

Task 1

(Text "More Power to You" on pages 5 to 6)

A

Working with the text

Your class intends to discuss alternative energy. You read the text "More Power to You".

Do the tasks, using your own words as far as appropriate.

List the reasons and aims that make people look for energy resources.
Describe the two alternative technologies and give examples of their use.

Explain the meaning of the headline.

31 BE

B

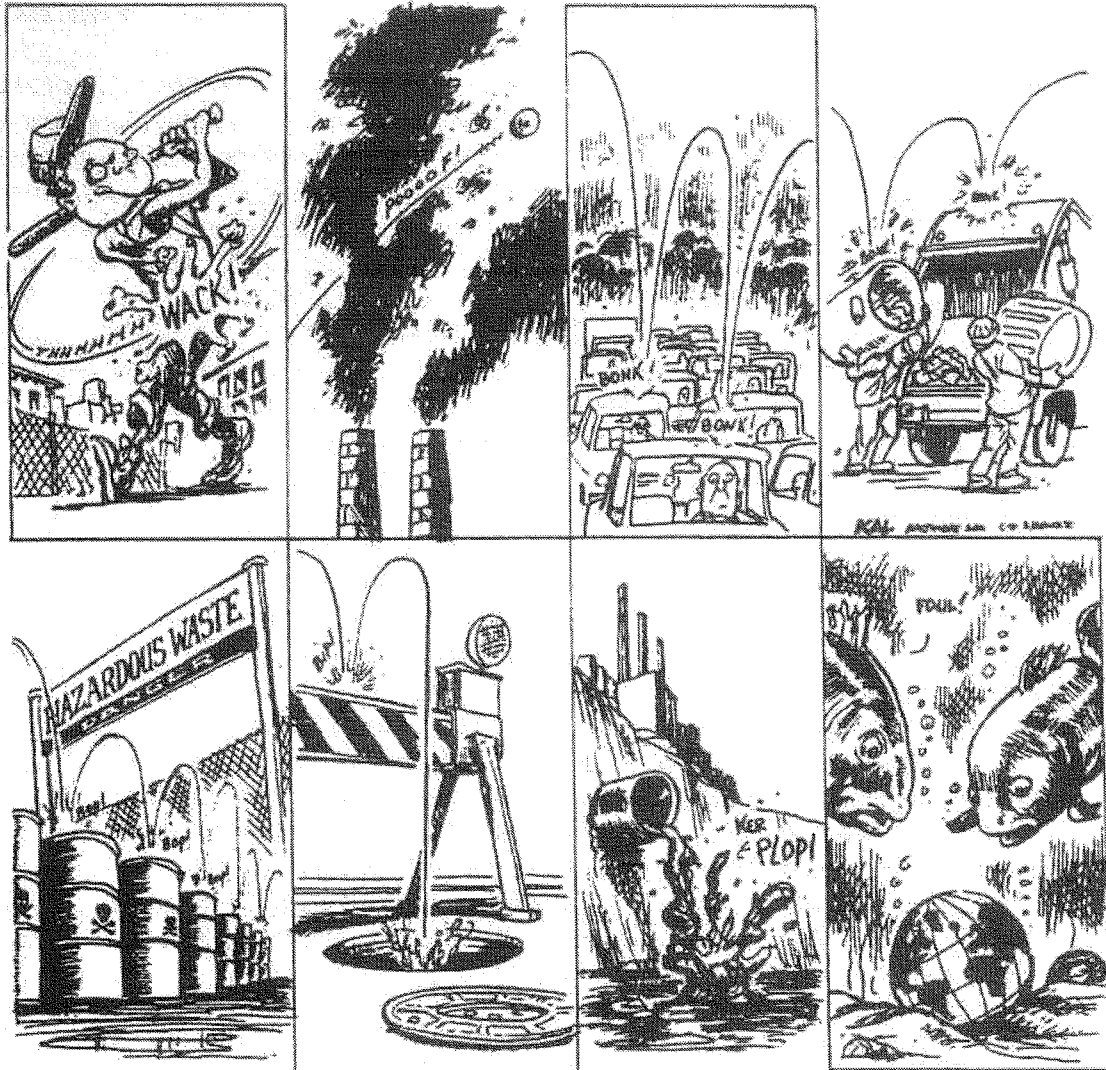
Composition

Choose **one** of the following tasks.
Write at least 300 words.

1. *More and more people are escaping from the high-tech world and looking for alternative life-styles.*

Comment on this attitude with reference to your own ideas on life.

2. Interpret this cartoon.



Source: *International Herald Tribune*, Oct. 23, 1992

31 BE

Task 2 p.t.o.

Task 2

(Text "A Gift of Gold" on pages 7 to 8)

A

Working with the text

Your English course is dealing with English literature. Your assignment is to write about the story 'A Gift of Gold' by John Keith.

Do the tasks, using your own words as far as appropriate.

Describe the setting of the story.

Explain the dilemmas the protagonists are in.

Evaluate the relationship between them including the decision the mother makes.

31 BE

B

Composition

Choose **one** of the following tasks.

Write at least 300 words.

1. *You are a member of the team of students involved in the planning of your graduation ceremony.*

Introduce your concept to the preparatory committee of students and teachers. Write a coherent text in which you support your proposals with arguments.

2. *Several countries favour school uniforms.*

Discuss their possible introduction into German schools.

31 BE

Task 1 Text

More Power to You

Robert K. Lifton is an unlikely front-runner in the tech races. [...] His New York City-based company, Medis Technologies, is one of several World Economic Forum Technology Pioneers developing new ways to deliver clean electricity to homes and cars, not to mention mobile phones and digital cameras. "The market is huge," says Lifton, and he's not exaggerating: he wants to power up the world's billions of portable gadgets.

Electricity, like clean water, is a resource that's often taken for granted. But last summer, consumers on two continents were given a painful reminder of just how fragile electricity supplies can be when blackouts struck Rome, Toronto and much of the northeast U.S. These massive disruptions stranded commuters, defrosted freezers, shut down businesses, and refocused attention on where most of the planet's power comes from: oil- and gas-fired generators and nuclear plants. These sources are not only plagued by creaky¹ infrastructures but pollute the environment, and most consumers feel they pose unacceptable health risks. Entrepreneurs like Lifton are trying to offer an alternative: clean energy from renewable resources that's plentiful—and portable. [...]

The search for alternative energy is nothing new, but the current crop² of innovators is focusing on the long-elusive goal of making clean and sustainable power a mainstream commodity³. The fuel cell, for example—which extracts electricity from the chemical reaction between oxygen and hydrogen—has been around for about 150 years, though its commercial deployment⁴ only began in the 1960s and then only as part of NASA spacecraft. Today, this technology is coming down to earth in places like Tokyo, where the country's first hydrogen-fuel filling station opened in June; in nine European cities from Stockholm to Porto, each operating three hydrogen-fuel-cell buses; and in Iceland, which is trying to create the first fossil-fuel-free "hydrogen economy" by 2030.

When hydrogen and oxygen molecules combine, the reaction produces heat and water. Fuel cells harness this reaction to generate electricity, ideally producing water vapor as the only by-product. One of the attractions of fuel cells is their scalability: they can be big enough to run a factory or small enough to fit under the hood of a car. Medis' innovation is a type of microfuel cell, a power source that's small enough to slip into your pocket. The Medis Power Pack—a portable, wire-free mobile-phone recharger due in shops by the end of next year—will allow users to boot up⁵ their handsets whenever and wherever the need arises.

Phone fading fast at the football match? Just plug it into your Power Pack.[...] Hydrogenics, based in Mississauga, Canada, is also working to bring the fuel cell to market, though its products are big enough to power a car—or a tank. Hydrogenics and General Motors [...] are developing a fuel cell/diesel hybrid for a new generation of 30,000 light tactical vehicles (LTVs) for the U.S. Army, [...]

The military likes fuel cells because they help free vehicles from dependence on vulnerable supply lines, can cut fuel consumption by 20%, and generate enough hydrogen to be self-sufficient in electrical power for up to five hours with the vehicles'

engines off. Fuel cells are also quieter and cooler than traditional portable generators, and therefore harder for the enemy to detect. [...]

45 The devices can also provide soldiers with a much-needed resource, especially when stationed in desert conditions: water. The water vapor from the fuel cells can be recycled for human consumption.

And it's not only the military that's interested. General Motors vice president of research and development Larry Burns says GM itself hopes to sell fuel-cell-powered cars by 2010; [...]

50 What about that other long-promised alternative energy source—solar power? Technology Pioneer Nanosys of Palo Alto, California, thinks solar's day in the sun has finally arrived. The firm is developing tiny photovoltaic cells that can be incorporated into the fabric of roofing materials to provide power to homes and other types of buildings. [...]

55 One prefabricated Nanosys roof could generate enough electricity to run all the appliances in a typical home, including the washing machine, the toaster, the PC and the entertainment center. Electricity generated during the day can be stored in batteries for use at night. [...]

60 With persistence and that old variable, luck, firms like Medis, Hydrogenics and Nanosys could see a big payback for giving power to the people. [...]

By Chris Daniels/Toronto, Unmesh Kher/New York and Chris Taylor/San Francisco

From: TIME, December 15, 2003

Annotations:

- | | |
|------------------------|-------------------------------|
| 1 creaky | old and not in good condition |
| 2 crop | here: group |
| 3 mainstream commodity | an ordinary product |
| 4 deployment (formal) | the use |
| 5 to boot up | to prepare sth. for use |

Task 2

Text

A Gift of Gold

It was the winter of 1937, just after Christmas. The Depression¹ was still going on, but I was in good spirits. At the end of January, I was going to graduate from elementary school. I was just twelve – younger than all the other boys in my class and much smaller. My mother still dressed me in shorts, and when the cold weather came, I wore
5 woolen knickers² and knee-high socks. [...]

However, for the graduation ceremony, all the boys were expected to dress the same way. They were supposed to wear white shirts, navy-blue knitted ties, and dark-blue wool serge pants. When I asked one or two knickered kids what they were going to do, they said that they were going to show up on graduation day wearing long pants.

10 I waited until a week before graduation before I told my mother. I figured I'd better break the news to her as gently as I could.

I remember that it was a cold Monday afternoon. I had come home from school after crunching my way over the treacherous streets and crosswalk. There were deep ruts and tracks cut into the thick layers of melted and refrozen snow. Inside the house it felt
15 warm and comforting. I put my heavy coat away in the hall closet, all the while inhaling the tantalizing smell of fish being fried in butter. I went into the kitchen for a glass of milk, one of the few luxuries of life in our house. [...]

"Mom," I said, "about graduation..."

"Yes?" she answered, shuffling the skillet³ on the burner.

20 "They're going to give me the first-prize medal," I said.

Still working over the stove, she looked over her shoulder at me and smiled broadly.

"That's wonderful, Babe. Dad and I will both be there, and we'll be the proudest parents in the place."

She must have seen by the look of my face that something was wrong. She turned her
25 back to the stove and said, "So?"

"So, I have to get long pants," I said.

It didn't take long to get the answer I expected.

"Babe, we don't have the money for new pants right now," she said very quietly. "You know that."

30 "Okay," I burst out. "Then I won't go to graduation. Plus, I'm running away from home!"

I waited. [...]

"Here," she said. "Cut one of the rolls on the table and make yourself a nice fish sandwich. And if I were you, I wouldn't pack my bags just yet. We'll solve the pants
35 problem somehow. [...]"

The following Saturday, when my mother said, "Let's go shopping," I knew that she had solved the problem.

Midmorning we bundled up⁴ against the bitter cold that had settled over the city and took the trolley that ran along Westchester Avenue. We got off at Southern Boulevard,
40 the best shopping street in the East Bronx. Our clothing store was just a couple of blocks away. We had been getting my pants there from Mr. Zenger ever since I could remember. [...]

45 But first we walked a short way down the boulevard and stopped at a place I had never noticed before.

My mother said, "Wait here."

She opened the door and entered a storefront that looked a little like a bank. I read the sign over the door: Home Thrift and Loan.

50 She came out about ten minutes later, and we went to the pants store. There Mr.

Zenger fitted me with what was surely the greatest pair of 100 percent pure-wool navy-blue serge trousers ever to be had in the whole world. [...]

The new trousers were wrapped up in brown paper and tied with string. I was holding the package tightly under my arm when my mother went to pay Mr. Zenger. I saw her
55 take a tiny brown envelope from her purse, tear back the sealed flap, and remove the contents. There were four brand-new one-dollar bills inside. She carefully unfolded them and handed them to Mr. Zenger. He rang up⁵ the sale and gave my mother the fifty cents change.

Sitting next to my mother on the trolley, I had the window seat and looked out for
60 most of the ride. About halfway home, there wasn't much to look at rattling over the Bronx River Bridge, and as I shifted around in my seat to face forward, I glanced down at my mother's hands folded across her purse, which was resting on her lap. It was then that I saw that the plain gold wedding band that had always circled the ring finger on her left hand was no longer there.

By John Keith, *San Jose, California*

From: *True Tales of American Life*, London, Faber and Faber, 2002

Annotations:

- | | |
|-------------------|---|
| 1 the Depression | period when there was not much business activity and not many jobs in the 1930s |
| 2 knickers | see: knickerbockers |
| 3 skillet | frying pan |
| 4 to bundle up | to dress warmly |
| 5 to ring up sth. | to enter the price of goods on a cash register |

2

Task 1

Worksheet

(Text "Ethnic Education" on pages 4 to 5)

Working with the text

*Your course deals with the topic "Immigration to America".
Use the article on the subject of ethnic education as the basis for
your contribution.*

Do the following tasks, using your own words as far as appropriate.

Define the term "ethnic education".
Explain the success of cram schools in America.
Illustrate the motives for supporting such a form of education by
giving examples from the text.

31 BE

B

Composition

Choose **one** of the following tasks.
Write at least 300 words.

1. *The ideal school - what should it look like?*

Develop realistic ideas for a school that fulfils your needs and
expectations.

2. *Values and traditions are worth keeping.*

Imagine you emigrate to another country. Reflect on the values and
traditions you would like to preserve from your culture in your new
environment.

31 BE

Task 2**Worksheet**

(Text "Players Behaving Badly" on pages 6 to 7)

Working with the text

"People in society" is a topic in your course.

Use the article to present the issue of sports stars in public life.

Do the following tasks, using your own words as far as appropriate.

State the main issue of the article.

List examples of players' misbehaviour.

Evaluate the effectiveness of the measures taken against offenders.

31 BE

BComposition

Choose **one** of the following tasks.

Write at least 300 words.

1. Write an interview between a journalist and a football star which deals with his or her behaviour in private, professional and public life.
2. *Very Important Persons (VIPs) - forced to be idols for young people?*

Discuss this question with reference to either culture, politics or sports.

31 BE

Task 1
Text

Ethnic Education

As America welcomes its largest influx of immigrants since 1910, it is seeing the rise of an alternative kind of educational institution - the culture school. From California to Connecticut, more and more such programs, also known as cram schools or ethnic-heritage schools, are opening to help preserve children's native culture and language. In some cases they also aim to compensate for shortcomings in the American education system. [...]

Almost every ethnic group now has a cultural program of its own, from Latvians and Nigerians to Chinese, Korean and Japanese immigrants, who have some of the oldest and best-established schools in the United States. Though there are no national statistics encompassing all schools, some individual ethnic groups keep track: the number of Polish-language schools on the East Coast, for instance, has more than doubled since 1990; the number of Korean schools nationwide has boomed from 490 in 1990 to 890 today; and the number of students enrolled in Chinese-heritage programs nationwide has grown by more than 25 percent since 1995, topping 100,000.

Along with language, culture and history instruction, many of the schools also instill ethnic customs and values. Kin Sheung Wong, principal of the New York Chinese School in Chinatown, the largest such school in North America with more than 3,000 students, says he is still shocked by the degree of freedom bestowed on American teenagers and the lack of respect they show their elders. [...]

Many youngsters pass seamlessly between their American world and their ethnic one. Fifteen-year-old Marcela Maryniak, who emigrated from Poland with her parents when she was 5, has been attending a Polish Saturday school virtually since she arrived in Brooklyn. "I guess I'm more American now," she muses. "But there are so many good things about being Polish." For one thing, the food is good, she says. Also, she and her friend Gabriella can gossip in their native language without fear of being understood by their English-speaking peers. But isn't there something ever-so-slightly uncool about sitting in a classroom, discussing Polish Renaissance literature while your friends are out shopping? Not at all, says Marcela. Many of her friends do the same thing on weekends: one goes to Chinese school and another attends Hebrew school.

In some cases, political changes back home have helped spark a child's interest in his native land. Anna Izak, principal of the school Maryniak attends in Williamsburg, Brooklyn, says the fall of communism in Poland has improved the country's image and made it easier for immigrants to travel back and forth, staying in closer touch with their roots. "We didn't want to have an attachment to that old Poland," she says. "Now we see a Poland that we'd like to represent."

Immigrant parents also rely on the cultural schools to correct or enhance the things their children learn in American schools. [...] Vitaly Berman, a sixtyish man with a goatee and a thick gold chain around his neck, founded two math schools, one in Boston and one in New York, to help change the way Russian-American kids learn math. "When I first opened an American textbook, I thought I'd die," he says with characteristic hyperbole. The American public-school math curriculum, he says, is overcrowded and makes students feel rushed. His program covers topics in more depth, allowing kids to develop more lasting problem-solving skills. Berman, himself an immigrant from St. Petersburg, where he earned a Ph.D. in math education, says he's fulfilling his "duty to our children" by opening the schools.

45 In many places, ethnic heritage schools are becoming increasingly visible. Some are
beginning to organize themselves into national networks and to seek connections with public
schools. In Montgomery County, Maryland, for instance, Chinese schools have begun
accepting non-Asian students for language-immersion programs that are accredited by public
50 dual-language immersion programs – putting native English speakers in classes with native
Spanish speakers, for instance – and teaching a mixed group of kids in one language at a time.
Ethnic-heritage schools will never replace American schools for immigrants. But they may
forever change them – just as immigrants have permanently transformed America itself.

By Anna Kuchment

From: NEWSWEEK, April 2, 2001

Task 2
Text

Players Behaving Badly

More English footballers wind up in the courts,
prompting questions about discipline off the pitch

A boys' night out in London traditionally leads to blood-red eyes and a splitting headache the morning after. But for footballers John Terry, Jody Morris and Desmond Byrne, the fallout¹ from a Jan. 3 booze-up has been far more enduring than a hangover: after a disturbance in a London club that included an alleged attack on its doorman, the three players were arrested and charged with affray and assault² causing actual bodily harm. Last Wednesday, after pleading not guilty to the charges in a London magistrate's court, they were remanded on bail³ to face committal proceedings⁴ next month.

Media attention has focused on Terry, 21, and Morris, 23, not least because they play for the high-profile London club Chelsea and have previously broken club rules that attempt to restrict the players' drinking and behavior. DO YOU WANT TO BE A DRUNK OR A FOOTBALLER? screamed the *Mirror*. Indeed, a series of negative headlines involving footballers over recent months – including the retrial of Leeds United stars Jonathan Woodgate and Lee Bowyer, in which Woodgate was found guilty of affray – suggests a disturbing trend of players behaving badly. It also questions the ability of the game's authorities to control some of the world's best-paid athletes.

English football is no stranger to errant behavior, but much of it has traditionally come from fans, rather than players. For decades the game has been dogged by the dark shadow of hooliganism, a plague so closely associated with the game's founding country that it is known as the English disease. [...] Aggression is such a part of the game that the Football League was recently obliged to consider a code of conduct for club mascots, after a series of altercations involving people clad in woolly animal suits.

Now, sports and social commentators say, it's the players who are getting out of hand. Many see a direct connection between their off-field antics⁵ and their ballooning salaries [...]. It doesn't help that the game's authorities – the clubs and the Football Association (F.A.) – take contradictory stances when trouble arises. The clubs, perhaps because of the vast commercial considerations in modern football, tend to be lenient. Since Chelsea club rules prohibit players from going out drinking within a 48-hour period before a match, Terry and Morris were each fined two weeks' wages – the maximum permitted in a standard player contract. This was not the first time the players had violated club rules: Terry and Morris were fined after a drinking spree near Heathrow Airport on Sept. 12, during which they were accused of offending American tourists stranded in the wake of the previous day's terrorist attacks. In the program notes for a game after last Wednesday's court hearing, Chelsea chairman Ken Bates encouraged Terry to "ask himself if he wants to follow the path which is littered with drunks and wrecks of former players or emerge from this episode stronger and better for it." But the boss's moralizing didn't stop Chelsea coach Claudio Ranieri from including both players in his starting line-up for the game. Many coaches in England's Premier League have been criticized for defending players when they misbehave on the field; commentators say this breeds an aggressive nature that spills over into off-pitch conduct.

40 The F.A. takes a harder line. For most of the past two years, while Bowyer and Woodgate
 were facing charges in connection with a melee outside a Leeds nightclub that left a young
 male student scarred for life, the F.A. decreed both players ineligible to represent England;
 Leeds, however, continued to play them, arguing that they were innocent until proved guilty.
 Early this week, the F.A. will announce whether Terry can represent England while legal
 45 proceedings against him are under way. [...] "It is time for a much tougher approach to the
 problems which are dragging the game down," says PFA⁶ boss Gordon Taylor. Terry and
 Morris aren't expected to return to court until Feb. 20, but football is already on trial.

By Jennie James
 From: TIME, January 21, 2002

Annotations:

1	fallout	after-effects
2	affray and assault	physical attacks
3	to be remanded on bail	to be allowed to go free until the trial after leaving a sum of money with the court
4	to face committal proceedings	to face imprisonment
5	antics	silly, sometimes dangerous behaviour
6	PFA	Professional Footballers' Association

Task 1
Worksheet

(Text "Hitting back at the big bullies" on pages 5 to 6)

A

Working with the text

The phenomenon of bullying seems to worry the public increasingly. This issue gets wide coverage in the media, which report on individual cases and offer help in different ways.

Many schools have responded by introducing anti-bullying schemes. In these programmes the students themselves try to settle disagreements peacefully.

Do the following tasks, using your own words as far as appropriate.

List the necessary information about the "Confronting bullying" course for a potential participant.

Identify the main aspects of bullying and present them in a clearly structured way.

Describe how the author deals with the topic. Refer to content and language.

31 BE

B

Composition

Choose one of the following tasks.

Write at least 400 words.

1. *An anti-bullying scheme at our school?*

Write an article for your school magazine in which you discuss the introduction of such a programme at your school.

2. *"The dignity of man is inalienable." (German Grundgesetz)*

How does our society respond to this constitutional right?

Comment.

31 BE

Task 2
Worksheet

(Text "Scarecrow" on pages 7 to 8)

A

Working with the text

In your course you are going to discuss how literature reflects young people's problems.

You aim to arouse your fellow students' interest in this text.

Do the following tasks, using your own words as far as appropriate.

Characterize the protagonist of the story with emphasis on feelings and relationships. Give evidence from the text.

Interpret the title.

Explain, with reference to content and language, why this text may especially address teenagers.

31 BE

B

Composition

Choose **one** of the following tasks.

Write at least 400 words.

1. *Your friend who is unhappy with her/his appearance tells you the following: "I'm going to live on an island where there is no one to stare at me."*

Try to help her/him cope with her/his lack of self-confidence.
Choose a suitable text form.

2. Interpret the cartoon.
(See Cartoon on page 4)

31 BE



"I imagine you'll be interested in one of the more highly visible occupations?"

From: Chicken Soup for the Teenage Soul,
Health Communications Inc., Deerfield Beach, FL,
1997

Task 1

Text

Hitting back at the big bullies

*It comes in many guises and affects people of all ages and backgrounds.
Bullying [...] is on the increase.*

An aggressive teenager threatens to rip the telephone out of the wall when his poor mother gently asks him to cut down on phone calls. A GP is threatened with harm by a menacing patient into signing a soft drug prescription. A confused old woman in a retirement home is coerced by her domineering son into signing over the family home to him. A notorious schoolboy vows to beat up his classmate for pocket money.

These are just a few examples of bullying that the directors of a new course to combat the malicious practice have come across. And they know what they are talking about. Both Father Tony Byrne and Sister Kathleen Maguire have been victims of bullies themselves.

The pastoral pair, who direct and facilitate a five-week course called 'Confronting Bullying', know at first hand how damaging the experience can be. [...]

Tony [...] has his own story of harassment. "I knew I was being bullied. It took the form of verbal put-downs and I began to suffer from insomnia, withdrawal and loss of confidence. My bully formed alliances and encouraged people to gang up on me. He also accused me of bullying, causing guilt, confusion and questioning of my own Christian attitudes.

"It affected me very badly for a while. Then I began to reflect on my rights to dignity as a human being. I confided in a friend who is a counsellor and started to protest against what was going on, which ultimately resolved it." [...]

"We've had many calls from people suffering agonies through workplace bullying, literally being bullied out of work," says Kathleen. [...]

We are hearing from schools saying simply: 'We don't know what to do.'

Says Tony: "While most of these calls concerned children bullying each other, some are from teachers who are being bullied by students."

Bullying has been defined as "persistent and unjust exercise of power by various means to humiliate, frighten or denigrate". The Department of Education defines it as: "repeated aggression – verbal, psychological or physical – by an individual or group on others."

Bullying can include damage to personal property. And the bullies of the 21st century have taken up the cudgels¹ of technology – e-bullying via e-mail and text-bullying are the latest forms of harassment. [...]

While bullying behind closed doors has always been with us and is a feature of domestic violence, Tony believes the rise in workplace bullying – in spite of anti-bullying policies – is linked with an overemphasis on profit.

"Employers may decide it is more cost-effective to dismiss an employee who complains of being bullied, and run the risk of a claim, rather than changing the structure within the company or letting something continue to breakdown point. We have heard this from a sufficient number of people to believe that it's happening.

"In other cases, the bully may genuinely not realise how traumatic it is for the victim. The person bullying me was a good person with some excellent qualities. A lot of bullying arises from feelings of inferiority and poor self-esteem. You feel threatened and hit out²."

'Confronting Bullying' aims to deepen public awareness of the problem at home, work and school; it also analyses causes and effects, identifies coping strategies and explores ways to help bullies change their behaviour. Speakers include psychiatrist Dr Martin O'Sullivan on how bullying affects mental health. Bullying can lead to depression, insomnia, guilt, rejection, marginalisation, loneliness, isolation, mental illness and death through suicide. [...]

Another speaker, Ann Frey of the Anti-bullying Research and Resource Centre, Trinity College, counsels people subjected to workplace bullying. She says: "There are common threads in how they feel. Stress, anxiety, fear are the dominant emotions, plus dread. People talk about the awful feeling that builds on Sunday afternoon as they begin to face going back to work.

"Anybody may be bullied. It's often a conscientious, loyal, intelligent person, a higher achiever³. They may not realise what's happening at first; many say 'it crept up on me'. Over time they find their confidence eroded. They may respond by keeping their head down, avoiding, trying harder, blaming themselves, feeling they should be able to handle it. [...]

"It is not helpful to see bullies generically, as people who bully differ from each other in their actions and motivations. Parents can help to steer their children away from being bullies in a number of ways – most importantly by helping the child to have good self-esteem and by acting as altruistic role models. The child who hears a parent criticise, ridicule, denigrate or attack learns this pattern. Teaching children to be protective of vulnerable things – animals, pets, other children who are more needy or less able – is also important.

"Social values play a part. A society without empathy, that endorses images of television or social violence, that allows corruption, that does not challenge poverty or social disadvantage, or is selective who it punishes for lawlessness enables bullying. Ageism⁴, sexism, racism and dismissal of those less able feeds into bullying."

'Confronting Bullying' a five-week course from April 22 – May 20 takes place in St Mary's College, Rathmines, Dublin 6, at 8pm each Tuesday. Cost €50. Contact The Director, 3 Cabra Grove, Dublin 7, tel: 01-8380157 or 087-9180777.

FRIGHTENING FIGURES

- ? One in five second level students is afraid to go to school because of bullying, according to research from British, Irish and Swedish sources.
- ? One in four women and almost one in seven men have experienced physical or sexual bullying.
- ? 25% of Irish women have been battered in the home and an unknown number of men are also battered by partners.
- ? 14% of suicides are associated with bullying.
- ? 86% of workplace sick leave is bullying related.
- ? 10% of elderly people are frightened through ongoing bullying.

By Anne Dempsey

From: Irish Independent, 14th April, 2003

Annotations:

- | | | |
|---|---------------|---|
| 1 | cudgel | a short thick stick used as a weapon |
| 2 | to hit out | to say or do sth to hurt someone |
| 3 | high achiever | someone who is extremely successful |
| 4 | ageism | unfair treatment of people because they are old |

Task 2
Text

Scarecrow

"Hey, 'Bones'," my brother, Parker, asked me, "what are you going to be for Halloween?"

The school party started at 7:00 P.M. The winner of the prize for the most original costume got two free tickets for the Sunday matinee. Parker was dressed and ready to go.

I watched him parade in front of the mirror in his pirate costume. *He's so handsome*, I thought. [...]

5 "I'm not going!" I replied.

"Why not?"

"No costume."

"That's dumb," he said. "You hardly need a costume. You're already a perfect scarecrow!"

10 I was used to these observations. Furthermore, he spoke the truth. At twelve, I was already six feet tall and weighed eighty-nine pounds. Tack on red hair and freckles and it added up to one thing: I was a scarecrow.

School days were charged with searing taunts¹. "Down in front." "How's the weather up there?" "Are those skis or shoes?" It was hard to smile back, and even harder to make friends.

15 I tried plastering my hair down flat on the top of my head and prying the heels off my shoes. I took scalding hot baths, hoping I'd shrink. In bed at night, I put my feet against the footboard, hands against the headboard and pushed, hoping to press myself back together. Nothing worked. So I saved nickels and dimes in a cider jug to pay the future surgeon who would find fame in *Ripley's Believe It or Not*² by cutting six inches of bone from the legs of the tallest girl in the world and making her the same height as everybody else. [...]

20 "When I grow up," I told Parker, as he brandished his cutlass in front of the mirror, "I'm going to live on an island where there's no one to stare."

Alone, I listened to the cheerless night and pictured the costumes my classmates had bought. I had tried on a few, too, but nothing fit. [...]

25 The more I brooded, the more my self-pity grew. Then I spotted a broomstick standing in the kitchen corner. Maybe I could make a costume, I thought. Outside, a sheet and pillowcase billowed³ on the clothesline. I could be a witch or a ghost. Then my gaze fell on the back of the cellar door. My father's old plaid work shirt, faded overalls, jacket and cap were hanging right where he had left them.

30 "I could be a hobo⁴," I murmured as I buried my face in the dusty clothes. But Parker's taunt kept coming back at me. "You're a scarecrow." As much as I hated to admit it, he was right. Well then, a scarecrow was what I'd be.

The closer I got to the school, the louder the cheers and clapping became, and the more my fears grew. What if they laughed at me? Worse still, what if they didn't do anything? [...]

35 *I'll run home!* I decided. No one would know I had been there. But Parker came on stage and glanced at the window. It was too late. He had seen me. If I left now, he'd call me chicken.⁵

I watched him bow to the audience and listened to the squeals from the girls as he leaped on chairs and tables and parried with his sword. Next, a small gorilla climbed on top of a ladder and ate a banana. Lincoln gave a brief address. Cleopatra danced with a rubber snake in her hands, and a soldier marched and twirled his gun. Only Tarzan remained.

40 Maneuvering carefully through the entrance, I went in, held my breath and prayed, *Please, God, don't let me make a fool of myself.*

The applause was so loud for the King of the Jungle when he gave his call and swung on a curtain rope that no one seemed to notice me walk slowly to the center of the stage. A pillowcase covered my head. With arms outstretched and hands clutching the broomstick inserted through the sleeves of an old plaid shirt, I wore a felt hat and faded overalls stuffed with straw. The room was suddenly still. Nobody clapped. Nobody cheered. The only sound I heard was the hammering of my own heart. *I'm going to die*, I thought, *right here in front of everybody*. The world was tilting, and my ears were ringing when the hood slid down my nose, just enough so I could peer through the eyeholes.

[...]

Someone asked, "Hey, who is that?"

"Parker's sister!"

They looked at one another, surprise brightening their faces. Clapping and cheering filled the room. The principal came up on stage. "The first prize for the most original costume goes to ..." I never heard my name, only Parker, fear in his voice, saying, "I'll hold those tickets for her. She can't let go of that broomstick or her shirt will fall off."

Later, classmates came over to talk with me. "How'd you ever get such a good idea?"

"Parker," I said.

"Where did you get the costume?"

"My daddy." [...]

I left the party early, but not before Nancy had said, "You'll come over my house sometime, won't you?" and Elaine had confided, "I get goosebumps every time Mr. Allen is our substitute teacher. Don't you?"

I didn't want to stay and dance – the boys' heads came only to the middle of my chest. But on my way home, I decided that Parker was right. A deserted island would be pretty awful.

I waited up for Parker that night.

"Oh, I almost forgot," he said. "Here's your two tickets."

"Thanks."

"It's going to be a double feature. One's *The Wizard of Oz*. Ray Bolger plays a scarecrow." He had reached the fourth step. We stood eye to eye.

"And the other's *The Sea Hawk*," I said. "Can you believe it? Errol Flynn plays a pirate!"

"Are you taking anyone special?" Parker asked.

"Yes," I said. "Wanna go?"

By Penny Porter

From: Chicken Soup for the Soul, Health Communications Inc., Deerfield Beach, Florida, 1998

Annotations:

- | | | |
|---|-----------------------------------|---|
| 1 | searing taunts | provocative, humiliating remarks |
| 2 | <i>Ripley's Believe It or Not</i> | TV programme |
| 3 | to billow | to swell out as a sail does |
| 4 | hobo | AmE: a tramp |
| 5 | chicken | here: (<i>sl.</i>) a person who lacks courage |

Task 1

(Text 1 "Is anybody listening?" on pages 5 to 6;

Text 2 "Euromyths? Most of them are just plain bananas ..." on page 7)

A

Working with the texts

Your class is doing a project on the European Union.

Do the following tasks, using your own words as far as appropriate.

After reading the materials provided, present the facts the reader gets on the European Union as clearly as possible and draw a conclusion on its image.

Evaluate the motives of Ms Kauppi (M.E.P.) and the two candidates for working in the European Parliament.

Describe the layout of text 2 and its effects on the reader.

31 BE

B

Composition

Choose **one** of the following tasks.

Write at least 400 words.

1. Interpret the cartoon.
(see cartoon on page 3)
2. *To be a leader, a follower, an opponent or an outsider?*
Comment on the role you adopt in different spheres of life.

31 BE



Source: www.politicalcartoons.com

Task 2 p.t.o.

Task 2

(Text "Nettles" on page 8)

A

Working with the text

Your class is doing a course on poetry. You have chosen the poem "Nettles" by Vernon Scannell.

Do the following tasks, using your own words as far as appropriate.

Interpret the poem:

Summarise the poem's content tracing the sequence of events.

Describe the characters.

Analyse the choice of poetic devices.

Identify the symbolic meaning of the incident with the nettles and explain the message for the reader.

31 BE

B

Composition

Choose **one** of the following tasks. Write at least 400 words.

1. *"There is always one moment in childhood when the door opens and lets the future in."*

Graham Greene (1904-91)

Reflect on the quotation.

2. *Imagine you have to face a serious problem in your life such as the fear of failing an exam, being betrayed by a friend, experiencing violence etc. You either ask your parents or friends for help.*

Create a dialogue.

31 BE

Task 1

Text 1

Is anybody listening?

Here's how one M.E.P.¹ is trying to convince an apathetic public that the E.U.'s legislature isn't just a gravy train

Not if you believe Piia-Noora Kauppi, 29, a fresh-faced dynamo finishing her first term as an M.E.P. [...]: "Yes, the European Parliament is a gravy train," she admits, but she insists that it does real, important work that affects people's lives: during the current term, for example, it has passed legislation giving air travelers more compensation if they're bumped from² an overbooked flight; ensuring ATM³ withdrawal charges are the same in all euro-zone countries; and banning cosmetics testing on animals by 2009. [...]



"We're a normal political institution," Kauppi says with typical earnestness. "Politicians here aren't more rotten or less capable than in a national parliament. Some of us take our jobs seriously."

But there's no sign that voters will take M.E.P.s' jobs seriously when they go to the polls next week to choose the 732 members of the next Parliament. Interest in—and respect for—the legislature is scraping bottom⁴. Turnout has sunk from 63% in 1979 to 49% in the last election in 1999. This time, only 45% definitely plan to vote, according to a Gallup/Eurobarometer poll. That's a shame, because the Parliament's clout has consistently been expanded with each E.U. treaty, and the new constitution now being hammered out will enhance its power even more. [...] A 2003 Eurobarometer survey found that only 35% of E.U. citizens felt that M.E.P.s represented their interests well. That's bad news to Kauppi, [...] a passionate believer in the Parliament's power to improve European life at both institutional and individual levels. [...] Kauppi hopes her enthusiasm will be contagious. The E.U.'s work "is too important to be left only to the political élites," she says.

STRASBOURG: THE STRUGGLE FOR REFORM

The European Parliament complex looms on Strasbourg's north side, a glass-and-steel behemoth⁵ ringed by a moatlike road and guarded by unnaturally tidy rows of immature trees, which look vaguely like green and brown barbed wire. Kauppi says the massive exterior has the aura of "a medieval castle," cold, forbidding and inaccessible—an apt description of how most people see the E.U. itself.

But what many in the Parliament think is truly medieval is the setup that requires them to pack up and move from their regular offices in Brussels to Strasbourg once a month. The bizarre commute – which involves each M.E.P.'s office packing all they need for the week into giant metal trunks that are shipped, unpacked for a few days, then repacked and sent back to Brussels – is the product of a typical E.U. backroom deal. When the Belgian capital was chosen as the E.U.'s home in 1958, France blocked an agreement until it got the Parliament's Strasbourg outpost as a consolation prize. The cost to taxpayers: €200 million a year. This is one E.U. excess Kauppi would like to stamp out. [...]

BRUSSELS: GETTING DOWN TO BUSINESS

If Strasbourg is the Parliament's showroom, Brussels is its factory floor. [...] No bill gets to the full Parliament without going through the committees, where M.E.P.s consult other E.U. officials

as well as representatives of business, industry and NGOs⁶. [...] Committee work "can be a bit boring, but it's very important," says Kauppi as she heads back to her office. "What we do there has a political role as well as an economic role." [...]

50 While M.E.P.s still tend to vote for their own national interests, Kauppi could turn out to be the prototype for a new generation of truly European politicians with a stronger commitment to represent "Europe".

IN THE RUNNING

Thousands of people from all walks of life are vying for seats in the European Parliament

ROBERT KILROY-SILK



U.K. Independence Party candidate Kilroy-Silk, 62, has one goal: "To get Britain out of Brussels." Axed from a BBC talk show in January after calling Arabs "limb amputators" and "women repressors," the erstwhile Labour M.P. has nothing good to say about the E.U. either. It's bad, corrupt, bureaucratic," and he's outraged that Britain put €2.9 billion more into the E.U.'s 2002 budget than it got back. The E.U., he says, "is going to implode. We should have a civilized, amicable divorce while it's still possible."

CARMEN KASS



"I'm not a politician," says *Vogue* cover girl Kass, 25, a candidate of Estonia's ruling center-right Res Publica party. In 11 years of modeling, "I've seen beauty and I've seen beasts"—surely good prep⁷ for politics. Her approach is earnest, even solemn; she credits that to an early childhood spent under Soviet rule. Now she's savoring the freedom to participate. "It's so important for the youth to be involved, to create our own future," Kass says. "More love and attention is needed—and less fear of putting yourself forward and getting involved."

By Jeff Chu

From: TIME, June 7, 2004

Annotations:

- | | | |
|---|-------------------|--|
| 1 | M.E.P. | Member of the European Parliament |
| 2 | to be bumped from | to be excluded from |
| 3 | ATM | AE: automated teller machine; BE: cashpoint |
| 4 | to scrape bottom | to be at a very low level |
| 5 | behemoth | literary: something that is very large, or monstrous |
| 6 | NGO | non-governmental organization |
| 7 | prep | preparation |

Task 1
Text 2

Euromyths? Most of them are just plain bananas ...

The myth

The reality

THE QUEEN

The Queen will be stripped of her powers as sovereign.



Nonsense. The UK is not the only country in the EU with a monarch (take Spain, Belgium, Denmark etc). It is the only country where this has become an issue.

THE SUPER-EU

EU will become like a superstate with its own president, flag and anthem.

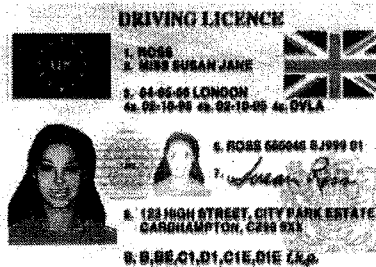


Misleading. The president of the Council will spend their life coordinating committees; the flag exists at the moment, as does the EU's unofficial anthem: Beethoven's Ode to Joy.

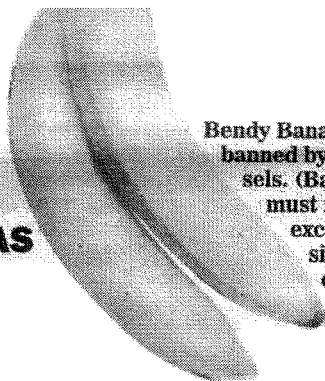
IDENTITY CARDS

We will all have to carry EU identity cards. (Almost all other EU countries have identity cards, and closer European integration means it is seen as inevitable that the practice will spread to Britain.)

The government is moving in the direction of introducing ID cards. But that has little to do with the EU. It wants tighter controls for its own reasons.



BANANAS



Bendy Bananas are banned by Brussels. (Bananas must not be excessively curved.)

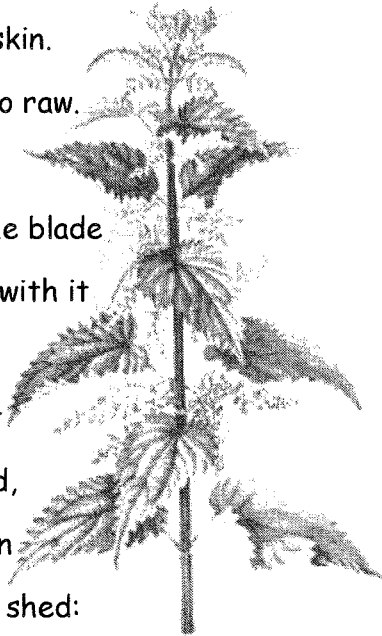
Bananas are classified according to quality and size. Individual governments and the industry have their own standards, the latter's particularly stringent. The European Commission was asked to draft legislation in this area. Following extensive consultation, the proposed quality standards were adopted in Council in 1994.

By Stephen Castle and Andrew Grice
From: The Independent, March 25, 2004

Task 2
Text

Nettles

My son aged three fell in the nettle bed.
'Bed' seemed a curious name for those green spears,
That regiment of spite behind the shed:
It was no place for rest. With sobs and tears
5 The boy came seeking comfort and I saw
White blisters beaded on his tender skin.
We soothed him till his pain was not so raw.
At last he offered us a watery grin,
10 And then I took my billhook, honed the blade
And went outside and slashed in fury with it
Till not a nettle in that fierce parade
Stood upright anymore. And then I lit
15 A funeral pyre to burn the fallen dead,
But in two weeks the busy sun and rain
Had called up tall recruits behind the shed:
My son would often feel sharp wounds again.



By Vernon Scannell
From: www.poemhunter.com 17.06.2004