



Name: _____

Klasse: _____

Zentrale Prüfungen 2019 – Englisch

Anforderungen für den Mittleren Schulabschluss (MSA)

Erster Prüfungsteil: Hörverstehen

Hörverstehen – Teil 1

Lighthouse Walk

You have decided to visit Cape Point, a cliff at the southwestern tip of the African continent. Start your walking tour at the visitor centre at the foot of the hill. Climb up the hill while listening to interesting facts about this wonderful part of the earth in this audio guide.



- First read the tasks.
- Then listen to the audio guide.
- While you are listening, tick the correct box.
- At the end you will hear the audio guide again.
- Now read the tasks. You have **90 seconds** to do this.

- Now listen to the audio guide and do the tasks.

Stop 1

1. On the tour you may ...
 - a) leave the path.
 - b) have a barbecue.
 - c) take photographs.
2. Monkeys find their food on ...
 - a) the cliffs.
 - b) the trees.
 - c) the bottom of the sea.
3. Giving food to the monkeys is ...
 - a) against the law.
 - b) dangerous for you.
 - c) a special attraction.



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Stop 2

4. People believe a ship sank near Cape Point ...

- a) during bad weather.
- b) for mysterious reasons.
- c) due to crew members fighting.

5. According to a story the sailors ...

- a) killed the captain.
- b) saved themselves.
- c) still travel the oceans.

6. Cape Point is known for its ...

- a) rough sea.
- b) warm wind.
- c) sandy beach.

Stop 3

7. You might fall off the cliffs because of ...

- a) slippery rocks.
- b) missing fences.
- c) stormy weather.

8. Unfortunately, the first lighthouse was ...

- a) burnt down.
- b) in the wrong place.
- c) not powerful enough.

9. The new lighthouse ...

- a) is 87 meters high.
- b) was finished in 1919.
- c) attracts 10 million visitors each year.

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



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Hörverstehen – Teil 2

#YourChoice

You are doing a project on “School Life in other Countries” in your English class. You have come across a radio interview in which 17-year-old Mandisa, a South African student, is talking to Bongsi Louma, host of the show, about a conflict she had at school in Pretoria in September 2016.

- First read the tasks.
- Then listen to the interview.
- While you are listening, tick the correct box.
- At the end you will hear the interview again.
- Now read the tasks. You have **90 seconds** to do this.

- Now listen to the interview and do the tasks.

1. At Mandisa’s school it is forbidden to have ...
 - a) short hair.
 - b) hair accessories.
 - c) African hairstyles.

2. For Mandisa, hairstyle is an expression of ...
 - a) school identity.
 - b) fashion identity.
 - c) cultural identity.

3. The rule at Mandisa’s school is ...
 - a) an exception.
 - b) an educational trend.
 - c) a government decision.

4. In reaction to the protests, Mandisa’s school ...
 - a) stopped the rule.
 - b) modified the rule.
 - c) tightened the rule.



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5. South Africans showed their criticism through ...

- a) Internet protests.
- b) letters of complaint.
- c) street demonstrations.

6. Some teachers say: Controlling students' looks improves ...

- a) the school's reputation.
- b) the pupils' social equality.
- c) the learners' concentration.

7. Breaking the school rule could lead to ...

- a) financial punishments.
- b) exclusion from school.
- c) extra hours after lessons.

8. The movement was the inspiration for a ...

- a) flash mob.
- b) conference.
- c) media report.

9. The rule is even considered to be ...

- a) sexist.
- b) old-fashioned.
- c) discriminating.

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

Please, Sir – sit! The story of a learning support dog

More and more schools now employ furry little helpers.



When rubbish at Huntington School in York got out of control recently, staff managed to solve the problem pretty much overnight – not by replacing detentions with collecting rubbish, but by employing their newest, cuddliest colleague:

5 Rolo, the school dog.

They made a short video for assembly, showing what a state the schoolyard was in. “Rubbish, isn’t it?” was the headline, followed by: “Do you know what would be really rubbish? If Rolo had to leave because of rubbish.” This clever tactic of emotional blackmail¹ pictured the five-month-old, chocolate-brown Labrador. He was chewing on a plastic bottle and sniffing other rubbish in the

10 schoolyard, while looking up into the camera with big brown eyes.

“The effect was incredible,” says the headteacher, John Tomsett. Within a week of ‘Operation Rolo Says No’, the school grounds were spotless, as the 1,500 students had worked together to clean it up.

Just as a flag is raised when the Queen is at Buckingham Palace, a sign on top of one of the bookshelves in the school library shows when the puppy is at school. The words ‘Rolo is in’ create a lot of excitement

15 among pupils who would never normally be seen in the library. “People stand in a queue to see him – he’s like a celebrity,” says Abbie Watson, 13. He has his own name tag, ‘Mr Rolo’, just like any other member of the staff.

Rolo’s job title is “learning support dog” – a phenomenon which can be found more and more in modern classrooms, states Tracey Berridge of the charity *Dogs Helping Kids (DHK)*, which trains

20 school dogs. “In the last two or three years the number of dogs in schools has exploded in a really big way,” she says.

Tracey Berridge is convinced of the benefits for pupils, but she is worried that too many dogs are unprepared for classroom life and have no proper training. “It is not right for all dogs,” she warns. “There are probably hundreds and hundreds of dogs in schools across the country now, many not

25 properly trained.”

The *Department for Education* has no idea how many dogs are currently working in classrooms and does not require schools to register or train their animals.

Classroom dogs not only improve pupils’ reading and writing skills, but also have a calming effect, *DHK* claims – something headmaster Tomsett says is true. Sometimes Rolo follows Tomsett to small

30 classes, and Tomsett settles him in a corner on his blanket. “He’s fabulous. He just goes to sleep and the children don’t want to wake him so they are really quiet,” he says.

Rolo is learning how to become a “listening dog” who will help children read aloud more confidently. He will put his head on their knees and listen without judgement, encouraging them to turn a page.

¹ **blackmail** – the act of putting pressure on a person



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Your British partner school employs a dog to create a better learning environment. You really like this idea and want to convince the school community to introduce a school dog programme at your school, too. The following text provides you with the necessary background information.

- Tick the correct box **and** give evidence from the text by quoting short passages from the text.

1. Thanks to Rolo, a difficult school situation could be stopped very quickly.

This statement is ... true false

One piece of evidence from the text:

2. Rolo raised the pupils' awareness of the situation because he ...

- a) had to leave to stay safe.
b) swallowed trash and became ill.
c) made them feel badly about their behaviour.

One piece of evidence from the text:

3. Rolo managed to create a feeling of common responsibility among the pupils.

This statement is ... true false

One piece of evidence from the text:

4. Rolo's presence at school is ...

- a) indicated by a notice.
b) announced in advance.
c) organised by fixed schedules.

One piece of evidence from the text:

5. Rolo hasn't become a real part of the educational team yet.

This statement is ... true false

One piece of evidence from the text:



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6. Having a dog at school is ...
- a) a recent trend in the UK.
 - b) still an exception in the UK.
 - c) usually forbidden in the UK.

One piece of evidence from the text:

7. Dog trainers are concerned about ...
- a) the dogs' well-being.
 - b) the pupils' behaviour.
 - c) the teachers' qualifications.

One piece of evidence from the text:

8. The ministry is observing the school dog situation very closely.

This statement is ... true false

One piece of evidence from the text:

9. School dogs encourage an atmosphere of silence during lessons.

This statement is ... true false

One piece of evidence from the text:

10. School dogs help pupils to ...

- a) make friends.
- b) accept criticism.
- c) believe in their abilities.

One piece of evidence from the text:



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Schreiben

Jessica's speech extract from *Separation* by Babette Brown

In the early 1990s, 15-year-old Jessica is sent to live with her granny in London by her parents because of the situation in Cape Town, South Africa. There is a lot of violence between anti-apartheid activists and supporters of the regime.

“Jessica. Mr Herbert wants to see you right away.”

With everyone staring at me, I rushed from the room. Mr Herbert was the principal and only called people to his office if they'd done something really bad.

I knocked at the door.

5 “Come in.”

“You wanted to see me, Sir?”

“Yes. Sit down, relax, no need to look like a frightened rabbit. I'm going to ask you to do me a favour.”

How weird was that? What could he possibly want me to do?

10 “I would like the pupils in this school to have the opportunity to hear about South Africa from somebody who has lived there. At next Friday's assembly I was wondering if you would tell them about what's happening to your friends.”

I wouldn't know what to say, I'd never done anything like it in my life. I was going to refuse, when a thought hit me: Ben and Daisy would want me to do it.

“Sounds really scary, but I'll have a go.”

15 The time flew by. I was scared, but I'd thought a lot about what I was going to say. It would be good to get it over with.

Mr Herbert invited me to come on to the platform and introduced me. Hundreds of eyes looked up expectantly. My heart thundered, my legs shook and my mind went blank¹. Words tumbled out of my mouth.

20 “One of the hardest things about leaving South Africa was leaving my best friend, Daisy, and the love of my life, Ben. We didn't even get the chance to say goodbye. He's in prison, in solitary confinement which means he's all alone in a very small and empty cell.”

¹ **to go blank** – to be suddenly unable to think



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A shocked murmur echoed around the hall. “I have no idea where Daisy is because she’s in hiding. The cops want to arrest her not because she’s stolen anything, hurt anyone, been in a fight or
25 anything like that. Her “crime” and Ben’s is that they, like millions of others, want to get rid of² the
government and its apartheid laws. Because of these laws Daisy and I have never travelled together
on a bus, tram or train. We’ve never been to a cinema, theatre, pub, restaurant, café, or park. Do you
know why? All those places, and many others, are for whites only and Daisy’s black.”

My words provoked gasps³ and shaking heads. “Ben and I are white. Our comfortable homes are in
30 tree-lined suburbs; all our neighbours are white. I visited the township where Daisy and hundreds of
black families are forced to live. They don’t have running water or electricity in their homes.

On my first day at this school, I was really surprised. Black and white pupils in the same class! It
couldn’t happen in South Africa, but Daisy and Ben are hoping it will one day. The good news is
that we can do something to help it happen. The black people in South Africa are asking us and our
35 parents, family and friends, to stop buying fruit, cigarettes, wine, anything that is grown or made in
South Africa. If people in this country and in lots of other countries boycott South African goods,
we will all be helping to get rid of apartheid sooner rather than later.”

Dead silence and then a loud burst of applause. A smiling Mr Herbert came over and congratulated
me. “Thank you Jessica. I think I speak for everyone in this hall when I say you have given us a
40 most interesting and moving account of what is happening to your friends and others in apartheid
South Africa.”

Turning to face the rest of the school he said, “I want you all to remember what Jessica told us
about the boycott.” More supportive clapping. I returned to my seat feeling rather pleased with
myself.

² **to get rid of sth** – to make yourself free of sth that you do not want

³ **a gasp** – a quick deep breath, usually caused by a strong emotion



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- Read the tasks carefully.
- Make sure to write about **all** the aspects presented in each task.

1. **Summarize** what you get to know about Jessica's life and the political situation in South Africa.
(8 Punkte)

2. **Explain** what you get to know about Jessica's character. Look at her behaviour and her relationship to her friends.
(10 Punkte)

3. You have a choice here. Choose **one** of the following tasks.

a) The text is an extract from the book *Separation* by Babette Brown.

Comment on why the title *Separation* fits.

Base your comment on the following questions:

- Who is separated from whom in the text?
- Why are these people separated?
- Why do you think the author has chosen this title?

(12 Punkte)

or

b) Back in the classroom, Jessica is surrounded by her classmates.

Write the continuation of the story.

Include ...

- how the classmates behave towards Jessica after her speech,
- their ideas to raise awareness about apartheid,
- what they want to do to fight apartheid,
- how Jessica experiences the situation.

Start like this: *I was really surprised – everybody ...*

(12 Punkte)