



SURNAME:
NAME:

W	/10
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Gr	/10

Instructions: Write your answer to Part 1 on a separate sheet. Remember to write your name on the sheet. Answer the rest of the exam on this sheet.

PART 1. LISTENING/WRITING (20 marks)

Listen to the recording twice and answer the question below. The speaker's name is Noga Levy-Rapoport. You may take notes as you listen. Your notes will not be taken into account.

In English, answer the following question. Write approximately 200 words.

- How important is this issue to you? Give your reasons.

PART 2. READING COMPREHENSION. Read the text and answer the questions that follow (10 marks)

Graffiti punished by reading - 'It worked!' says prosecutor

BBC News, 16 April 2019 (adapted)

In September 2016, an old school house in Virginia, used for teaching black students during the era of segregation, was sprayed with offensive graffiti. The culprits were given an unusual sentence - reading. Two-and-a-half years later, the BBC's Emma Jane Kirby asks whether the punishment worked.

From the moment Prosecutor and Deputy Commonwealth Attorney Alejandra Rueda heard about the racist and anti-Semitic graffiti scrawled across the school house in Ashburn, Loudoun County, Virginia, she suspected the culprits were children.

"The graffiti was racially charged - they had spray-painted swastikas and phrases like 'White Power' and 'Brown Power'," she recalls. "But there were also images of dinosaurs, women's breasts and penises. And I thought, 'This doesn't look like the work of sophisticated KKK people out to intimidate - it looks more like the work of dumb teenagers.'"

Her intuition proved correct. Five children aged 16 and 17 were arrested for the crime and pleaded guilty to one count of destruction of private property and one count of unlawful entry.

The teenagers were unaware of the significance of the building they had defaced. It was the Ashburn Coloured School, an historic building that had been used by black children during segregation in Northern Virginia. The prosecutor believes the children were just kicking out against authority after one of them had been expelled from his school, but she understands why the town was so shocked by the crime.

"The community blew up. Understandably. But you know, some of the kids didn't even know what a swastika meant. So I saw a learning opportunity. With children you can either punish or you can rehabilitate. So I thought back to what taught me when I was their age, what opened my eyes to other cultures and religions... and it was reading."



The judge in the case **endorsed** the prosecutor's order - that the teenagers should be handed down a reading sentence. Alejandra Rueda drew up a list of 35 books and ordered the offenders to choose one title a month for a year and to write an assignment on each of the 12 books they chose.

The titles included Alice Walker's *The Color Purple*, *My name Is Asher Lev* by Chaim Potok, *I Know Why the Caged Bird Sings* by Maya Angelou, *Cry The Beloved Country* by Alan Paton and Khaled Hosseini's *The Kite Runner*.

Having grown up in Mexico in a bilingual literary family - her mother was a school librarian - Alejandra Rueda says she owes her own cultural and racial awareness to certain books her mother **prescribed**. Her mother was determined her daughters should know about the Holocaust, racial hatred and the implications of holding prejudice based on race, religion or ethnicity. "I had no idea about apartheid in South Africa until I read Alan Paton and that just blew my mind - I had had no education at all about apartheid," she says.

"The sentence I gave was **harsher** than what the kids would normally have received. Normally it would just be checking in with a probation officer once a month and maybe a few hours of community service and writing a letter to say sorry. Here they had to write 12 assignments and a 3,500-word essay on racial hatred and symbols in the context of what they'd done... It was a lot of work."

All five of the teenagers successfully completed their assignments along with mandatory visits to the Holocaust Memorial Museum in Washington and the Museum of American History's exhibit on Japanese-American internment camps in the US. Two years later, none has reoffended, and all are still in education.

None of the offenders was willing to give an interview about their experience, but one agreed that the conclusion of his final essay could be shared:

I learned a lot from writing this paper about how things can have an impact on people. [...] I thought a swastika was just a symbol and it didn't really mean much - not any more. I was wrong [...]. Swastikas are a reminder of oppression, not being heard and being kept down on the ground. Swastikas are also a sign of white power, that their race is above all else, which is not the case.

People should not feel less than what they are and nobody should make them feel that way. I feel especially awful after writing this paper about how I made anybody feel bad. Everybody should be treated with equality, no matter their race or religion or sexual orientation. I will do my best to see to it that I am never this ignorant again.

When she reaches the final sentence, Alejandra Rueda, who has been reading it out to me, suddenly breaks down in tears. "It makes me cry," she tells me. "But it makes me feel great because he got it! It worked! And custodial sentences don't work. For most kids, detention is traumatic and that is not the purpose of the criminal justice system when it comes to children. We have to educate kids out of ignorance," she says. "And with children, our focus has to be on rehabilitation and not retribution if we want results."

Circle the letter corresponding to the correct answer:

A. UNDERSTANDING

1. Alejandra Rueda believed the graffiti to be the work of children because
 - a) the images showed cartoon-like figures.
 - b) the racism it conveyed was not very strong.
 - c) the images were artless and non-threatening.
 - d) the swastikas were drawn the wrong way round.



2. Local residents were very upset by the vandalism because
 - a) the building represented a valued part of their heritage.
 - b) they couldn't believe local children could do such a thing.
 - c) the punishment would lead to an expulsion from school.
 - d) the children didn't seem to know anything about their local history.

3. Alejandra Rueda
 - a) thought that the teenagers should be taught the meaning of the swastika.
 - b) based her recommended sentence on her own childhood experience of how she learned.
 - c) decided that the teenagers should be punished for a longer time than usual.
 - d) thinks that reading is the best form of punishment .

4. Alejandra Rueda's mother
 - a) thought that books were better than classrooms.
 - b) understood the value of fiction in educating her children.
 - c) had read a lot of books.
 - d) made her daughters read a lot.

B. INTERPRETING

5. The excerpt from the offender's essay is included
 - a) to show that his grammar and vocabulary have improved.
 - b) to show that he still has a lot to learn about grammar and accurate expression.
 - c) to show why Alejandra cried.
 - d) to show how his attitudes have changed because of the reading sentence.

6. Alejandra Rueda believes
 - a) education can be used as a type of punishment.
 - b) imprisonment is necessary in a lot of cases.
 - c) her project was a great idea because the children didn't go to prison.
 - d) her project was a great idea because the children came to understand why what they had done was wrong.

C. INFERRING

- | | |
|---|---|
| <ol style="list-style-type: none">7. 'scrawled' means<ol style="list-style-type: none">a) displayedb) written untidilyc) written incorrectlyd) painted | <ol style="list-style-type: none">8. 'endorsed' means<ol style="list-style-type: none">a) disagreed withb) supportedc) sentencedd) ordered |
| <ol style="list-style-type: none">9. 'prescribed' means<ol style="list-style-type: none">a) wroteb) readc) recommendedd) liked | <ol style="list-style-type: none">10. 'harsher' means<ol style="list-style-type: none">a) more difficultb) easierc) longerd) more severe |



PART 3. USE OF ENGLISH (10 marks)

Underline the correct form.

1. When I was younger I **usually visit/used to visit/was usually visiting** my grandparents at their beach house every summer.
2. He **might have finished/must finish/may be finished** the exam by now.
3. I knew that before **deciding/decided/I would decide** whether to accept the job in Afghanistan, I **had talked/would have talked/would have to talk** to my family because they would probably think it was **so dangerous/too dangerous/such danger**.
4. The baby wouldn't sleep so I tried **sing/to sing/singing** him a lullaby.
5. I used a knife **like/as/instead** a screwdriver and I bent it.
6. Can you tell me **which/what/...** the best route to get from Trafalgar Square to Marble Arch?

Complete the sentence with the correct preposition.

7. The package holiday consists your flight, hotel, food and drink and airport-hotel transfers.
8. Some teachers won't accept your work if you don't hand it on time.
9. What tools do you need to carry this job?
10. To save the oceans, we must stop throwing so much plastic.

Add the correct articles (a/an / the / Ø) to the text. (Leaving a blank space is the equivalent of not answering the question).

When you go to supermarket, you find many types of cooking oil. But of all these oils, there's one that, although you might never buy it to cook with, you almost certainly eat. It's in wide range of foods, including bread, chocolate and margarine. But the way it's produced is hurting people, air we breathe and wildlife. It is palm oil, the most popular type of oil in the world. It's used in many foods, often in large quantities. In fact, it's estimated to be present in half of supermarket products. It is even used in shampoo and lipstick. However, it's not the oil itself which is the problem, but the fact that oil palms are grown in wet, tropical climates at expense of rainforests which are home to animals like the orangutan.