

**WORKSHEET: If We Can't Have More Police,
Have Less Tolerance**maximum number of
points attainable**I. Questions on the text**

Read all the questions first, then answer them in the given order.
Use your own words as far as is appropriate.

1. Sum up the events in Leicestershire that prompted the journalist to write this article. **10**
2. What role did the Leicestershire police play during the Pilkingtons' suffering? Examine carefully to what extent the writer blames them for what happened. **20**
3. Explain the term "hate crime" (l. 25) as used by the chief constable afterwards. Why is the writer so enraged by his statement? **10**
4. What measures to tackle juvenile delinquency are mentioned in the article? Distinguish between short-term and long-term solutions. Analyse the writer's attitude towards these options. **30**
5. How does the writer defend herself against accusations of being illiberal? Analyse three examples of how she uses language and style throughout the text to support her line of argumentation. **20**
6. What may have motivated a national quality paper such as *The Times* to devote so much space to a local incident in Leicestershire? **10**

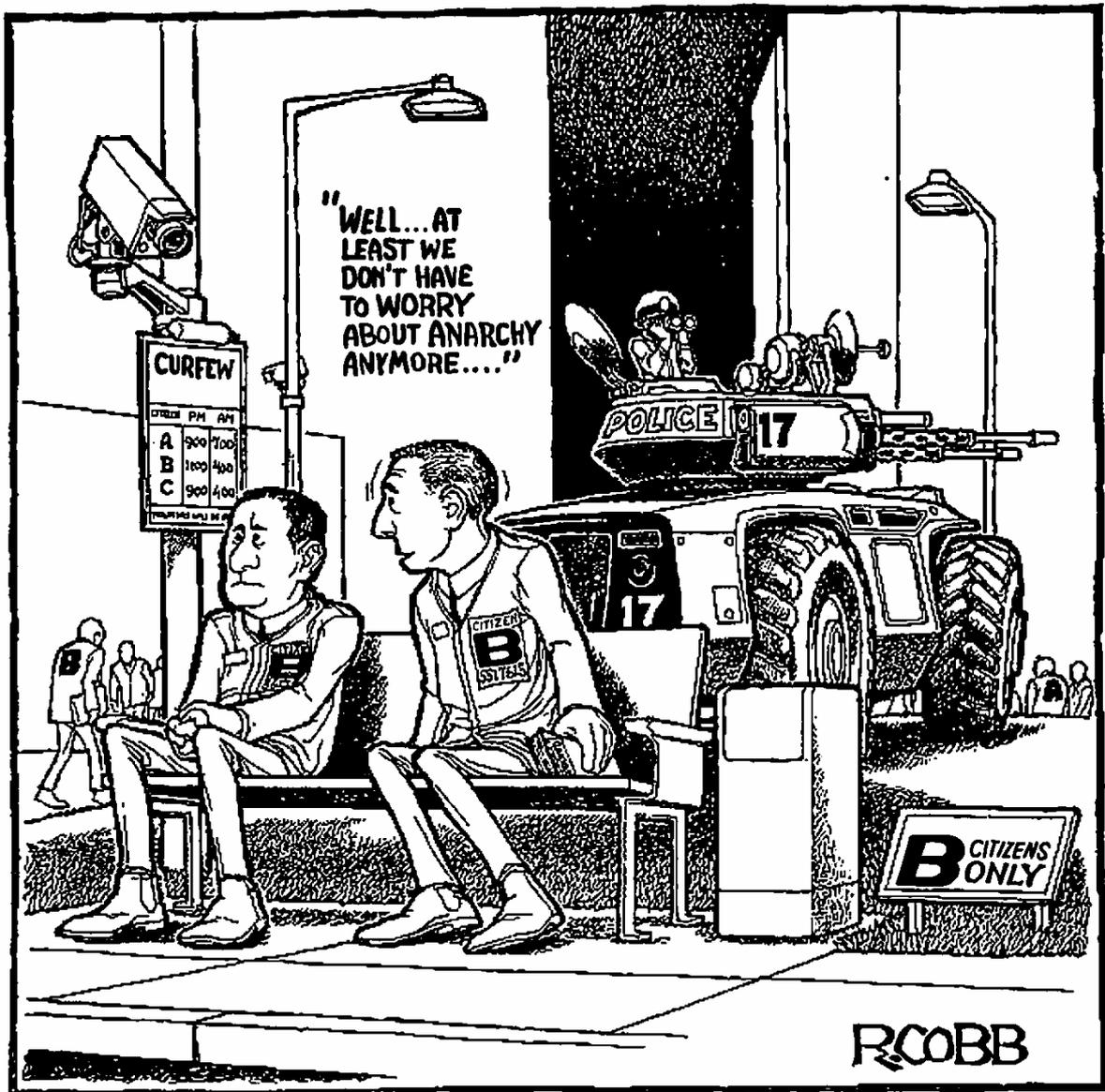
II. Composition**50**

Choose **o n e** of the following topics. Write about 250 to 300 words.

1. Are we too careless with our personal data?
2. Do we live in a society that places more value on rights than on duties?

3. In the USA, young offenders are sometimes sent to boot camps, where they are treated very strictly and have to do hard physical labour. Write an article giving your opinion on this method of dealing with juvenile delinquency.

4. Describe the following cartoon and comment on it.



From: <http://art-for-a-change.com>

PLEASE TURN OVER

III. Translation**50**

Translate the following text into German:

Lost in the recent London bombings¹, along with innocent lives, was any illusion that today's surveillance technology can save us from evildoers. Britain has four million video cameras monitoring streets, parks, and government buildings, more than any other country. London alone has 500,000 cameras watching for signs of illicit activity. Studying camera footage helped link the July 7 bombings with four men – but only after the fact. The disaster drove home some painful reminders: Fanatics bent on suicide aren't deterred by cameras. And even if they are known terrorists, most video surveillance software won't pick them out anyway.

Tomorrow's surveillance technology may be considerably more effective. But each uptick² in protection will typically come at the cost of more intrusion into the privacy of ordinary people. For now, the public seems to find that acceptable, so scientists around the world have intensified efforts to perfect the art of surveillance, hoping to catch villains before they strike. All of these projects have been on a fast track since September 11.

Together these developments herald a high-tech surveillance society that not even George Orwell could have imagined – one in which virtually every advance brings benefits as well as intrusions.

from: "The State Of Surveillance", in: *Business Week*, August 8, 2005

Annotation

1 London bombings four suicide attacks on the London transport system on 7th July 2005, killing more than 50 people

2 uptick a small increase

WORKSHEET: Salem Housemaximum number of
points attainable**II. Questions on the text**

Read all the questions first, then answer them in the given order.
Use your own words as far as is appropriate.

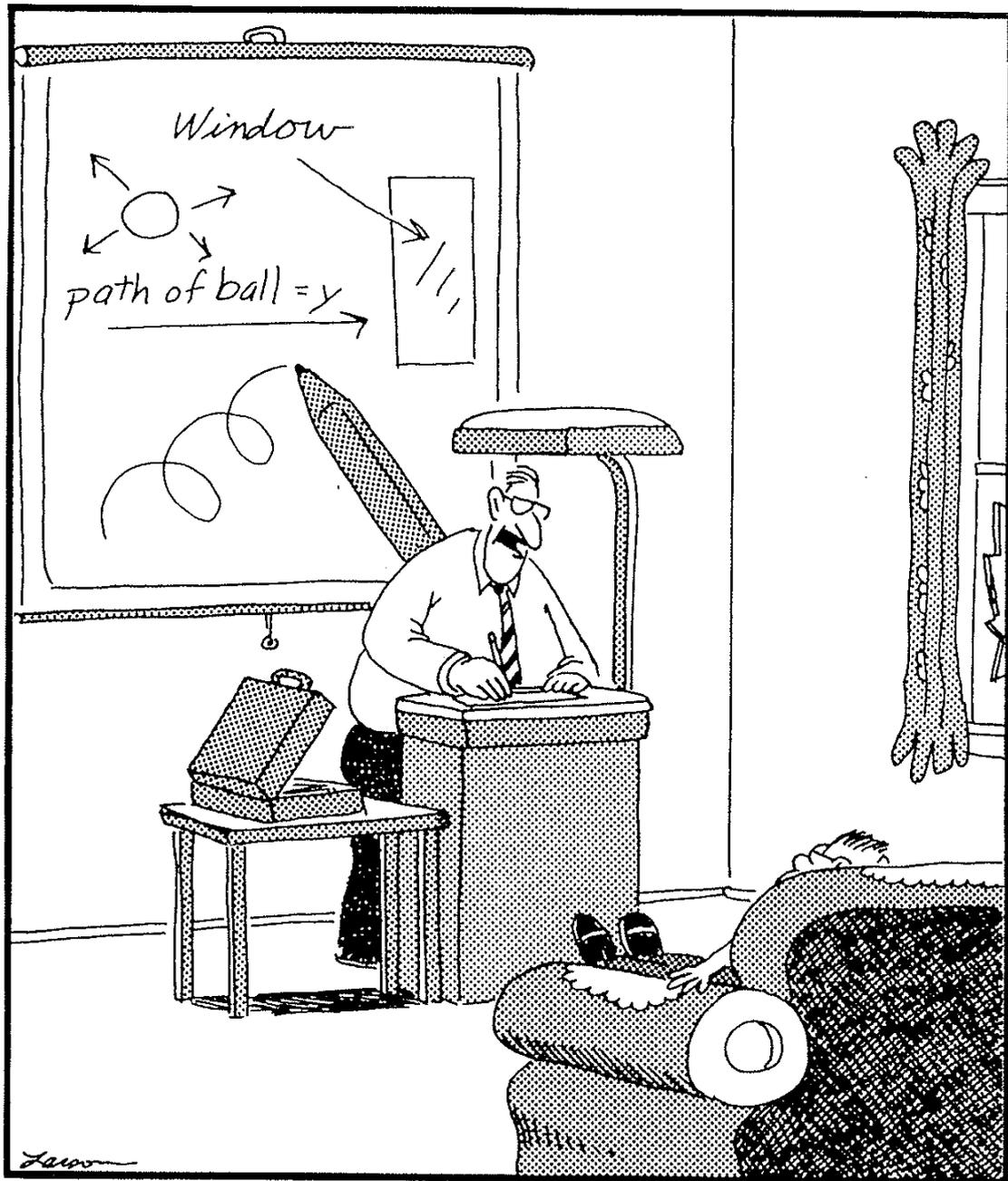
1. Give a detailed description of the buildings, the schoolroom and the yard of Salem House. **10**
2. Describe the atmosphere that prevails at Salem House. How do language and style help to create this atmosphere? **20**
3. Characterise Mr. Mell (the Master) and “the man with the wooden leg” (l. 8), also taking into consideration their behaviour towards David and each other. **20**
4. Describe the ways David is punished. What do they reveal about the educational methods practised at that time? **10**
5. Analyse the effects the placard has on David. How do stylistic devices help to convey his feelings? Choose two examples. **20**
6. Examine the narrative perspective and show that this passage is told from an adult’s point of view. What effects do these narrative techniques have? **20**

II. Composition**50**

Choose **o n e** of the following topics. Write about 250 to 300 words.

1. Education requires punishment. Discuss.
2. School fails children by teaching them to parrot, not to think. Do you agree?
3. After the holidays, David’s classmates return to school and meet him, still wearing the placard on his back. How do they react? Write a dialogue.

4. Describe and interpret the cartoon.



Eventually, Billy came to dread his father's lectures over all other forms of punishment.

From: Gary Larson, *Cows of our planet. A far side collection*, 1992

III. Translation**50**

Translate the following text into German:

Charles Dickens is much loved for his great contribution to classical English literature. He is the quintessential Victorian author: his epic stories, vivid characters and exhaustive depiction of contemporary life are unforgettable.

His own story is one of rags to riches. He was born in Portsmouth on February 7, 1812, to John and Elizabeth Dickens. The good fortune of being sent to school at the age of nine was short-lived because his father, inspiration for the character of Mr Micawber in *David Copperfield*¹, was imprisoned for bad debt. The entire family, apart from Charles, were sent to Marshalsea² along with their patriarch. Charles was sent to work in Warren's blacking factory³ and endured appalling conditions as well as loneliness and despair. After three years he was returned to school but the experience was never forgotten and became fictionalised in two of his better-known novels *David Copperfield* and *Great Expectations*¹.

As well as a huge list of novels he published autobiography, edited weekly periodicals, wrote travel books and administered charitable organisations. He was also a theatre enthusiast, wrote plays and performed before Queen Victoria in 1851. His energy was inexhaustible and he spent much time abroad – for example lecturing against slavery in the United States.

From: http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml

Annotations

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| 1 <i>David Copperfield, Great Expectations</i> | <i>do not translate</i> |
| 2 Marshalsea | debtor's prison in London; <i>do not translate</i> |
| 3 blacking factory | <i>Schuhcreme-Fabrik</i> |