Sun than Earth

- 9 It is against the law to park your car there.

Your car mustn't be parked there

- 10 Never underestimate the importance of a good family life.

The importance of a good family life <sup>(eral)</sup> shouldn't be underestimated

- 11 I haven't smoked for 10 years.

I stopped smoking 10 years ago

- 12 When I was a child I was a Sudoku champion.

I used to be a Sudoku champion when I was a child

- 13 I may enter the competition and I might possibly win.

If I enter the competition, I might (possibly) win

- 14 Whose iPod is this?

Who does this iPod belong to?

- 15 "Why don't we buy this car?" Serena asked her father.

Serena suggested to her father that they buy that car



## C Tenses

Put the verbs in brackets into the correct tense and form.

Dear Sarah,

I [0] (meet) Chris yesterday and I [1] (be) very sorry to hear that your mother's illness has worsened. I [2] (think) of you and I am glad that you have made up your mind and [3] (go) to Scotland next week to see how she is. It [4] (be) nice for her to see you. In her last letter to me she [5] (write) that she [6] (be) in good health before the doctor [7] (send) her to hospital. Ever since, she [8] (feel) under the weather. I [9] (be not) surprised if she [10] (catch) a hospital infection.

Of course I [11] (look) after Rover. We thoroughly [12] (enjoy) having him at our house last year. My dog [13] (miss) him ever since he [14] (leave) and [15] (look) for him everywhere whenever we [16] (mention) his name. I'm sure he [17] (be) delighted to see him again. [18] (You bring) him on Tuesday afternoon? Or, if that [19] (not suit) you, any time on Wednesday. [20] (Not bother) bringing dog food; I [21] (buy) enough dog food by the time you [22] (get) here. I hope you [23] (have) time to have tea with me when you [24] (bring) Rover, and that by then you [25] (have) better news of your mother.

Love Hannah

- |    |          |
|----|----------|
| 0  | met      |
| 1  | was      |
| 2  | though   |
| 3  | go       |
| 4  | will     |
| 5  | wrote    |
| 6  | was      |
| 7  | sent     |
| 8  | feels    |
| 9  | won't be |
| 10 | catches  |
| 11 |          |
| 12 |          |
| 13 |          |
| 14 |          |
| 15 |          |
| 16 |          |
| 17 |          |
| 18 |          |
| 19 |          |
| 20 |          |
| 21 |          |
| 22 |          |
| 23 |          |
| 24 |          |
| 25 |          |

of 25 points



## D Open Cloze

Insert one word only in each gap.

My son, [1] is now five months old, has had over 1,400 individual visitors to [2] website. [3] was within only two hours of his birth that he was *Twittered* because a friend got a text message [4] announced his birth. In a matter of [5] his name was indexed in *Google*. And believe it or not, I have a friend [6] five-month-old already has a *Facebook* page. Most new babies these days are "born digital," which is a term I borrowed from the [7] by John Palfrey and Urs Gasser. What it will mean when they [8] up I'm not sure of, but it changes something fundamental about who your little one is in the world. He has a public persona often [9] he can hold up his own head, which I [10] deeply disconcerting. This is the first generation to [11] a *Google* profile is given from day one: will those baby photos remain public into adulthood? Images of newborns are now sent within [12] hour after birth to friends and family. For families who live [13] apart, the immediacy of online communication is a powerful way [14] share in the birth. But it also subtly changes the way parents see [15] babies. Now, like so many [16] in our lives, we experience our babies onscreen. We view our babies both as our own, [17] them in our arms, but also we experience them how others will see them who are viewing their images on a screen, on *Flickr*, on *YouTube* or in [18] online birth announcement. There is a new self-consciousness now to the new family, whose [19] life is documented and posted for public [20].

- [1] \_\_\_\_\_
- [2] \_\_\_\_\_
- [3] \_\_\_\_\_
- [4] \_\_\_\_\_
- [5] \_\_\_\_\_
- [6] \_\_\_\_\_
- [7] \_\_\_\_\_
- [8] \_\_\_\_\_
- [9] \_\_\_\_\_
- [10] \_\_\_\_\_
- [11] \_\_\_\_\_
- [12] \_\_\_\_\_
- [13] \_\_\_\_\_
- [14] \_\_\_\_\_
- [15] \_\_\_\_\_
- [16] \_\_\_\_\_
- [17] \_\_\_\_\_
- [18] \_\_\_\_\_
- [19] \_\_\_\_\_
- [20] \_\_\_\_\_

Shortened and adapted from Morra Aarons-Mele  
guardian.co.uk, 18 February 2009 13.00 GMT



## E Prepositions

Insert suitable prepositions.

HERE'S a topic that I'm sure confuses you as much as it confuses me. What are all those "generation" labels [0] and what exactly do they mean?

[1] the press or [2] TV, experts blithely talk [3] "Gen X", "Gen Y", "Gen Z" as if we automatically know what they mean. In fact no-one has an exact definition, but this is close.

Let's start with the great-grandparents. They came [4] the Depression and World War II years and are labelled the "Builders" or the "Silent Generation" or the "War Babies". They grew up [5] a time when unemployment meant hunger and work in a bank was a job [6] life.

The generation born between 1946 and 1964 is the Baby Boomers: brash, confident, the product [7] a prosperous society when youth was discovering its wings [8] the first time. From free love to freedom rides, they forced their social and political values [9] society. Today they're the managers, the politicians - your boss.

1965-79 is Generation X. They were brought up [10] a bunch of would-be hippies; they swung the other way and tended to a more detached view [11] the world. Their influences were MTV, small families, AIDS and higher education than their parents.

1980-97 is Generation Y. If you think they come [12] another planet, you're right. Computers was their mother's milk, the internet opened them [13] to the world, mobile phones and SMS can pull them [14] temporary groups.

So, a few text messages can cause a rave party of thousands to mushroom; or a riot to ignite. It can also cause viral marketing to blaze around the world [15] hours. Look [16] the Barak Obama campaign - built [17] the power of internet communications and small on-line donations [18] millions.

Finally to Generation Z - our rug-rats\* born since 1998. They have entered a world [19] information overload, bombarded day and night. You'd better believe that their filters are hepa-fine, allowing only very well-targeted messages to pass through. Family is a loose definition to them - so many of their school friends come [20] single or same-sex families. The parents are older and comfortably affluent, but with big financial commitments.

- [0] about
- [1] \_\_\_\_\_
- [2] \_\_\_\_\_
- [3] \_\_\_\_\_
- [4] \_\_\_\_\_
- [5] \_\_\_\_\_
- [6] \_\_\_\_\_
- [7] \_\_\_\_\_
- [8] \_\_\_\_\_
- [9] \_\_\_\_\_
- [10] \_\_\_\_\_
- [11] \_\_\_\_\_
- [12] \_\_\_\_\_
- [13] \_\_\_\_\_
- [14] \_\_\_\_\_
- [15] \_\_\_\_\_
- [16] \_\_\_\_\_
- [17] \_\_\_\_\_
- [18] \_\_\_\_\_
- [19] \_\_\_\_\_
- [20] \_\_\_\_\_

\* rug rat: a small child

slightly adapted from:

<http://anthillonline.com/to-understand-the-generations-you-have-to-learn-your-xyz/>

of 10 points  
(1/2 each)



## Part 4: Essay

Write an essay of about 350 words on one of the following topics.

### 1 Internet Access "a Human Right"?

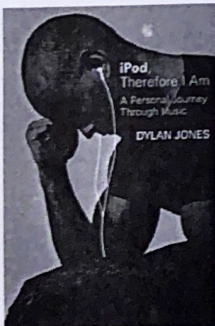
Only about 1.6 billion of the 6.7 billion people in the world have regular access to the supposedly "World Wide Web" or have a chance to go 'online' regularly. Do you think that a new human right is needed to guarantee everyone the access to the internet and the right to use the "world wide web"?



### 2 The Computer Freak: Genius or Social Misfit?

Discuss this question.

3



### iPod, Therefore I Am

This is the title of a book by Dylan Jones. Alluding to Descartes' famous phrase\*, it suggests that the iPod has not only revolutionized the way we listen to music, but shaped 21st century identity and attitude towards life as a whole. Do you share this view? Outline your reasons as you give answers to the question.

\* René Descartes (1596-1650) was a French philosopher. His original statement was "I think, therefore I am" ("cogito ergo sum").

Dylan Jones has worked as a journalist and editor of several London newspapers. He published his book in 2005.

### 4 Virtual Friends

The use of instant messaging, online social networks, e-mail and other forms of electronic communication has become increasingly common among people of all ages. How do these new technologies affect the way we socialize and build relationships? Explain your position with reasons and examples from your own experiences, observations or reading.