



Name: _____

Klasse: _____

Zentrale Prüfungen 2015 – Englisch

Realschule / Gesamtschule (Erweiterungskurs) / Hauptschule (Klasse 10 Typ B)

Die Bearbeitungszeit beträgt **40 Minuten** für den ersten Prüfungsteil und **80 Minuten** für den zweiten Prüfungsteil. Insgesamt **10 Minuten Bonuszeit** können individuell im ersten und/oder zweiten Prüfungsteil in Anspruch genommen werden.

Erster Prüfungsteil: Hörverstehen – Leseverstehen

1 Hörverstehen – Teil 1

Hockey – Canada's national sport

CBC Radio runs a weekly program called Discover Canada. The presenter, Angele Alain, talks to her guest Paul Kitchen.

- *First read the tasks.*
- *Then listen to the interview.*
- *While you are listening, tick the correct box or fill in the information.*
- *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. Early ice-hockey ...

- a) had no fixed rules.
- b) was invented in Canada.
- c) meant scoring a goal with a ball.

2. The first real ice-hockey match ...

- a) had no break.
- b) took place outside.
- c) was an unexpected hit.

3. Watching early ice-hockey matches was dangerous. Why? Give **one** example.



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4. Today's ice-hockey is different ...

- a) thanks to better ice.
- b) because of bigger teams.
- c) except for the techniques.

5. Early ice-hockey equipment was very different from today's. Give **one** example.

6. In the 1st ice-hockey league match ...

- a) the Montreal Canadians lost.
- b) the start of the game was very late.
- c) some team members "went on strike".

7. Canadians like ice-hockey very much. Why?

- a) _____
- b) _____

8. The majority of Canadians ...

- a) watch all the matches on TV.
- b) have read a politician's hockey book.
- c) want their kids to learn how to skate.



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2 Hörverstehen – Teil 2

Bad luck in English by Jon Hassler

You are going to hear a story about Thomas who goes to see his teacher, Mr. Singleton, on the last day before the summer holidays.

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

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

1. Thomas wants to talk to Mr. Singleton because ...
 - a) he wants a better grade.
 - b) he wants to see his report card.
 - c) his parents are angry with him.

2. Mr. Singleton ...
 - a) is busy and sends Thomas away.
 - b) suggests talking about Thomas's grade.
 - c) sees no possibility to change Thomas's grade.

3. Thomas ...
 - a) failed every test.
 - b) feels unjustly treated.
 - c) knows little about English.

4. Thomas's problem is that he ...
 - a) is lazy.
 - b) pays no attention.
 - c) is bored during classes.



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5. At the beginning of term Thomas ...

- a) had other priorities.
- b) was a model student.
- c) missed some classes.

6. The number 47 stands for ...

- a) all the missed classes.
- b) the missing homework.
- c) all the tests Thomas failed.

7. Thomas ...

- a) has a cruel father.
- b) needs his part-time job.
- c) tries to fool his teacher.

8. Thomas ...

- a) can hand in a story.
- b) must improve his spelling.
- c) needs to change his attitude.

9. Thomas ...

- a) is proud of himself.
- b) decides to play it cool.
- c) accepts the suggestion.



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3 Leseverstehen

Another lost generation

From the 1890s until 1996 over 150,000 young Canadian Indians were taken from their families and sent to residential schools to wipe out¹ their native languages and culture. Thomas Louttit, 66, was one of these children. When he was 5 years old, he and his
5 sister were taken from their home and put on a motorboat to a residential school in Fort George, a day's journey.

Thomas Louttit doesn't remember much of what he learned, but he is very much aware of what he lost: "We were not allowed to speak our own language. We were taught in English or French, and we had to eat European food," he says. The parents of these
10 Canadian Indian children weren't sure where their children spent ten months of the year, they didn't know that they had to do heavy work, were beaten and physically and sexually misused.

What Louttit's parents did not know either, was that their children had to answer to numbers. "They gave us a number. That's all our name was. One summer after I went home, my father was calling and calling me," Louttit recalls. "I didn't answer him because I was not used to hearing
15 my name. He asked what was the matter with me. I never told him."

Indian schools were started in the late 19th century when the Canadian government believed that Indians could only survive in the modern world if they learned to live and think like white people. Over a century, Canada's government and churches built about 130 schools for young natives to "kill the Indian in the child", as a government official said in 1920.

20 Thousands of young Canadian-Indians were traumatized at school from the 1890s until 1996. They felt lonely and misunderstood and lost their culture and their self-respect. When these children grew up, they could not get jobs because they had been too sad at school to learn properly. Many of them started drinking and many committed suicide. Louttit suffered from alcoholism for years. He only got better when he started living his own life again by going back
25 to his roots and teaching Indian traditions to young people.

Outside Canada most people didn't know anything about all this. On June 11, 2008, the Canadian Prime Minister Stephen Harper formally apologized to Canada's First Nations²: "I stand before you to offer an apology to former students of Indian residential schools. The treatment of children in these schools is a sad chapter in our history. [...] The government of
30 Canada sincerely apologizes and asks the forgiveness of the aboriginal peoples of this country for failing them so profoundly³."

Many Canadian Indians are not sure about Harper's apology. Some believe Harper was just trying to get more votes from Canada's Indian citizens. Mary Simpson, president of the Inuit Tapiriit Kanatam⁴, says that "forgiveness must be earned. Our people are not going to accept the
35 apology until the government has done all it can to give them a chance to rebuild their broken lives." Thomas Louttit, now a leader of the Moose Factory First Nation⁵, feels the same way: "It's not from him inside. Someone else wrote it for him."

On the other hand, Patrick Brazeau, chief of the *Congress of Aboriginal Peoples*, has called Harper's apology "the moral and right thing to do", and many other Canadian Indians feel like
40 him. However, it will be very difficult to satisfy the proud First Nations who feel that the Europeans have stolen their honor. In Louttit's words: "It's going to be a long journey."

¹ **to wipe out** – to make something disappear

² **First Nations** – the native people of Canada

³ **to fail someone profoundly** – to not give enough attention to somebody/not do right by somebody

⁴ **Inuit Tapiriit Kanatam** – Canada's national Inuit organization; the Inuit are one of the native people in Canada

⁵ **Moose Factory First Nation** – a large Indian tribe with more than 200,000 members living in Canada



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Another lost generation

- *First read the text.*
- *Then do the tasks 1 – 11.*
- *For tasks 1, 5, 9 and 10 tick the correct box.*
- *For tasks 2, 4, 7, 8 and 11 tick the correct box and quote from the text.*
- *For tasks 3 and 6 fill in the information.*

1. For several years many Canadian Indian children ...

- a) were educated at home.
- b) had to go to special schools.
- c) learned their native language.

2. As an adult, Thomas Louttit feels that something was taken away from him.

This statement is ... true false ... because the text says ...

3. At the residential schools Canadian Indian children were forced to ...

- a) _____
- b) _____

4. The families of the Canadian Indian children were informed about the education methods.

This statement is ... true false ... because the text says ...

5. The Canadian government wanted ...

- a) to give Indians a religious education.
- b) the Indians to fit into European culture.
- c) to protect Indians from modern influence.

6. Residential schools had negative consequences for the Canadian Indians in their later lives.

Give two examples.

- a) _____
- b) _____



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7. Until today, Thomas Louttit still can't deal with his past.

This statement is ... true false ... because the text says ...

8. This part of Canadian history is little known world-wide.

This statement is ... true false ... because the text says ...

9. The Canadian Prime Minister ...

- a) said sorry to the Canadian Indians.
- b) defended the government's policy.
- c) ignored the story of the residential schools.

10. The aboriginal people in Canada ...

- a) want the government to do more.
- b) believe the Prime Minister was honest.
- c) think it's time to excuse the injustice and move on.

11. Canadian Indians need time to deal with their past.

This statement is ... true false ... because the text says ...



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Zweiter Prüfungsteil: Wortschatz – Schreiben

I'm sick of checking in

4 Wortschatz

Young people and parents

The two bloggers Sherry and Brett blog about things that are important to young adults. Check their latest entry.

- *Fill in suitable words or tick the correct box.*

There are a lot of things young people and their parents fight about.

1. Getting along with one's parents can sometimes be _____ especially if we feel misunderstood or treated unfairly.
2. That's why it is so important to work for a good _____ with your parents.
3. How does this work? – One of the golden rules is simply: when you have different opinions, keep _____. Don't get too excited!
4. What's more, it is important for good parent-teen relationships to talk about the _____ that are troubling you.
5. And be honest, parents won't be ...
a) upset b) excited c) sentimental d) serious
if we talk and solve problems together.
6. Nevertheless, we often feel under pressure to fulfil our parents'
_____.



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7. Growing up means fighting for ...

- a) profit. b) independence. c) agreement. d) practicality.

8. But you can't always get what you want. Young people also need

_____ they have to accept and live by.

9. We must accept and learn that we are ...

- a) controlled b) sensible c) responsible d) powerful
for our actions.

10. And that means that we also need to see the ...

- a) influences b) reactions c) consequences d) duties
of our actions.

11. Life can really be ...

- a) difficult b) more complicated c) troublesome d) easier
if you remember these basic ideas.

12. To avoid trouble, it's sometimes necessary for every member of the family to

_____.

13. And remember, it's no easy task for parents to ...

- a) change b) accept c) shape d) develop
that their children want to make their own decisions.

Sherry and Brett



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I'm sick of "checking in"! by Brent Stephenson

My father and I disagreed about curfew¹. He would say I had to be in by 22:30 on weekdays, and by 00:30 on weekends. There were no exceptions without asking first. I told him, "I'm seventeen and shouldn't have to have a curfew." Then I reminded him that in less than a year I would be away at college. There I would be coming in whenever I liked. He told me that what I did in
5 college was my choice, but that while living at home, the rules stood. He said he thought the curfew was fair. If I wanted to stay out later, all I had to do was ask. I only had to give him an acceptable reason. I told him that it was like having to "check in" – which made me feel like a junior-high kid. I also told him that it was time he let me be responsible for myself. To this he explained that while a curfew may sound like a restriction², it's really about people looking out
10 for one another.

We just went around and around on curfew, never seeing eye to eye on it³.

The next Friday after one pretty heated exchange, my dad and I had tickets to see our town's professional football league opening-day game. They were good tickets, and it was the season's opening night, so we were really looking forward to going. On the day of the game, my dad had
15 a really important out-of-town business meeting with some major clients he was meeting for the first time. He was driving to a nearby city to meet with these clients and informed me that the time between his getting home and our leaving for the game would be tight⁴.

That afternoon I made sure we didn't have to waste one minute but could leave the second he walked in. I turned off the radio and the TV and necessary lights. I put the tickets in my jacket,
20 and got the sports jacket from his closet I knew he would be wearing. I placed our jackets on the sofa next to the door. When a half-hour had passed from the time he said he would be home, I understood that he was a little late.

But then, nearly a whole hour passed. I was getting really irritated. I mean, we were going to miss the kick-off! And why hadn't he phoned me and let me know he was going to be really
25 late? I had hurried through my homework. If I had known he would be late, I could have taken my time and been a little more thorough. And if he had phoned maybe I would have found a ride to the game, and Dad could just meet me there. Anxiously pacing the floor⁵, yet another half-hour passed. That's when my frustration turned to anger. How selfish of my father! Now we were going to miss the whole game! I would rather have had to sit alone at the game, instead of
30 missing the whole thing!

When another half-hour passed, my anger turned to fear. What if something terrible had happened to my dad, like he had had a heart attack or had been in an accident, or something? I began to really worry. After all, I had already called his cell phone – about ten times – and there had been no answer. I called Mom (my parents are divorced) to see if she knew where my father
35 was. But she hadn't talked to my father for a few days and knew nothing of my father's schedule. So then I began calling some of my father's colleagues; none of them knew anything about where he could be. One didn't even know he had spent the day away from the office.

I was so worried, thinking the worst had happened.

Finally, the phone rang, and my dad said breathlessly ...

¹ **curfew** – a time when children must be home in the evening

² **restriction** – a rule that limits what you can do

³ **to see eye to eye on sth.** – here: to agree/to reach agreement

⁴ **tight** – here: difficult to manage/(a) short (time)

⁵ **to pace the floor** – to walk up and down, especially because you are feeling nervous or angry



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5 Schreiben

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

1. **Describe** what you get to know about the young man and the rules he has to follow at home.

(8 Punkte)

2. **Explain** the young man's opinion of the curfew and "checking in" and how he feels when his father is late one night.

(10 Punkte)

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

a) "*Curfew is not an instrument to control or ruin your fun, it's a matter of responsibility.*"

Comment on the statement from **your** point of view.

Include the following aspects:

- Write about your own experience.
- Give your personal opinion on the statement.
- Give examples of situations where rules are (not) a matter of discussion.
- Write a conclusion and state what rules are important for young adults.

(12 Punkte)

or

b) "*Finally, the phone rang, and my dad said breathlessly ...*"

Write a suitable ending in the way the story is told.

Include the following aspects:

- continue the telephone conversation
- describe the father's and son's first contact after the telephone call
- the father's and son's reactions to what had happened
- the reasons for their behavior during the quarrel
- the deal the father and his son make for the future

(12 Punkte)