

Abschluss2023

Realschule Baden-Württemberg



Englisch Musterprüfung II

Englisch

A – Listening Comprehension

1. Corona Crisis: A Rap Song to Raise Awareness

(Audiotracks: QR-Code rechts / Hörtext S. 12)



You will hear a conversation about a rap song. You will hear the recording twice. One ending to each of the following sentences is correct. Tick the correct ending to finish the sentences.

| | | | | |
|----|--|---|--------------------------|--|
| a) | It's really hard to avoid this topic but amid all the negative facts about the coronavirus ... | A | <input type="checkbox"/> | ... you can also find beautiful stories about people helping each other out. |
| | | B | <input type="checkbox"/> | ... there are also nice and funny stories about it. |
| | | C | <input type="checkbox"/> | ... you can also find entertaining contributions to that subject. |
| b) | Trish admires the song 'Spreadin' because ... | A | <input type="checkbox"/> | ... Psychs has a very nice way of informing people. |
| | | B | <input type="checkbox"/> | ... Psychs raises people's awareness using an entertaining tone. |
| | | C | <input type="checkbox"/> | ... Psychs suggests that people should help each other. |
| c) | In an interview Psychs says that he made that track because ... | A | <input type="checkbox"/> | ... the coronavirus was the only thing people were talking about. |
| | | B | <input type="checkbox"/> | ... he wanted to show his generation the importance of that subject. |
| | | C | <input type="checkbox"/> | ... he wanted to go viral on YouTube. |
| d) | Psychs also says that one of the hardest things he is anticipating is ... | A | <input type="checkbox"/> | ... just not being able to leave the house if we do go into quarantine. |
| | | B | <input type="checkbox"/> | ... just not being able to go to football matches any more. |
| | | C | <input type="checkbox"/> | ... to be quarantined without being able to meet his friends. |
| e) | Jess feels so lonely at home and she never thought she would say that, but ... | A | <input type="checkbox"/> | ... she misses hanging out with you and the others. |
| | | B | <input type="checkbox"/> | ... she wants to go back to school. |
| | | C | <input type="checkbox"/> | ... she wants to go to football matches at the weekend. |

2. 'One in Five Young People' Has Been Bullied in 2019

(Audiotracks: QR-Code S. 2 / Hörtext S. 12)

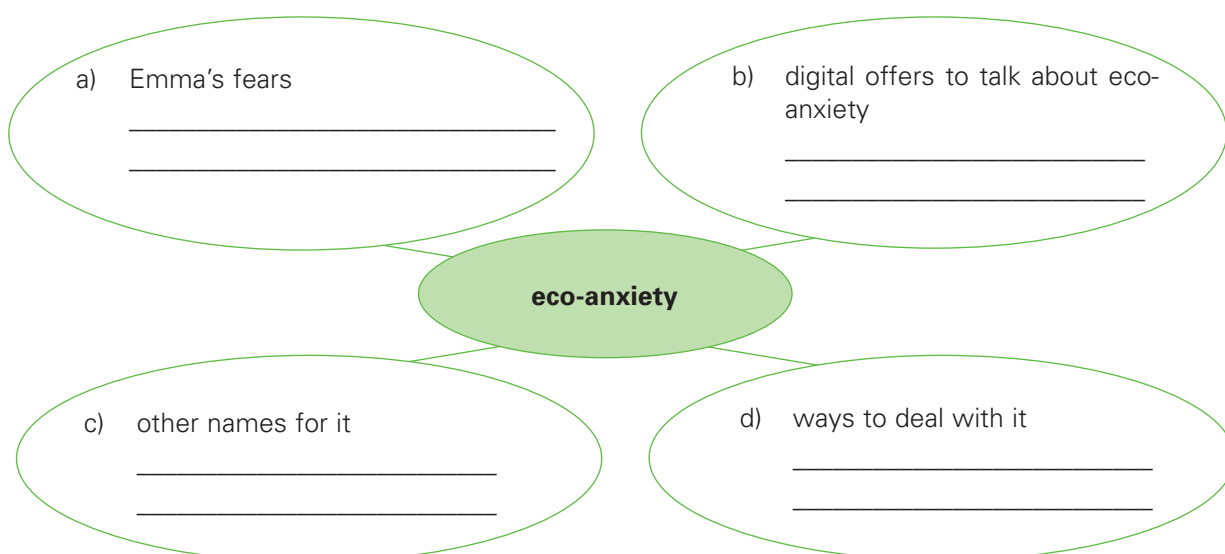
You will hear a podcast about bullying. You will hear the recording twice. Take notes to fill in the table.

| | | |
|----|--|--|
| a) | date of the Anti-Bullying Week | |
| b) | the impact bullying has on the victims | |
| c) | reasons for bullying | |
| d) | forms of bullying | |
| e) | guest for the upcoming episode | |

3. Conversation about Global Warming

(Audiotracks: QR-Code S. 2 / Hörtext S. 13)

You will hear a radio interview about 'eco-anxiety'. You will hear the recording twice. Take notes to complete the cluster by adding missing facts.



4. Our Brain

(Audiotracks: QR-Code S. 2 / Hörtext S. 14)

You will hear a conversation about the human brain. You will hear the recording twice. One ending to each of the following sentences is correct. Tick the correct ending to finish the sentences.

| | | | | |
|----|---|---|--------------------------|---|
| a) | The average human brain ... | A | <input type="checkbox"/> | ... contains about 68 billion nerve cells. |
| | | B | <input type="checkbox"/> | ... obtains 86 billion nerve cells at birth. |
| | | C | <input type="checkbox"/> | ... contains about 86 billion nerve cells. |
| b) | Every time you read, see or hear something ... | A | <input type="checkbox"/> | ... millions of signals rush along tiny fibres from one neuron to the next. |
| | | B | <input type="checkbox"/> | ... millions of neurons are communicating with each other through hundreds of millions of synapses. |
| | | C | <input type="checkbox"/> | ... millions of tiny junctions, called the synapses, are created. |
| c) | The nervous system spreads branches into your body ... | A | <input type="checkbox"/> | ... so that you have the ability to control all your muscles. |
| | | B | <input type="checkbox"/> | ... like a web so that you can control all your muscles. |
| | | C | <input type="checkbox"/> | ... like a tree so that you can control your basic brain functions. |
| d) | When the sun goes down, a part of your brain produces ... | A | <input type="checkbox"/> | ... different hormones like melatonin, which makes you sleepy. |
| | | B | <input type="checkbox"/> | ... a hormone called melatonin, which makes you feel wide awake. |
| | | C | <input type="checkbox"/> | ... a hormone called melatonin, a hormone which makes you sleepy. |
| e) | The nerve cells in your eyes, ears and nose ... | A | <input type="checkbox"/> | ... send these signals to your nervous system. |
| | | B | <input type="checkbox"/> | ... deliver these signals right to your brain. |
| | | C | <input type="checkbox"/> | ... send these signals to your eyes, ears and nose. |

B – Text-based Tasks

Robots As Colleagues?

- 1 **Artificial intelligence (AI)** is the buzzword¹ of the day. The technology is being hyped as the next industrial revolution with the potential to transform our entire lives. **So, what is AI exactly?**

Christof Kerkmann, Handelsblatt Düsseldorf

When we hear the term artificial intelligence (AI), some of us might think of the T-800, saying “I’ll be back”. Others might think of robots like C3PO and R2-D2, or perhaps Neo and his surreal adventures. Hollywood has shaped our imagination with films like “Terminator”, “Star Wars” and “The Matrix”. But the reality of AI looks very different. The technology has made enormous progress in recent years. It can automatically park cars into tight spaces, beat professional gamblers² at poker and play music on command. But despite these advances, computers have not yet developed their own consciousness [...].

Over the decades [...] we have succeeded in “teaching” computers to master certain human abilities. For example, there are now systems that can recognize various breeds³ of dogs in photos. [...] All these systems were developed using a technique called machine learning – a subdiscipline⁴ of AI. Here, algorithms⁵ generate rules from analysing large amounts of data. For instance, they rapidly analyse thousands of photos of cats and can then distinguish these pets from other objects without a programmer having to teach them the details of cat anatomy. This principle can be applied to many other areas. Basically, wherever there is a large amount of data, systems can use algorithms to train themselves and eventually take on tasks that used to require human intelligence. [...]

These are technologies that will eventually affect all areas of science, business and administration⁶ as well as the day-to-day lives of citizens. [...] For example, the development of self-driving cars is currently revolutionizing the automotive industry. The rise of AI will also fundamentally change the labour market. Many tasks that were previously reserved for humans will eventually be performed by machines. From detecting tiny errors to steering massive ships: All this can be done today with AI-powered software.

This rapid technological shift poses some important political questions. [...] What should be done if certain jobs suddenly disappear? What kind of education will people need to prepare for life in the AI era? Then there are the ethical (moral) and legal questions connected with the technology. For example: How should a self-driving car react when an accident can no longer be avoided? Should the car drive into the child walking across the street or the older pedestrian on the pavement? In contrast to science fiction films, machines are not equipped to make such decisions without human guidance – yet.

¹ buzzword: Modewort

² gambler: Spieler/-in, Glücksspieler/-in

³ breed: Rasse

⁴ subdiscipline: Teildisziplin

⁵ algorithm: Algorithmus (Vorgehensweise zur Problemlösung, Grundlage der Programmierung)

⁶ administration: Verwaltung, Regierung

Adapted from: Christof Kerkmann, in: <https://www.handelsblattmachtschule.de/fileadmin/Images/Newcomer/NC52/NC52-GB-Final.pdf>,
Seitenaufwurf am 27.05.2020

1. Match the headings with the parts of the text. There are two more headings than you need.

| | | |
|----|---------------------------------------|------------------|
| 1) | AI will change everything. | a) lines 9 – 15 |
| 2) | Important questions must be answered. | b) lines 16 – 20 |
| 3) | Self-driving cars will kill people. | c) lines 21 – 24 |
| 4) | Systems train themselves. | d) lines 24 – 25 |
| 5) | The unemployment rate will be huge. | |
| 6) | Science fiction is not yet reality. | |

2. Decide whether the following statements are true, false or not in the text.

- a) AI technology is improving very quickly.
- b) AI is able to master all kinds of human abilities.
- c) Machine-learning is a technique used by programmers to teach AI.
- d) Soon machines will be able to reproduce themselves without human help.
- e) The education system and the labour market will have to be changed.
- f) Machines are not capable of making ethical and moral decisions.

| true | false | not in the text |
|------|-------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

3. Finish the sentences using the information from the text.

| | | | |
|--|---|--------------------------|--|
| a) The reality of artificial intelligence ... | A | <input type="checkbox"/> | ... is that we can soon expect machines to act like humans. |
| | B | <input type="checkbox"/> | ... is far from the ideas we get from Hollywood movies. |
| | C | <input type="checkbox"/> | ... is that programmers will soon find a way to give robots their own consciousness. |
| | D | <input type="checkbox"/> | ... is close to the ideas we get from film robots like C3PO and R2-D2. |
| b) The rise of artificial intelligence ... | A | <input type="checkbox"/> | ... will fundamentally change job profiles in all areas. |
| | B | <input type="checkbox"/> | ... will raise unemployment. |
| | C | <input type="checkbox"/> | ... has a negative impact on the automotive industry. |
| | D | <input type="checkbox"/> | ... has little effect on our daily lives. |
| c) Technological change will ... | A | <input type="checkbox"/> | ... create lots of new jobs without destroying old ones. |
| | B | <input type="checkbox"/> | ... confront us with political and moral problems. |
| | C | <input type="checkbox"/> | ... ensure that machines do all our jobs. |
| | D | <input type="checkbox"/> | ... bring more problems than benefits. |
| d) Some AI systems are based on techniques ... | A | <input type="checkbox"/> | ... like machine learning to imitate any kind of human behaviour. |
| | B | <input type="checkbox"/> | ... like analysing large amounts of data to train humans. |
| | C | <input type="checkbox"/> | ... like analysing huge data sets to train themselves. |
| | D | <input type="checkbox"/> | ... like machine learning to detect missing cats and other animals. |

| | | | |
|---|---|--------------------------|---|
| e) Unlike AI in science fiction films ... | A | <input type="checkbox"/> | ... our machines are not controlled by algorithms. |
| | B | <input type="checkbox"/> | ... our machines are not capable of steering massive ships. |
| | C | <input type="checkbox"/> | ... our machines are capable of making political decisions. |
| | D | <input type="checkbox"/> | ... our machines do not have the ability to make moral decisions. |

4. Define the term 'machine learning'. Take notes.

5. Answer the questions in complete sentences by using the information from the text.

- Why is our current notion of AI different from reality?
- What skills does AI currently possess?
- Name one problem that occurs with self-driving cars.

C – Use of Language

1. Find words or expressions in the text which mean more or less the same.

- a machine controlled by a computer (lines 4 – 5)

- the biological structure of an animal or plant (lines 12 – 14)

- the process of teaching or learning (lines 21 – 22)

2. Find the opposites.

- beat (line 7)

- connected (line 23)

- in contrast to (line 24)

3. Choose two of the following words and give a definition.

- a) programmer (line 13) _____

- b) day-to-day (line 16) _____

- c) equipped (line 25) _____

4. Complete the text by using suitable forms of the words.

If self-driving cars become widespread, society ① (have) _____ to deal with a new difficulty: the ② (able) _____ to program self-driving cars with preferences about which lives ③ (save) _____ first in the event of a crash. Human drivers ④ (make) _____ these choices instinctively, but algorithms ⑤ (be) _____ able to make them in advance. In relation to that an online quiz ⑥ (name) _____ the Moral Machine was launched in 2016. It asks users to make a series of ethical decisions regarding ⑦ (fiction) _____ car crashes. Millions of users from 233 ⑧ (country) _____ took the quiz, ⑨ (make) _____ 40 million ethical decisions in total. From this data, the study's authors ⑩ (find) _____ global preferences: sparing humans over animals, more lives rather than fewer, and children instead of adults. They suggest these factors should therefore be ⑪ (consider) _____ as 'building blocks' when creating laws for self-driving cars.

5. Ask questions.

You are talking to Alex. She has just written a blog about modern technology. Ask her three questions about her fascination with science. Use different question forms.

- a) _____
- b) _____
- c) _____

6. Paraphrasing

Complete the second sentence so that it means the same as the first sentence. Use between two and five words including the word in brackets.

- a) I am convinced that robots will soon do most of the tasks humans do right now.

I ... **(doubt)** that robots will soon do most of the tasks humans do right now.

- b) Artificial intelligence will certainly change our day-to-day lives.

... **(no question)** that artificial intelligence will change our day-to-day lives.

- c) I am afraid people underestimate the dangers of AI.

People ... **(careful)** not to underestimate the dangers of AI.

d) I think it is important that we are aware of the dangers of modern technology.

We ... **(make sure)** that we are aware of the dangers of modern technology.

D – Writing

1. Write a comment.

Choose one of the following statements. Discuss the pros and cons and give your opinion.

Write about 100 words

| A | B | C |
|---|----------------------------|---|
| TV is the leading cause of violence in today's society. | Alcohol should be illegal. | 21 should be the legal driving age across the entire world. |

2. Choose task A or task B. You only have to do one of the following tasks.

Task A: Write a job application email. Write about 160 words.



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Bildquelle: <http://fallsbrookcentre.ca/wp/were-hiring-summer-students/>, Seitenaufruf am 08.08.2020

Task B: Write a story about one of the following pictures in about 160 words.

Picture A



Bildquelle: <https://de.freeimages.com/photo/job-well-done-1409239>, Julia Borysewicz

Picture B



Bildquelle: Photo by Waldemar Brandt on Unsplash

E – Interpreting

1. **You want to enroll in a summer school abroad. You find an interesting program and do some research on the Internet. Since your parents' English is not very good you have to do the interpreting. Answer their questions in German.**
 - a) Gibt es irgendwelche besonderen Voraussetzungen, die du erfüllen musst?
 - b) Weißt du schon, wohin du gehen wirst?
 - c) Könntest du uns bitte ganz genau erklären, wo und wie du dort wohnen wirst?
 - d) Bis wann musst du dich entschieden haben?

| Description | Video | Activities | Accommodation | Procedures | Prices | Deadline | Eligibility |
|--|-------|------------|---------------|------------|--------|----------|-------------|
| Testimonials | | | | | | | |
| <p>Be an exchange student in the USA</p> <p>This High School exchange in the USA is ideally designed for those students that have a good English level and are ready to embark on a one-of-a-kind educational experience, in a Public High School in the USA, while being hosted by a volunteer host family.</p> <p>International Students will join classes like any other student, and take courses such as: English (Grammar, Writing, Literature, Theater, etc...), Physical Education (including medicine and hygiene courses), Natural Sciences and Mathematics, Social Sciences (including the History of the United States and the Constitution of the US Government), Business, Psychology, Philosophy, Industrial design and economy, among others.</p> <p>Exchange students are sent all across America. Specific locations cannot be requested.</p> <p>Highlights of the Program</p> <ul style="list-style-type: none"> • Host families welcome students voluntarily as a member of their own family. They want students to participate in family and school activities and learn more about the American lifestyle and culture. They also want to learn about the students' country and culture. • These families are volunteers and provide room and board, as well as the care and support necessary for students, as they learn and adjust to life in the US. • Graduation is not possible during your experience in a public High School in the USA. <p>School type: Exchange students are placed in Public Schools all across the U.S.A.</p> <p>Deadline</p> <p>Apply for your exchange program in the USA at least 6 months before arrival. Places are very limited! Late applications may be accepted, depending on availability and visa processing times.</p> <p>Interested in studying in an American High School abroad? Consider studying at our American high schools in:</p> <ul style="list-style-type: none"> • Paris area, France: Notre-Dame International High School • Beijing, China: St Paul American School | | | | | | | |

Bildquelle: <https://www.nacel.org/en/high-school-programs/high-school-exchange-in-the-usa>, Seitenaufruf am 08.08.2020

2. You and your family have decided to be a host family and Tracy, your exchange student, will arrive next month. Your parents ask you to write a letter in which you clarify the last questions with her.

- Frag sie bitte, ob sie irgendwelche Allergien hat oder ob sie sich vegetarisch oder vegan ernährt.
- Erinnere sie bitte daran, dass sie Klamotten und Schuhe zum Wandern mitbringen soll, wir werden an den Wochenenden öfters in die Berge fahren.
- Sag ihr bitte, dass sie das Zimmer deiner Schwester haben kann, die vor einem halben Jahr ausgezogen ist. Sie hat dort ein Bett, einen Schreibtisch und einen bequemen Sessel. Fernseher und Bücher sind auch in dem Zimmer.
- Teile ihr mit, dass sie, wenn sie immer noch will, montags und mittwochs mit dir zum Gitarrenunterricht gehen kann. Ihr werdet dann zusammen unterrichtet.
- Richte ihr bitte liebe Grüße von uns allen aus und dass wir uns sehr freuen, sie bald begrüßen zu können.

Hörverstehenstexte Musterprüfung II



1. Corona Crisis: A Rap Song to Raise Awareness

(Audiotrack: QR-Code rechts)

Skype Ringtone

Jess: Hi, Trish. How are you today? Are you staying at home? How is social distancing working out for you?

Trish: I am fine. Thank you. Yes, I am at home almost all of the time. Sometimes I very briefly leave the house to go for a walk or to go grocery shopping. How are you?

Jess: I think am getting paranoid. I am watching too much news about coronavirus. It's like you can't escape the news and that makes me nervous.

Trish: You're right. It's really hard to avoid this topic but amid all the negative facts about the disease you can also find entertaining contributions to that subject.

Jess: What do you mean?

Trish: I am talking about Psychs! From South London. I admire his song 'Spreadin' in which he raises people's awareness in a very nice way. In an interview he says that he made that track because the virus is what everyone was talking about at that moment. It really grabs people's attention. Especially in our generation.

Jess: Sounds nice. What's the song about?

Trish: He raps about all those changes to our daily lives like not being able to watch football matches and not knowing what to do at the weekends. He spreads the message that we should avoid touching each other like hugging or shaking hands, for now at least. Psychs and his crew use their feet instead. One of my favourite lines is: 'Let's take this thing serious / Please stay safe and don't get infected / Love to the families who've been affected.' He is only 18 years old and he is handling this situation quite well. He also says that one of the hardest things he is anticipating is just not being able to see his friends if we do go into lockdown.

Jess: He is only 18 years old! But he acts so maturely. I am really going to listen to his song.

Trish: You have to watch his video, too. It's great.

Jess: Okay, I am searching for it right now. Wait a second ... Wow! He has more than 200,000 clicks on YouTube. And the reaction is great!

Trish: That's amazing and he says that it took him only a day to write and produce it. That's so fast!

Jess: Thank you for that recommendation, Trish. I hope that it will lighten my mood. It's a very hard time we are in right now and it is good to know lots of people are coming together and encourage each other. I feel so lonely at home and I never thought that I would say that, but I miss school.

Trish: Me too!

Jess: I think I'll get something to eat and listen to that song now. Let's talk again later!

Trish: All right, I'll see you later!

2. 'One In Five Young People' Has Been Bullied in 2019

(Audiotrack: QR-Code oben rechts)

Good morning and welcome to our news podcast. My name is Jim Penn and today is the first day of the annual Anti-Bullying Week. As you may already know the Anti-Bullying Week takes place every year from November 11th to the 15th. I am glad that our country is offering a whole week to raise awareness about such an important issue. Bullying is ruining the lives of hundreds of thousands of children and one in five young people has experienced bullying during the past 12 months. That's what Anti-bullying charity report pointed out.

The charity report asked more than 2,300 young people, aged between 12 and 20, about their experiences of bullying. The result is frightening. Today, I am going to present some facts to you and in the following days we will talk about measures to prevent and help.

The survey says that one in five young people in the UK were bullied in the past year and for one in 10 it happens every day. But that's not all. One third of the respondents who said they were bullied also stated that they thought about killing themselves. Almost 50 per cent said that they felt anxious and 86 per cent of the young people said bullying had a negative impact on their confidence and on their social lives.

But what are the reasons for bullying? More than half of the respondents say they believed they were targeted due to their physical appearance. Nine per cent say they are sure that they were bullied because of their race.

The study also showed that the most common form of bullying was verbal, followed by social exclusion, intimidation and physical assault. Surprisingly, cyber bullying was found to be the least common form of bullying, according to the report.

Another interesting aspect of the study is the perspective of the bullies. 59 per cent of the young people who admitted to acting as a bully did so because they felt the bullied individual 'deserved it' or because they disliked them.

The survey casts a frightening glance at our society and we really have to work together to create a safer environment for our kids. We have to prevent bullying and help the victims! How to do it will be the topic of the next days. Tomorrow we will talk to Anne Longfield, the children's commissioner for England about preventive measures. Please tune in!

Adapted from: Anne Longfield, in: <https://www.ditchthelabel.org/wp-content/uploads/2019/11/The-Annual-Bullying-Survey2019-1.pdf>, Seitenaufruf am 26.05.2020

3. Conversation about Global Warming

(Audiotrack: QR-Code S. 12)

- Jenny:** Hello everybody and welcome to our radio feature 'The Talk'. My name is Jenny and my guest today is Emma. Hi Emma, nice to have you here.
- Emma:** Hello Jenny, hi everybody, thank you for having me.
- Jenny:** Emma, you are my guest today because you have an important topic for our show 'The Talk'. Please share your thoughts with us.
- Emma:** I will. For more than three weeks I have been unable to go to sleep until late at night, worrying that my children won't be living in the same world as I do. They may even have no world to live in and just die from global warming and other threats that come along with it.
- Jenny:** Thank you for sharing your fears with us. From my work as a journalist I know that lots of other young people are worrying about global warming and the climate crisis, too. There's even a term for it, 'eco-anxiety'. I believe that it is very important and helpful to remember that you are not alone with your feelings especially when you are worrying about such a crucially important topic as climate change.
- Emma:** Thank you for your advice. Indeed, it is very helpful to talk about my feelings. Sharing my worries with other people does help to feel a little better. There are also podcasts by young people talking about how they deal with their 'eco-anxiety' and you can also read a lot about it on blogs. The offers are manifold, but I still can't find any rest.
- Jenny:** Statistics show that 'eco-anxiety' is being felt more and more by people as they realize that climate problems are real and that there will be many more problems connected to them. But anxiety is not the only emotion many people feel. Is it?
- Emma:** You are bringing up a very important point. These people, including me, also experience feelings of grief, anger, guilt, fear, shame and, above all, panic. This emotional cocktail can be really confusing and creates even more unrest and anxiety.
- Jenny:** I really admire your and these people's empathy even if it sounds exhausting to live through all these emotions day by day. I think your fears, even if they are not nice to experience, are a very important reaction to what is happening in the world. We should change the name for it. I would prefer to call it 'eco-awareness' or 'eco-empathy' to put a positive spin on it.
- Emma:** I like that idea and thanks for your kind words. I figured out that one of the best ways to deal with my 'eco-awareness' is to take action. I joined a group that is organising flash mobs to raise awareness and to help protect the environment. Or if you don't have enough time to work in such groups you could just support your local Fridays for Future demonstrations.
- Jenny:** At the beginning you said that you are often up until late at night because you worry about the future. I want you to recognize all the positive energy you bring into this world and that what you are doing is great. You need your sleep to have the energy to continue what you are doing right now. Be kind to yourself and allow yourself to sleep. I hope that you can find a balance between worrying about things and appreciating the good things happening around you.
- Emma:** Again, thank you for your advice. It has been really good talking to you. I think I will focus on the positive spin you mentioned earlier. That will help me a great deal, I guess.
- Jenny:** That's the spirit. It has been a pleasure having you here.
- Emma:** Thanks for inviting me. Goodbye.

4. Our Brain

(Audiotrack: QR-Code S. 12)

Hello everybody and welcome to science talk with Professor Kesla. Today I would like to give you some insight into how our brain works. First of all, I have to tell you that the human brain is the most complex organ in the universe. That's why scientists have been trying to understand it for hundreds of years.

Here are some facts: the average human brain contains about 86 billion nerve cells. They are called neurons. Neurons are the building blocks of your brain. They communicate with each other by sending signals. Each neuron is connected with other neurons. These tiny junctions are called synapses. The signals rush along tiny fibres, like electrical wires, from one neuron to the next.

That's basically how communication works. For example: Every time you read a word, see something or hear a voice like mine in this radio report, millions of neurons are communicating with each other through hundreds of millions of synapses.

The same holds true for how your body works. Your brain is your control centre. This control centre uses a network of nerves called 'the nervous system' to send its signals to your muscles so that you can move around. The nervous system runs through your body along the spinal cord. It spreads branches into your body like a tree so that you can control all your muscles.

The brain not only sends signals through the nervous system, it also controls processes in the body. It explains why you feel sleepy. When the sun goes down, a particular part of your brain produces a hormone called melatonin, which makes you feel tired. Melatonin is produced a few hours later in teenagers than it is in adults and children. This makes teenagers want to go to bed and wake up later than adults and children. So, next time someone calls you lazy you can reply that it's not your fault but that it has to do with how your body produces melatonin.

You also need your brain in order to experience the outside world, because your senses send signals to your brain. Imagine you are walking down a street in a huge city. The light reflected by the windows of the buildings and cars enters your open eyes, the roaring sounds of machines reach your ears and the distinct smell for busy city finds its way up your nose. The nerve cells in your eyes, ears and nose send these signals to your brain. Different parts of your brain then process what you see, hear or smell.

This, very briefly, explains how our brain works. I hope your brain cells are triggered to find out more about how they work. For further information and more detailed explanations please visit our website. See you soon!