

Time: One Hour 15 Minutes

**PART ONE**

Answer the following questions with reference to the article which follows.

Choose from A to H the answers to the numbered questions.

**According to the passage, who...**

- |                                                                         |          |                    |
|-------------------------------------------------------------------------|----------|--------------------|
| ... suggested women were linked with food?                              | 01. .... | A. Martha Mitchell |
| ... thought words were not made by women?                               | 02. .... | B. Minnie Robinson |
| ... considered masculinity to be a matter of grammar?                   | 03. .... | C. Rod Skitz       |
| ... sat on a committee?                                                 | 04. .... | D. Mary Daly       |
| ... accepted a neutered religion?                                       | 05. .... | E. Andrea Dworkin  |
| ... said that gender varied from language to language?                  | 06. .... | F. Marina Warner   |
| ... renamed a means of access?                                          | 07. .... | G. Lucy Manners    |
| ... hypothesised that the images used in marketing created stereotypes? | 08. .... | H. Roger Scruton   |
| ... felt women were always in danger?                                   | 09. .... |                    |
| ... did not require protection?                                         | 10. .... |                    |

**PERSONS ONLY**

The English language is no longer spoken by men or women or people, but by persons. In the lift, the notice says: "Capacity 13 persons". A person might now ask you how many persons there were at the party. Some of your best friends are probably persons, whether businesspersons or housepersons. Personkind is on the up and up. Here are a few examples, drawn from a variety of sources:

Firstly, from *The Listener*, henchperson. This week Chairperson Martha Mitchell and her henchpersons looked at the way education brainwashes girls into accepting a submissive domestic role.

Secondly, from the *Tuscaloosa News*, second baseperson. The parents of Minnie Robinson, a sometimes second baseperson say they will seek a

federal injunction to allow their 8-year-old daughter to play without the protection of a boy's plastic athletic protector cup.

Thirdly, from *Time* magazine, personhole. When Rod Skitz, the leader of the city council of Woonsocket, RI, approved some job descriptions that eliminated supposedly sexist language, a utility man became a utility person whose duties included "building personholes".

By now you will understand that we have arrived at the lunatic fringe, the farthest shore of the English language, a deserted and infertile spot, inhabited by persons. How have we come to these dire and chilly straits? Psychoanalysis might give some description, if not an explanation. One person, Mary Daly, in her book, *Gyn/Ecology*, uses the tools of psychoanalysis to demonstrate that all language is

"polluted by the patriarchal myth": words are split to demonstrate their supposed "pollution", as for example, when "therapist" becomes "the-rapist", "remembering" becomes "re-mem-bering", and "manipulate" becomes "man-ipulate".

Yet another person, Andrea Dworkin, an American polemicist, considers the world to be a male-dominated system of social institutions, sexual practices, and economic relations in which women are silenced, exploited and damaged. For her, language is a weapon and a means of change. She writes: "Women live defensively, not just against rape but against the language of the rapist."

Another person, Marina Warner, has described the images by which the sexes tend to differentiate themselves: she seems to do so with a faint tinge of regret, like Professor Higgins in *My Fair Lady*, asking: "Why can't a woman be more like a man?" Or vice versa. She writes: "In the current vocabulary of pleasure, women incline to metaphors of nourishment, not always of spectacle and violent action." She writes of toilet preparations, "Eaux de cologne for men are called Polo, Denim, Aramis and Brut (the last no doubt after champagne, but not ignoring other connotations). The cosmetics companies want to avoid cissy overtones, obviously, so they stress the robust, musketeering, sporty character of their fragrances." She notes that with the perfumes Opium and Poison, the femme has become even more fatale. Just as in Japanese, the sexes differentiate themselves by the way they speak, the language they use. But, somewhere, could there not be a utopia where person

shall speak neutered unto person?

There is, there is. Well not exactly speak, but sing. Lucy Manners at church in New England, sings from the *Inclusive Language Hymnal*. In it, all references to God or Christ involving the words He, His, Him, Mankind, King, and men and brothers have been removed. God, whoever he/she is, help English literature if the Person Police get to work on Shakespeare.

The critic, Roger Scruton, has observed: "English is unfortunate because gender only becomes apparent with the use of pronouns. In other languages, gender attaches to every adjective and every noun. Some languages are structured by gender. In Arabic, for example, numeral adjectives from three to nine are used in the masculine gender with feminine nouns and in the feminine with masculine nouns. In English, however, with very few rare exceptions, he and she are used exclusively of things with male or female sex. Gender in language is therefore seldom attributed to deep-rooted habits of grammar which are perceptibly beyond the reach of conscious change. It really may seem, to someone faced with a choice of using he or she, that he is confronting a question of sexual morality, rather than one of conventional usage."

## PART TWO

### THE COMMONWEALTH

*Read the passage and answer the questions.*

The Russian leader, Stalin, is supposed to have asked how many divisions the Pope had. Like the Roman Catholic church, the British Commonwealth does not operate in the realms of realpolitik. It is closer, perhaps, to the world of Lewis Carroll than to that of Bismarck.

As an idea, the Commonwealth dates from the year of Queen Elizabeth's birth, 1926. It was to be an association of "autonomous communities within the Empire", unified in one respect only: by their allegiance to the sovereign as the head of state. Even this requirement was dropped in 1949 when India asked to remain a member of the Commonwealth even though, as a newly-independent republic, it had ended its allegiance to the crown. Still, even today, Elizabeth is Queen not only of the United Kingdom, but of 17 other countries as well. Of the other nation states in the Commonwealth, 26 are republics which recognize her only as head of the Commonwealth, and the other five (Brunei, Lesotho, Malaysia, Tonga and Swaziland) have monarchs of their own. The 49 countries have a population of around one billion.

The Commonwealth has one unifying factor: the Queen as its head. It is noteworthy, if not

miraculous, that there has been this continuity, that the monarch of the imperialist nation should be accepted with affection and respect by the newly independent sovereign states. The reason lies in the status the Commonwealth offers, and in the framework it provides for useful work to be done. It is remarkable, for example, that all Commonwealth countries, without exception, gave Britain moral support during the Falklands crisis.

The Commonwealth has seen much disunity as well, and a number of countries have ceased to be members, usually for political reasons. In 1948, Palestine became Israel. In 1949, the Republic of Ireland, neutral during the '39-'45 war, also left. In 1972, after war with India, and the creation of Bangladesh, Pakistan also departed. But the most significant departure has been that of South Africa, in 1961.

The key issue of the Commonwealth is, of course, race, and in particular hostility to racism as practised by white people. For the past 15 years the focus of attention has been upon South Africa, especially upon the severing of sporting links with that country. The refusal of the former Thatcher government to impose economic sanctions on the apartheid-ridden country has caused tension not only between Britain and other Commonwealth countries, but also between the Queen and her Prime Minister.

The Queen has to remain above all the issues, all the arguments. That she does so is one of the wonders of modern politics. The very looseness of the Commonwealth may be its greatest virtue, given the number of one-party states, military dictatorships, and personal regimes within it. Each member takes or gives what the realpolitik of its own government requires. Through the Commonwealth, for example, Canada has attained a degree of influence among Third World countries which otherwise would never have been possible. But the Commonwealth is also limited: for military help in a domestic crisis, Grenada had to turn to the United States.

Still, Alice in Wonderland or not, a two-metre high portrait of the Queen does hang outside the entrance to Zimbabwe's Senate. An official explained: "She's not there because we love the royal family, but because she is the head of the Commonwealth."

It's a matter of independence plus.

*Select the most appropriate answer from those given.*

11. With whom is the Queen identified?
  - A. A policy of political realism.
  - B. Stalin.
  - C. Alice in Wonderland.
  - D. Bismarck.
12. Why is the Commonwealth compared to the Catholic church?
  - A. It has no army.
  - B. It is like a fairy story.
  - C. It is concerned with influence rather than political power.
  - D. It is a worldwide organisation.
13. How did relations between the British government and other Commonwealth members become strained?
  - A. It invaded the Falklands.
  - B. It continued to trade with South Africa.
  - C. It cut aid to developing nations.
  - D. It joined the EU.
14. By what criteria can member states of the Commonwealth be recognised?
  - A. They recognise the Queen as Head of State.
  - B. English is their official language.

- C. They are former colonies.
- D. They are members of the Commonwealth.

15. Why is it necessary for members of the Commonwealth to be tolerant of each other?
- A. They have various political systems.
  - B. They have language problems.
  - C. Communication is not always easy.
  - D. Some of them are racist.
16. What is the main limitation of the Commonwealth?
- A. It has no standing army.
  - B. Agreement is difficult.
  - C. It will not intervene directly in a member's domestic affairs.
  - D. It cannot compete with American realpolitik.

**PART THREE**

*Choose the best paragraphs from the second section to complete the passage. There is one extra paragraph that does not fit.*

**DRUGS: SUPPLY AND DEMAND**

Why has the illegal use of drugs become an epidemic worldwide? It is unlikely that there is one single cause, and the demand for illegal drugs is paralleled by their legal prescription as tranquillisers and sedatives, and by the entirely legal use of tobacco and alcohol.

**[17]**.....

The professor of addiction behaviour at the University of London's Institute of Psychiatry writes: "Being a drug taker means 'being someone' for the young person [or old person, one might add] who does not otherwise know who he is, what he is worth, or where he is going. **[18]**....."

A drug taker becomes a member of a group. Once a member of the group, outside the normal structure of family and work, he has nowhere else to go. Even something like glue-sniffing is nearly always a group activity. **[19]**.....

With time, and increasing dependence on the drug, the need becomes physical as well as psychological. The hunger must be assuaged, no matter how expensively. **[20]**.....

Government agencies have largely ignored the social reasons for addiction. They have attacked the growers, the smugglers, and the dealers. By and large, their efforts have not been crowned with much success. For example, in Malaysia, draconian laws have hanged 30 heroin dealers in the past five years and put another 40 on death row awaiting the noose. Despite these laws, 3.5 per cent of Malaysia's population take the drug. **[21]**.....

However, on America's own doorstep, in the Bahamas, the world's first modern drug epidemic has taken place. It is an epidemic that has spread in the past year to the United States. In the Bahamas more than 10 per cent of the population are addicts. Many are teenagers, hooked inside 10 minutes of their first introduction to drugs by "free-basing". Free-basing is a lethal method of smoking a "rock" of cocaine that is 80 per cent proof, compared with 30 per cent from sniffing.  
[22].....

## **Section Two**

### **A.**

In such places, the American government uses all possible means of economic persuasion to put pressure on countries which tolerate the drug trade. In some parts of the world, a country's economy may depend on the coca crop.

### **B.**

At this point drug-taking becomes not only antisocial but probably criminal, as the addict steals to support his habit.

### **C.**

When the habit spread to New York, the substance became known as "crack". Crack is instantly addictive, and the addict, as usual, requires rapidly increasing quantities. Being addicted to free-basing is just about as deadly as contracting Aids. You don't have much life left.

### **D.**

Hence the very apt remark by the American author and former drug addict, William Burroughs: 'You become a narcotics addict because you do not have strong enough motivation in any other direction. Junk wins by default.'

### **E.**

Most of them, as elsewhere, are in their teens and early twenties, although, of course, drug users cannot be expected to live to a ripe old age. Apart from local police forces, governments sign agreements to control the trade, as between, for example, the United States and Pakistan or India.

### **F.**

In general, perhaps, addicts, both legal and illegal, are children. They are insecure, dependent. They need to escape responsibility.

### **G.**

The individual becomes dependent not only on the drug itself but also upon the other people within the drug-taking group. He needs their support.

## PART FOUR

Answer from the paragraphs A to G.

Which country's cooking customs have been influenced by... ?

climatic restrictions	23. ....
the Persians	24. .... 25. ....
religious prohibitions	26. .... 27. ....
the French	28. ....
a variety of regional sources	29. ....
farmers' frugality	30. ....
the Portuguese	31. ....
a wide variety of external sources	32. ....

Which nationality... ?

prepares meals with cheese	33. ....
links food to superstition	34. ....
eats calves`	35. ....
likes sweets	36. ....
makes heavy food	37. ....
used to have only one course	38. ....
sometimes eats beside the road	39. ....

### COOKERY

#### A. India

Indian food is well-known for being spicy. It always uses spices, sometimes just one spice to cook a potato dish and sometimes up to fifteen spices to compose an elaborate dish. But it is not always hot. Chili peppers were introduced into Asia by the Portuguese in the sixteenth century. Until that time the typical pungent Indian spices were mustard seeds and black peppercorns. Sometimes the spices are used whole, at other times they are ground and mixed with water or vinegar to make a paste. Each of these techniques draws out a completely different flavour from the spice. But India also gains variety from the huge number of regional cuisines which

have been adapted to local culinary traditions. Religious groups within each region of India have modified these regional cuisines to suit their own restrictions. There was also the influence of the Moghuls who came to India by way of Persia and introduced the delicate Pullaos and meats cooked with yoghurt and fried onions.

#### B. Austria

When Vienna became a great capital city in the seventeenth century, Austrian cooking developed into an art. This was when the famous Viennese pastry began to be made. Food and ideas for cooking were imported from all over the continent: sour cream

from the Slavs, paprika from Hungary, noodle dishes from Italy. Although some of the famous cakes and pastries are so extravagant they can only be used for special occasions, other dishes are highly economical. The meat dishes, for example, evolved because the Austrians were loth to kill bulls. They felt it wasteful to keep them and feed them while they grew up but did no useful work. Therefore, they kept only the cows which were killed when they were old and tough, and so the Austrians have a number of dishes which make use of scraggy meat. The many veal dishes, at which the Viennese are virtuosi, grew from the fact that so many baby bulls were killed.

### **C. Sweden**

Swedish cooking was in the past restricted by its climate which limited the supply of fresh food to a few months of the year. Meals tended to be monotonous and salted fish or meat and potatoes were served most of the time. But things are very different today with Swedish smorgasbord popular all over the world. The word actually means sandwich table, but in reality there is a great variety of cold dishes to choose from. Swedish cooking developed in the eighteenth century under French influence. However, old traditions persist. On Christmas Day, ham is always served. At that time, on Christmas Eve a plate of porridge may be put in the attic or cellar for the little gnomes who are believed to live in the house. The porridge is to thank the gnomes for their help during the past year and ensure their help in the next.

### **D. Belgium**

The Belgians have the same interest in good food as the French. It is something to be taken seriously. A Belgian chicken pate takes time to make, and requires an addition of two glasses of brandy. Chicken Waterzoie is the oldest Belgian national dish. It makes for a hearty country meal and has to be served in extra-large soup plates to hold both the portions of chicken and the vegetables as well. Another famous Belgian dish is rabbit and prunes. This is helped by using half a bottle of wine in its preparation, but it is a good dish to prepare well in advance of the guests arriving.

### **E. Indonesia**

It used to be the Indonesian custom to put all the food on the table at once and let everyone help himself. The "help yourself"

rule still applies but the average family meal now takes place in a sequence of courses, and the total number of dishes is now smaller than it used to be because when the housewife cooks there is not enough time to make anything elaborate. Most Indonesians are Moslems and avoid pork. They consider lamb or goat to be their favourite food. The most charming aspect of eating in Indonesia is the warung, or wayside food stall. It consists of a roof, a counter or table, and a bench. The customers sit on the bench or on the ground nearby, and the cooking goes on behind the stall.

### **F. Poland**

Poles have always taken an intelligent and lively interest in good food and the large farming population has had a slavonic gusto in producing original and tasty dishes from the simplest and cheapest ingredients. Soups play an important part in the diet of a Polish family. They have adopted the Russian borscht and transformed it into their own national soup. The basis of borscht is beetroot but no one should be misguided enough to think that it is a weak concoction. It is not only wholesome and nourishing, but has fragrance and colour to make it attractive. All Polish cakes and pastries are delightful but among the best are the cheese pastries. For a summer dish of salad, or for picnics, the Polish way of making a cream cheese spread - mixing cream with cottage cheese together with chopped radishes and cucumber and chives - is slightly unusual, and very pleasant.

### **G. Turkey**

Turkish cooking has a long tradition dating back many centuries to Byzantium times. From those early times, the Turks have been grilling pieces of meat, usually lamb, on skewers. They are also said to have introduced the rice for their famous pilaffs from Persia. Of course, like all regional cooking, they make use of their local vegetables, such as aubergine and courgettes and sweet peppers. Turks may have a reputation for being a warlike people, but they also have a sweet tooth. The popularity of Turkish Delight in other European countries is perhaps a memento of earlier conquests by the Turks who continue to like extremely sweet delicacies, such as the fragrantly delicious rose-petal jam.



# NACHHILFE & SPRACHKURSE

www.LearningInstitute.ch

Tel: 0041 44 586 33 60  
info@LearningInstitute.ch

NACHHILFE

SPRACHKURSE

FIRMENTRAINING

LEHRLINGSBETREUUNG

STELLVERTRETUNG



## Learning Institute - Denn Bildung ist Vertrauenssache.

Nachhilfe

Sprachkurse

Firmentraining

Lehrlingsbetreuung

Stellvertretung

## Nachhilfe notwendig? Sprachkurs erwünscht?

Das Learning Institute organisiert in der ganzen Schweiz individuelle Nachhilfe- und Sprachkurse für Privat- und Geschäftskunden: Anmeldung und Informationen unter [www.LearningInstitute.ch](http://www.LearningInstitute.ch)

Die über 850 Learning Institute Lehrkräfte unterrichten gerne bei Ihnen zu Hause, an Ihrer Schule oder an Ihrem Arbeitsplatz. Bildung ist Vertrauenssache: Dementsprechend gestalten wir unsere Beziehung zu den Lernenden.



### Nachhilfe in der Grundschule

Sie wollen für Ihr Kind individuelle, professionelle Nachhilfe?  
**Unsere Grundschul-Nachhilfe...**



### Nachhilfe in der Berufsschule

Probleme in der Lehre, BMS oder Berufsschule? Wir helfen Ihnen.  
**Unsere Berufsschul-Nachhilfe...**



### Nachhilfe im Gymnasium

Du bist im Gymnasium oder willst die Gymi-Prüfung machen?  
**Unsere Gymnasium-Nachhilfe...**



### Nachhilfe für Universität, FH

Stehen strenge Universitäts- oder FH-Prüfungen vor der Tür?  
**Unsere Uni- und FH-Nachhilfe...**



### Nachhilfe Erwachsenenbildung

Professionelle Unterstützung für Ihren Job od. Ihre Weiterbildung?  
**Zur Nachhilfe für Erwachsene...**



### Warum beim Learning Institute?

Weil unsere Methodik und unsere kompetenten Lehrkräfte top sind.  
**Bildung ist Vertrauenssache.**

**Answers**

	19. G
<b>Part 1</b>	20. B
01. F	21. E
02. D	22. C
03. H	
04. A	<b>Part 4</b>
05. G	23. C
06. H	24. A
07. C	25. G
08. F	26. A
09. E	27. E
10. B	28. C
	29. A
<b>Part 2</b>	30. B
11. C	31. A
12. C	32. B
13. B	33. F
14. D	34. C
15. A	35. B
16. A	36. G
	37. D
<b>Part 3</b>	38. E
17. F	39. E
18. D	