



Name: _____

Klasse: _____

Zentrale Prüfungen 2018 – Englisch

Anforderungen für den Hauptschulabschluss nach Klasse 10 (HSA)

Erster Prüfungsteil: Hörverstehen

Hörverstehen – Teil 1

Volunteering With You2Africa

You are going to hear a speech by Vanessa Mason from the UK. Vanessa talks about her volunteer work with the organization You2Africa in the town of Gansbaai, South Africa.

- *First read the tasks.*
- *Then listen to the speech.*
- *While you are listening, tick the correct box **or** write down the information needed.*
- *At the end you will hear the speech again.*
- *Now read the tasks. You have **one minute** to do this.*

- *Now listen to the speech and do the tasks.*

1. Vanessa volunteered **in South Africa** because she ...

- a) likes long distance travel.
- b) cares about one kind of fish.
- c) learned about the country at school.

2. **At the beginning** of her stay, Vanessa ...

- a) toured Gansbaai on her own.
- b) had trouble finding her place of living.
- c) got information from her organization.



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3. In the evenings, Vanessa **did things at home**. Write down **one**.

4. Vanessa worked for a **project** which tries to ...

- a) put an end to shark killings.
- b) protect people from shark attacks.
- c) find out more about shark intelligence.

5. The volunteers had to do **tasks** every day. Write down **one**.

6. **At the end** of her speech, Vanessa tells you ...

- a) how to reach You2Africa.
- b) about other volunteer projects.
- c) that she will visit Gansbaai again.

In 30 seconds you will hear the text again so you can check your answers.



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Hörverstehen – Teil 2

Going Offline

You are going to hear a radio interview. Tom Oray from BBC Radio 1 is interviewing 17-year-old Ellen Morely, who did something most young people wouldn't dream of doing.

- First read the tasks.
- Then listen to the interview.
- While you are listening, tick the correct box **or** write down the information needed.
- At the end you will hear the interview again.
- Now read the tasks. You have **one minute** to do this.

- Now listen to the interview and do the tasks.

1. Ellen **went offline**. Say for **how long**.

2. **Before her time offline**, Ellen once stopped using **Facebook** for a ...

- a) year.
- b) week.
- c) month.

3. Without Facebook, Ellen had **more time** for **other things**. Write down **one**.

4. To keep **up to date** about **her friends**, Ellen says she ...

- a) had to phone them.
- b) walked home with them.
- c) asked others for their WhatsApp status.



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5. Overall, Ellen **thinks** that **staying offline** ...

- a) was a good thing to do.
- b) did not make a difference.
- c) caused a lot of problems for her.

6. Ellen **ended her experiment** because she ...

- a) was interested in others' photos.
- b) got bored more and more quickly.
- c) wanted to get in touch with friends.

In 30 seconds you will hear the text again so you can check your answers.



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Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Leseverstehen

In Trouble by Sicelo Kula

Things didn't go as planned for Siphó. Only a few months ago he and his mother had celebrated because he had been accepted at one of the best high schools in South Africa. Now he felt like he had nothing to celebrate anymore. Yes, he still had good marks, but everything else was a failure¹ at his new school. He hadn't made friends; plus, some older boys bullied him. They made his life really hard.

- 5 Today was the first morning of the second term. Siphó had overslept. It was 7 o'clock. He was going to be late again.

When he had started at the new school, he had wanted to be on time every day, and never be late.

- But being late became Siphó's protection against the bullies. If he was late, he would not see them when he arrived, and be safely in detention² at the end of the day. That way he avoided the worst of the bullying, which happened after school on his way to the bus stop.

But this term Siphó wanted things to change. He wanted to be on time, and not be frightened of the bullies anymore.

But now, when he got off the bus it was already 8.30. He sprinted down the road towards the school.

- As he ran through the gates his worst fear came true: Siphó was stopped by Mr van der Merwe himself.
- 15 The principal³. There was no escape.

"What time do you call this?" the principal asked. Siphó's heart sank and when the principal ordered him to his office, he started to panic. He followed closely behind Mr van der Merwe.

- "You know, I don't like doing this to one of my brightest pupils, but your teachers tell me you were always late last term. This is the first day of a new term and you are late again. The other pupils will think I'm favouring⁴ you if I let you off."

"But there's an explanation, Sir."

"The time for explanations is over, Siphó. I'm not interested."

Maybe he should have told Mr van der Merwe about the bullying long ago. But the guys had threatened him with worse bullying if he ever said anything. Whatever – too late now!

- 25 Mr van der Merwe walked over to his cupboard, pulled the door open and reached into it. Siphó stood there, frozen. In his hands the principal was holding a letter.

"I think you know what this is?" Mr van der Merwe asked, giving the letter to Siphó.

¹ **failure:** Misserfolg, Fehlschlag

² **to be in detention:** nachsitzen

³ **principal:** boss of a school

⁴ **to favour someone:** jemanden bevorzugen



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Sipho nodded. He knew it was the letter that the principal used to keep pupils away until they brought their parents to school. That was how this school handled punishment.

- 30 “Keeping quiet is not going to help you, Sipho. I want your mother to come to see me. I want you to stop coming late, because if your behaviour continues, I’ll be forced to expel⁵ you from the school.”

What a horrible mess! Sipho thought to himself. If he didn’t find a way to stop the bullying, he would be forced to come late again and the principal would kick him out forever.

Things needed to change. Fast.

⁵ **to expel someone from a school:** jemanden (für immer) von einer Schule werfen



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In Trouble

• Tick the correct box **and** give one piece of evidence from the text.

1. At his new school, there are many pupils who like Sipho.

This statement is ... true false

One piece of evidence from the text:

2. On his first school day of the second term, Sipho gets up ...

- a) early.
- b) too late.
- c) just in time.

One piece of evidence from the text:

3. After Sipho leaves the school bus, he ...

- a) runs into the principal.
- b) looks for the principal.
- c) hides from the principal.

One piece of evidence from the text:

4. The principal wants to talk to Sipho because Sipho ...

- a) is his favourite pupil.
- b) wants to talk about bullying.
- c) has often been late for school.

One piece of evidence from the text:



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5. The principal cares about Sipho's point of view.

This statement is ... true false

One piece of evidence from the text:

6. The principal gives Sipho a letter which tells ...

- a) him to go home.
- b) him to change schools.
- c) his parents about the bullying.

One piece of evidence from the text:



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Wortschatz

Teil 1

The following text is about teenagers and jobs in South Africa.

- Complete the following text (sentences 1 – 6) with words from the box.
- Use each word only **once**.
- There is **one more word** than you need.

part unemployment teach training know bad young

1. One big problem in South Africa is _____. Today, about 25% of South Africans are out of work.
2. This means, a large _____ of the population lives in poverty.
3. For _____ people, the situation is even worse: more than 50% of all South Africans between 15 and 24 were out of work in 2016.
4. One reason for this is South Africa's poor education system. Vocational schools¹ do not _____ their pupils the skills they need.
5. And, there aren't enough on-the-job _____ places for everyone. Many pupils get no experience on the job but just go to school.
6. Even pupils who finish 12 years of school often don't _____ enough about the job they want to do.

¹ **vocational school:** Berufsschule, Berufskolleg



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Teil 2

The following text is about South African vocational education¹ in the past and today.

- Complete the sentences (1 – 6) with **suitable** words.

1. In the past, vocational education¹ for black people was very _____ in South Africa. Nobody cared about them.
2. Most _____ for blacks had unqualified teachers, dirty buildings and offered no work experience.
3. It takes a long time to change these conditions. They do not _____ better overnight.
4. But there is hope – and one idea _____ from Germany: a dual-apprenticeship² system open to everyone.
5. In the dual-apprenticeship² system, pupils split their _____ between work and a vocational school³.
6. Employers have a / an _____ role in the dual-apprenticeship² system – they offer places to get work experience.

¹ **vocational education:** Berufsausbildung

² **dual-apprenticeship:** duale Ausbildung (d.h. aufgeteilt auf Betrieb und Berufsschule/Berufskolleg)

³ **vocational school:** Berufsschule, Berufskolleg



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Schreiben

Your class is doing an email project with a school in South Africa. Your email partner from this school is Nceba, a teenage girl (16 years old). You have been emailing each other for some time.

Nceba is in her last year of school. She is going to start a vocational education¹ after that.

*You want to **tell** Nceba about your job plans and **find out** about hers.*



Write an **email** to Nceba. In the email, please ...

(1) ... write about:

- your work experience
- what you are good at
- the job you are planning to do later
- your **hopes** and/or **worries** about your plans

(2) ... ask questions about:

- her job plans in South Africa
(future job, working hours, money, ...)

Remember to write a nice beginning and a friendly ending.

Write about 120 words.

¹ **vocational education:** Berufsausbildung