



## STEOP – Modulprüfung „Mehrsprachigkeit“

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### Sprachorientierungstest A-Sprache Englisch Modelltest (Auflösung)

Nachname: \_\_\_\_\_

Vorname: \_\_\_\_\_

Matrikelnummer: \_\_\_\_\_

Ergebnis:

**Aufgabe 1:** \_\_\_\_\_

**Aufgabe 2:** \_\_\_\_\_

**Aufgabe 3:** \_\_\_\_\_

**GESAMT:** \_\_\_\_\_

Hinweise:

1. Es sind keine Wörterbücher oder anderen Hilfsmittel erlaubt.
2. Verwenden Sie bitte keine löschbaren Schreibmittel!

**Zentrum für Translationswissenschaft**  
**Modul „Mehrsprachigkeit“ – SPOT – A-Sprache Englisch**  
**Modelltest**

**A language: English**  
**Part 1, page 1**

Instructions:

Five passages have been removed from the text below. Choose the appropriate passage (A to F, see page 2) for each gap by marking the corresponding letter with an X below.

**Note: One passage does not belong in the text.** (20 points)

**Unspeakable Emotions**

You know that feeling where you experience an emotion, but you don't have a word to describe it, so you resort to awkward phrases such as "You know that feeling" instead? If so, you'll be pleased to learn about The Emotionary, a new website dedicated to finding names for those feelings that don't yet have one.

1	A	B	C	D	E	F
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This column has mused previously on the conundrum of emotions that don't translate well between languages. But those feel like one-offs, curiosities at the edge of language.

2	A	B	C	D	E	F
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The site, created by the American actor Eden Sher, is plainly tongue in cheek. ("Floptimism": the futile encouragement you offer someone even though you realise they'll probably fail.) But it's a joke with a point. "We need words to label our otherwise incomprehensible feelings, in order to understand each other and relate to one another," Sher argues on the site.

3	A	B	C	D	E	F
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Moreover, the problem of unnamed feelings is a reminder of how baffled psychologists remain about what an emotion actually is. Some basic ones seem to be universal. But who gets to define the boundaries between them? What role does culture play? Can there really be new, distinctly modern emotions, or are we just relabelling and reinterpreting the old ones?

4	A	B	C	D	E	F
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Deep down, it's a fight about the power of labels. Does a given subjective experience count as everyday sadness, as natural grief in the wake of a bereavement, or as a depressive disorder?

5	A	B	C	D	E	F
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Outside psychiatry, of course, the naming of emotions is a rather less weighty affair. Still, it makes you wonder: how much of our experience never gets discussed at all because we haven't named it? To borrow a word from the Emotionary, it's all very conflighting (confusing, yet enlightening) indeed.

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**A language: English**  
**Part 1, page 2**

*Missing passages*

**A**  
Research into the effects of meditation suggests that even naming your emotions to yourself can partially release you from their grip.

**B**  
If you're tempted to conclude that none of this matters, look no further than the current brawl over the Diagnostic and Statistical Manual, which sets out the symptoms one must exhibit to qualify as depressed, autistic and so forth.

**C**  
Thus, for example, "emptication": the "sad, useless triumph of getting what you want, long after you've accepted you're not going to get it, and no longer want it".

**D**  
The answer determines who gets medicated, who's encouraged to think of themselves as having a problem, and who makes money from the treatment.

**E**  
The DSM's critics recommend a more biological approach – measuring molecules rather than symptoms.

**F**  
The Emotionary raises the unsettling thought that our daily lives might be full of experiences we never talk about, simply because we lack the words.

**C – F – A – B – D**

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**Modelltest**

**A language: English**  
**Part 2, page 1**

Instructions:

*Complete the truncated words in the texts below. In each case, the second part of the word **either contains the same number of letters** as the first part **or is one letter longer** than the first part (punctuation marks are also considered letters).*

*(20 points)*

**International Reputation of English Food**

English cuisine may suffer indeed from a relatively poor international reputation when compared to that of French or Italian cooking. How\_\_\_\_\_, for ma\_\_\_\_\_ English peo\_\_\_\_\_ this perce\_\_\_\_\_ seems outd\_\_\_\_\_, for th\_\_\_\_\_ feel th\_\_\_\_\_ the po\_\_\_\_\_ reputation o\_\_\_\_\_ industrially prod\_\_\_\_\_ urban comes\_\_\_\_\_ in t\_\_\_\_\_ twentieth cen\_\_\_\_\_ did n\_\_\_\_\_ ever repr\_\_\_\_\_ the qua\_\_\_\_\_ of fo\_\_\_\_\_ cooked i\_\_\_\_\_ the ho\_\_\_\_\_. Traditional Eng\_\_\_\_\_ dishes, wi\_\_\_\_\_ their emph\_\_\_\_\_ on me\_\_\_\_\_ -and-veget\_\_\_\_\_ fall squa\_\_\_\_\_ into t\_\_\_\_\_ north Euro\_\_\_\_\_ tradition exte\_\_\_\_\_ from Nort\_\_\_\_\_ Germany to the L\_\_\_\_\_ Countries and Scandinavia, albeit with a French influence.

*Adapted from: Wikipedia December 2013*

However, for many English people this perception seems outdated, for they feel that the poor reputation of industrially produced urban comestibles in the twentieth century did not ever represent the quality of food cooked in the home. Traditional English dishes, with an emphasis on meat-and-vegetables fall squarely into the north European tradition extending from Northern Germany to the Low Countries and Scandinavia, albeit with a French influence.

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Modelltest**

**A language: English  
Part 2, page 2**

**How accurate are school-league tables?**

On 3<sup>rd</sup> December the OECD, a group of mainly rich countries, published the latest round of its Programme for International Student Assessment (PISA), a study of the academic performance of half a million 15-year-olds in 65 countries in reading, maths and science. Parents, teachers and politicians set great store by the results. Countries such as Sweden and Finland, which dropped down the rankings this year as Asia consolidated its lead, are engaged in a bout of national soul searching. But just how accurate are the tests, and which country's children are really the cleverest? It is hard to fault PISA on its detail and scope.

*adapted from: Economist, 3 December 2013*

<b>Errors</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20–60
<b>Points</b>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

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**A language: English  
Part 3**

Instructions:

Choose the correct answer (A, B, C or D) for each gap in the text below.

(15 points)

**How Exercise Can Calm Anxiety**

In an  of nature's ingenuity, researchers at Princeton University recently discovered that exercise creates vibrant new brain cells—and then shuts them down when they shouldn't be in action. For some time, scientists studying exercise  by physical activity's . On the one hand, exercise  new and excitable brain cells. At the same time,  an overall pattern of calm in certain parts of the brain. Most of us probably don't realize that neurons are born with certain characteristics. Some, often the younger ones, . They fire with almost any provocation,  if you wish to speed thinking and memory formation. But that feature is  in times of everyday stress. If a stressor does not involve  and require immediate physical action, then having lots of excitable neurons  can be counterproductive. Studies in animals have shown that physical exercise creates excitable neurons  especially in a portion of the brain associated with thinking and emotional responses.  anxiety . How can an activity simultaneously create ideal conditions for anxiety and leave practitioners  the Princeton researchers wondered? So they gathered adult mice, injected them with a substance and for six weeks  while the others sat quietly in their cages.

*Adapted from: The New York Times, 3 July 2013*

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**A language: English  
Part 3**

1:	A: eye-open demonstration	B: <b>eye-opening demonstration</b>	C: eyes-opening demonstration	D: eye-closing demonstration
2:	A: are puzzled	B: have been puzzling	C: <b>have been puzzled</b>	D: have puzzled
3:	A: <b>two seemingly incompatible effects on the brain.</b>	B: two seemingly incompatible effects for the brain.	C: two seeming incompatible effects on the brain.	D: two seemingly incompatibly effects on the brain.
4:	A: <b>is known to create</b>	B: knows to create	C: is knowing how to create	D: knows and creates
5:	A: exercise can invite	B: exercise can inherit	C: exercise can infer	D: <b>exercise can induce</b>
6:	A: are easy, natural and excited.	B: <b>are by nature easily excited.</b>	C: are easily excited by the nature.	D: are natural and easily excited.
7:	A: whichever is laudable	B: whatever is laudable	C: what is laudable	D: <b>which is laudable</b>
8:	A: more or less desirable	B: more desirable	C: much more desirable	D: <b>less desirable</b>
9:	A: life-and-death decision	B: a decision of life-or-death	C: <b>a life-or-death decision</b>	D: a life- or death-decision
10:	A: all firing for once	B: <b>firing all at once</b>	C: firing all for one	D: firing at all
11:	A: with abundance,	B: in the abundance,	C: <b>in abundance,</b>	D: abundant,
12:	A: <b>But exercise has also been found to reduce</b>	B: But exercise has also found to reduce	C: But exercise has found a reduction of	D: But exercise also finds to reduce
13:	A: <b>in both people and animals.</b>	B: in both people or animals.	C: in people or animals.	D: by both people and animals.
14:	A: <b>with a deep-rooted calm,</b>	B: with deep roots of calm,	C: with a depth of calm roots,	D: with deep and rooted calm
15:	A: allowed them a run with their will,	B: allowed them running at will,	C: <b>allowed them to run at will,</b>	D: allowed them willfully running,