

Zentrale Abschlussarbeit 2017

# Englisch

Mittlerer Schulabschluss

**Herausgeber**

Ministerium für Schule und Berufsbildung des Landes Schleswig-Holstein  
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**Aufgabenentwicklung**

Ministerium für Schule und Berufsbildung des Landes Schleswig-Holstein  
Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein  
Fachkommissionen für die Zentralen Abschlussarbeiten in der Sekundarstufe I

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## Liebe Schülerin, lieber Schüler!

Vor dir liegt nun das Aufgabenheft des schriftlichen Teils der Abschlussprüfung Englisch Mittlerer Schulabschluss.

Es gibt drei Teile darin, zu denen jeweils mehrere Aufgaben gestellt werden:


Teil LC: Listening Comprehension (Hörverstehen)

Teil RC: Reading Comprehension (Leseverstehen)

Teil W: Writing (Schreiben)

***Du hast ausreichend Zeit! Die Prüfungszeit beträgt für alle Aufgaben zusammen 105 Minuten. Lies dir bitte jede Aufgabe gründlich durch und bearbeite sie so gut du kannst. Wenn du mit einer Aufgabe nicht zurechtkommst, gehe zur nächsten über.***

Wenn du dich einmal bei der Lösung geirrt hast, markiere deine richtige Antwort so:

- |   |   |                            |
|---|---|----------------------------|
| A | <input checked="" type="checkbox"/>   | richtig                    |
| B | <input type="checkbox"/>  |                            |
| C |  | Häkchen fälschlich gesetzt |
| D | <input type="checkbox"/>  |                            |

**Besonders in Teil LC *Listening*** ist es wichtig, dass du vor dem Anhören der CD-Texte in der schriftlichen Aufgabenstellung zunächst nachliest, was du beim anschließenden Hören herausfinden sollst!

Nutze die jeweiligen Pausen, um die Aufgabe zu lesen und zu vervollständigen.

Benutze einen Bleistift, um deine ersten Vermutungen zu kennzeichnen, bevor du nach dem zweiten Hören den Füller oder Kugelschreiber nimmst.

**Für die Teile RC und W (*Reading/Writing*)** denke daran, dass du in deinem Wörterbuch nachschlagen kannst, wenn du Wortschatzprobleme hast.

**In Teil W *Writing*** nimm dir Zeit, die Schreibaufgabe erst zu planen, dann einen Text zu schreiben und diesen vor dem sauberen Abschreiben zu überprüfen. Nutze die Zeit und überprüfe in der Aufgabenstellung, ob du alle Aspekte bedacht hast. Kontrolliere hinterher noch einmal die sprachliche Richtigkeit.

**Bitte erst umblättern, wenn du dazu aufgefordert wirst.**

## LC Listening Comprehension

### LC1 Threats to the environment

***Listen to a student talking about threats to our environment. While listening, complete the table below using about 1 to 5 words or numbers.***

***There is an example (0) at the beginning. You will hear the recording twice. You now have 30 seconds to read the task.***

<b>0</b>	World population in the middle of this century	9 billion
<b>1</b>	Farm animals mostly kept for food production	
<b>2</b>	Recommended food instead of meat or fish	
<b>3</b>	Estimated increase in global warming till 2100	
<b>4</b>	Two regions which might disappear [Name two.]	
<b>5</b>	Environmental consequences of too much fishing [Name two.]	
<b>6</b>	Amount of seafood eaten by the world's population	

## LC Listening Comprehension

### LC 2 Work and travel programme New Zealand

***Listen to Jimmy reporting about his time in New Zealand.  
While listening, complete each sentence below in about 1 to 5  
words or numbers. There is an example (0) at the beginning.  
You will hear the recording twice.  
You now have 45 seconds to read the task.***

<b>0</b>	<i>Jimmy managed to do two things in New Zealand at the same time, he could ... work and visit the country.</i>
<b>1</b>	Jimmy got to know friends who he might ... _____
<b>2</b>	Jimmy felt attracted to New Zealand because he once ... _____
<b>3</b>	In the mountains he had to ... _____
<b>4</b>	One of his jobs was to ... _____
<b>5</b>	He went to Australia and Tasmania because ... _____
<b>6</b>	One problem after a half year in New Zealand was that he ... _____
<b>7</b>	Looking back Jimmy says that he would ... _____

## RC Reading Comprehension

### RC 1 Around The World On A Solar Plane

*Read the article about a man flying around the world. Then answer the questions below in about 1 to 5 words or numbers. There is an example (0) at the beginning.*

#### **Around The World On A Solar Plane**

*Mar 15, 2015 By Anita Ramachandran*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



<b>0</b>	<i>What did Bertrand's granddad study during a journey?</i>	<i>Earth's stratosphere</i>
<b>1</b>	What goals had Bertrand already reached before he started his latest project? [Name one.]	
<b>2</b>	Why did Piccard decide to travel more environmentally friendly? [Name one.]	
<b>3</b>	What kind of material is the SI2 made of?	
<b>4</b>	How many engines does the SI2 contain?	
<b>5</b>	Which energy source makes the plane fly at night?	
<b>6</b>	How long did he expect to be in the air for the longest period of time?	

## RC Reading Comprehension

### RC 2 National Park

**Read the warnings (A to I) about bear safety in Denali National Park and match each of them with one of the headings (1 to 7). You may use each number only once. There is one more warning than you need. There is an example (0) at the beginning.**

<b>warnings</b>	
<b>A</b>	Running may lead to a chase response. Bears can run faster than 30mph (50 km/h). You cannot outrun them.
<b>B</b>	Warn bears of your presence by making noise – sing, shout, talk. Be especially careful in dense brush where you can't see far, when walking into the wind, and along rivers where bears may not hear you over the noise of the water.
<b>C</b>	Black bears are a lot more aggressive than grizzlies. Do not lay down but defend yourself!
<b>D</b>	<i>Bears are active both day and night and can be anywhere. Watch for tracks and scat.</i>
<b>E</b>	When you meet a bear unexpectedly speak in a low, calm voice while waving your arms slowly above your head while you move backwards carefully. Bears that stand up on their hind legs are not threatening you, but merely trying to identify you.
<b>F</b>	Curl up into a ball with your knees close to your stomach and your hands laced around the back of your neck. Don't move! Leave your backpack on to protect your back. Grizzlies want you to be passive!
<b>G</b>	Park rangers would like to collect information on where and when you saw bears. Please, report all your bear encounters.
<b>H</b>	Bears should live as free from human disturbances as possible. Give them space. If a bear changes its behavior due to your presence, you are too close.
<b>I</b>	Bears may be surprised when you run into them in their territory. Make sure that you never get between a mother bear and her cubs!



<b>headings</b>		
<b>0</b>	<i>If you are in bear territory, be careful!</i>	<i>D</i>
<b>1</b>	If you are lucky enough to spot a bear, leave it alone!	
<b>2</b>	If a bear notices you, back away slowly!	
<b>3</b>	If you walk around in forests, be loud!	
<b>4</b>	If a grizzly makes contact with you, play dead!	
<b>5</b>	If you see a bear family, stay away!	
<b>6</b>	If you happen to see a black bear fight back immediately!	
<b>7</b>	If you see bears, let the National Park officials know about it.	



