Zentrale Prüfungen 2012
Englisch, Realschule

Erster Prüfungsteil: Hörverstehen – Leseverstehen

1 Hörverstehen Teil 1: *Stan Lee*

You are going to hear a podcast about American fiction. Sienna Smith is talking to her guest, the living comic book legend Stan Lee.

- *First read the tasks (1–9).*
- *Then listen to the podcast.*
- *Tick the correct box or complete the sentences while you are listening.*
- *Tick only **one** box.*
- *At the end you will hear the podcast again.*
- *Now read the tasks (1–9). You have 90 seconds to do this.*

1. The comic writer is …
   a) ☐ known by many teenagers.
   b) ☐ very old.
   c) ☐ mostly known by his real name.

2. In his childhood, Stan Lee liked reading books about _____ _____.

3. As a child, Stan Lee …
   a) ☐ played his favourite films.
   b) ☐ was a fan of an actor.
   c) ☐ wanted to become a sheriff.

4. At school, Stan's teachers supported him to _____.

5. Becoming a comic writer was …
   a) ☐ a well-thought-out plan.
   b) ☐ Stan's dream job.
   c) ☐ simply good luck.

6. Stan Lee works best if he is under _____.

7. *Spider-Man* was born …
   a) ☐ when Stan saw a fly one day.
   b) ☐ after *The Fantastic Four* had failed.
   c) ☐ before Stan invented *The Hulk*.

8. Stan thinks superheroes …
   a) ☐ must be muscular.
   b) ☐ are quickly boring.
   c) ☐ should be imperfect.

9. *Spider-Man's* success …
   a) ☐ was a surprise to Stan.
   b) ☐ nearly cost Stan his job.
   c) ☐ was great right away.

2 Hörverstehen Teil 2: *Cooking lessons for students*

Jenna Jones from Radio One Plus X is talking to Mr Ed Balls, the nation's school secretary, who is responsible for the plans to introduce cooking lessons for British students.

- *First read the tasks (1–9).*
- *Then listen to the interview.*
- *Tick the correct box or complete the sentences while you are listening.*
- *Tick only* ***one*** *box.*
- *At the end you will hear the interview again.*
- *Now read the tasks (1–9). You have 90 seconds to do this.*

1. Three years ago, the government started a programme to _____ school meals.

2. "Cooking lessons" are offered …
   a) ☐ in all British schools.
   b) ☐ from September next year.
   c) ☐ to certain students.

3. Mr Balls thinks schools should help students to become healthy _____ _____.

4. "Cooking lessons" also teach students to …
   a) ☐ buy food intelligently.
   b) ☐ avoid kitchen accidents.
   c) ☐ use simple ingredients.

5. Mr Balls invites the listeners to send in their suggestions for popular _____ _____.

6. Emails can be sent to getcooking.consultation@ …
   a) ☐ decf.gse.gov.uk.
   b) ☐ dcsf.gsi.gov.uk.
   c) ☐ dscf.gsa.gov.uk.

7. One dish suggested by a food expert is baked _____ with potatoes.

8. Both students and parents …
   a) ☐ are interested in diet and nutrition.
   b) ☐ support the government's idea.
   c) ☐ like the practical work.

9. Mr Balls regrets that some _____ schools still do not have the necessary kitchen equipment.

3 Leseverstehen

Test of courage

Perhaps Dilip fell in love with the drum before he was even born.

Then Mr Robinson moved into the neighbourhood and Dilip began to hear this amazing music coming out of his open window: It blew his mind[1]. They met when Mr Robinson almost fell over the boy, sitting on his doorstep, playing invisible drums on his knees. And that was the start of a beautiful friendship. Mr Robinson had the feeling he could teach him a thing or two. But one day, Dilip was approached by one of the gang. "Ravi wants you in. You're one of us now, you know, Dilip, and to prove it, we have a little task for you. Interested?"

What they asked of him made Dilip feel sick. It wasn't anything like running across the rails in front of a train, or stealing a car, or putting a brick through a shop window.

He'd rather have done any of those things than what they demanded.

"That old guy you're friendly with." Ravi threw his head in the direction of Mr Robinson's flat. "He's got money hidden – everyone knows that. He'll have got his pension today. I'm a bit short of cash at the moment, so I want you to get it."

"I can't do that! He's my friend."

"You'll do what we say." Ravi looked threatening.

"No! No, I won't!" cried Dilip. "You can't make me do that."

"Oh, can't I?" Ravi came right up to the younger boy, eyeball to eyeball. "Want to try me?", he asked, softly threatening.

"Can we make him do it, Mukki?"

"He'll do it," reassured Mukham. "I'll make sure he does."

"Right then. Get that money. We'll be here waiting for you this time tomorrow. Have it, or else … Gottit?"

"Gottit," muttered Dilip weakly.

Mr Robinson was looking tired when he opened the door to Dilip. "Good to see you, mate!" he sighed, welcoming him in.

Dilip felt out of his body. That couldn't be him greeting his friend, coming as a thief and a traitor to betray him – could it? But it was him noticing how slowly Mr Robinson was walking. "You OK?"

"It's been bad today. How's the drumming?"

"Great," answered Dilip in a dead voice.

"Really great. I guess I shouldn't come bothering you day in day out."

"Hey, you were never a bother to me."

Mr Robinson's face broke into a smile.

"I like your company, and now you've got your own drum you can practise everything I teach you – and I've still lots more to teach you. Do you want to have a go now?"

"Yeah," said Dilip, his eyes wandering to the mantelpiece[2]. He could see Mr Robinson's pension money hidden as usual behind the clock.

Dilip's voice was so unenthusiastic that Mr Robinson glanced quickly at him with concern. "No one's making you if you don't feel like it." Dilip stood stock-still, his eyes still glued to the money. Was he going to give in? He felt a rush of courage. Turning with a broad smile, he said, "Yeah, please, Mr Robinson. I'd like a bash[3]. We have a gig on Saturday at the Community Centre. It'll be my first big one."

by Jamila Gavin (slightly adapted)

1 it blew his mind – it produced a shocking feeling in Dilip
2 mantelpiece – a shelf above a fireplace
3 bash – try

- *First read the text.*
- *Then do the tasks 1–7.*
- *For tasks 1, 2, 3, 5 and 6 decide if the statements are true or false and tick the correct box. Then finish these sentences. You can quote from the text.*
- *For task 4 fill in the information.*
- *For task 7 tick the correct box. Tick only* ***one*** *box for this task.*

1. Mr Robinson awoke Dilip's interest in playing the drums.
This statement is
a) ☐ true b) ☐ false
because the text says

_____

2. Dilip feels miserable when the gang want him to do a job for them.
This statement is
a) ☐ true b) ☐ false
because the text says

_____

3. Ravi thinks that Mr Robinson has some extra money at home.
This statement is
a) ☐ true b) ☐ false
because the text says

_____

4. The gang threaten Dilip and want to force him to steal Mr Robinson's money. How do we know? Give two examples from the text:
a) _____
b) _____

5. When Dilip arrives at Mr Robinson's place, everything appears to be normal first.
This statement is
a) ☐ true b) ☐ false
because the text says

_____

6. Mr Robinson likes being visited by Dilip.
This statement is
a) ☐ true b) ☐ false
because the text says

_____

7. By the end of the story, Dilip seems to have changed. How?
a) ☐ Dilip realizes that he has a choice in what he does.
b) ☐ Dilip understands that he can't escape group pressure.
c) ☐ Dilip sees that old people do not understand teenagers.

Zweiter Prüfungsteil: Wortschatz – Schreiben

How can young and old people benefit from each other?

4 Wortschatz: *Many generations under one roof*

Sentences 1–13 form a text about living in a family with parents, grandparents and even more generations.

- *Sentences 2, 4, 5, 8, 10, 12: tick the correct box (there is only **one** correct answer).*
- *Sentences 1, 3, 6, 7, 9, 11, 13: fill in suitable words.*

1. More and more American households _____ three or more generations living together.

2. a) ☐ Also b) ☐ Although
   c) ☐ Therefore d) ☐ Despite
   these multigenerational families face a lot of problems, there are also many advantages.

3. It is great for children to get some extra _____ from grandparents.

4. Sometimes, young adults even …
   a) ☐ move b) ☐ travel
   c) ☐ depart d) ☐ pass
   back home for different reasons.

5. It is a great help for parents if grandparents take care …
   a) ☐ for b) ☐ of
   c) ☐ with d) ☐ on
   their younger children.

6. Older people, on the other hand, feel less _____ when they live around children and grandchildren.

7. The younger generation can _____ their grandparents a lot about modern life.

8. But a multigenerational family needs fixed rules to …
   a) ☐ destroy b) ☐ create
   c) ☐ miss d) ☐ avoid
   problems.

9. Each family member must be _____ for a certain job in the house.

10. As everybody needs some privacy, the family should …
    a) ☐ cut b) ☐ break
    c) ☐ separate d) ☐ join
    private rooms and family rooms.

11. It is also important to have a special _____ to come together with all the family members.

12. The most important rule is that everybody …
    a) ☐ remembers b) ☐ reminds
    c) ☐ respects d) ☐ recalls
    each other's opinion.

13. And remember: each generation plays an important _____ in a multigenerational family.

5 Schreiben

How can young and old people benefit from each other?

Electric cars, Tablet PCs, satellite TV, fashion or music styles nobody has ever seen or heard of before – the world we live in is really dynamic – and it is changing daily! Young and old people are confronted with an enormous amount of knowledge and information which quickly becomes outdated[1] again.

This is why Melissa Kelly, a secondary school teacher from Prudent High, Wisconsin, organizes a project, in which young and old people get together regularly. According to Mrs. Kelly, "young people possess an ability to learn and pick up information faster and easier. The older generation, however, is not that much interested in fast changes." She claims that many new products and technologies are also of great use for old people and that there is no age limit for learning something new.

Dan Thorndike, aged 82 and former motor mechanic, proves her right. He took part in her project and explains that "computers were a real mystery" to him. Although he knew that they could be used for emails, social networks and ICQ, he would never trouble himself to learn how to use them.

Lots of older people are certainly curious about modern ways of communication, but they are often too afraid of not being able to operate them. After making the effort and taking part in Mrs. Kelly's project, Mr. Thorndike is now quite content with himself. Like many other elderly participants he is happy now to be able to carry out useful searches on the Internet or go shopping online from his

home. The fact that he can even see his little granddaughter when phoning her via Internet, is still unbelievable, and yet, very practical for him because she lives thousands of miles away.

Mrs. Kelly explains that one gets something in return when teaching seniors. This is what Julia Jackson (17) from Prudent High School confirms. She spent some part of her free time explaining modern technology to older people. Although she was quite skeptical at the beginning, her first fears soon disappeared and she now enjoys the relaxed atmosphere between the two generations. What's more, she is very proud to be some kind of a teacher!

Carl Milton, another student participant in the project, lives with his parents and grandparents. This is why he calls himself an "expert" on generation questions. He thinks that such projects are rather an exchange than a one-way street and points out that the media are not the only link between the two generations. Young people can also bridge the age gap[2] through songs and dances. "Music," so he says, "is a universal language and appreciated[3] by people despite age differences. Music will always have an audience, young and old alike."

Experience shows that there are also other things that young and old people can share.

Mrs. Lockyer from Manchester, for example, says that she would never have thought that her granddaughter could be interested in her collection of handbags. "But as it is," she claims, "old things become fashionable again. And young people need to find their own style. It's a question of identity."

According to Mrs. Kelly traveling can also be valuable for both. Since most young people are active and mobile, they can encourage older people to go out more often. Once a month a group of Mrs. Kelly's students take elderly people to interesting places nearby, so that they can enjoy new sights and sounds.

Every day is always a new day to learn. The older generation can teach aspects of as traditional culture or share valuable life experience. In modern society, however, it is the young who possess updated knowledge and who can be of great help to the old. Mr. Thorndike states that "Thanks to the young generation's know-how, elderly people can keep in touch with the world. But one should not forget that older people also have so much to offer."

1 outdated – *veraltet*
2 gap – *Lücke*
3 to appreciate – *schätzen, würdigen*

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

1. **Describe** Mrs. Kelly's reasons to get young people and old people together and the fields in which they can benefit from each other.

2. **Explain** the experiences the young and the old people have shared with each other and how these have changed their attitude.

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

   a) "Older people also have so much to offer."
   Discuss the **pros and cons** of this statement from **your** point of view. Explain your opinion and give examples.

   or

   b) On her website, Mrs. Kelly asks young people to present their ideas for projects that bring young and old people together.
   Write an **email** to Mrs. Kelly and present your ideas for a project in your hometown or at your school and give your reasons for wanting to carry it out.