

Zentrale Abschlussarbeit 2019

Englisch

Mittlerer Schulabschluss

Herausgeber

Ministerium für Bildung, Wissenschaft und Kultur des Landes Schleswig-Holstein
Brunswiker Str. 16-22, 24105 Kiel

Aufgabenentwicklung

Ministerium für Bildung, Wissenschaft und Kultur des Landes Schleswig-Holstein
Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein
Fachkommissionen für die Zentralen Abschlussarbeiten in der Sekundarstufe I

Umsetzung und Begleitung

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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	<input checked="" type="checkbox"/>	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 *Reading* und W *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

LC 1 Kiwi experience

Listen to Emily talking to Jacob about her stay abroad.

While listening, answer the questions 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 30 seconds to read the task.

0	Where did Emily work after her exams?	<i>at a tourist office</i>
1	In which field does she want to deepen her knowledge after school?	
2	How much delay did she have at her second stop?	
3	How did she get to her final destination?	
4	Which animal faces extinction?	
5	Who were the first people living in New Zealand?	
6	How many photos does she offer to show Jacob?	

LC 2 How I found my dream job

**Listen to Scott talking about how he found his dream job.
While listening, complete each sentence 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.

0	<i>After his exams, Scott... <u>got some terrible job advice.</u></i>
1	Scott was annoyed with his first job because he... _____
2	If you only do your job because it pays well, you should... _____
3	Scott's friend quit his job and... _____
4	Scott is enthusiastic about inventing stories and... _____
5	Listening to positive people makes it easier to... _____
6	Finally, Scott realized he wanted to... _____
7	As a member of a publishing house, he is... _____

RC Reading Comprehension

RC 1 Unexpected charity

*Read the article about generous acts of kindness.
Then answer the questions below in about 1 to 5 words or numbers.
There is an example (0) at the beginning.*

Unexpected Charity

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

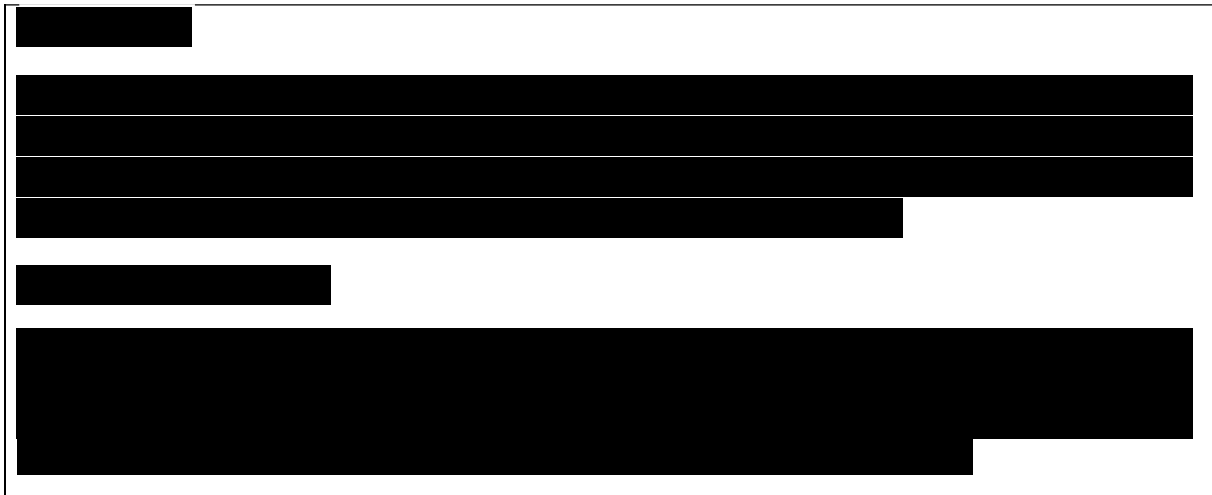
Quelle: CN

0	<i>Who provides unforeseen help for citizens in need?</i>	<i>charitable people and (even) businesses</i>
1	How many young people receive a better education thanks to an American firm?	
2	What did the same business restore to help flood, fire and earthquake victims?	
3	Which gift from a global company aims to prevent wounds and disease?	
4	When did an American president honour a musician?	
5	What was the main purpose of some musicians performing in the last century?	
6	Where did the proceeds of their charity concert go?	

RC 2 Eating out

Read the recommendations (1-7) from a flyer about restaurants. Match each of them with one of the descriptions (A-I). There is an example (0) at the beginning. You may use every letter only once. There is one more description than you need.

[Redacted content]



A	You will need quite a lot of money in your pocket for dinner at this place.
B	If you prefer salad and vegetables from your region, this is the right place.
C	This place only serves pudding, pies and other last courses.
D	Here you can relax while watching the chef prepare your meal.
E	<i>Are you looking for a quiet atmosphere? Only one day at the weekend possible.</i>
F	Do you like fish dishes or a bowl of spaghetti? Enjoy your meal here.
G	Come to this place if you prefer sitting outside in good weather.
H	Enjoy this place especially if you want a good start to the day.
I	When you are in a hurry and looking for reasonable prices, this is the right place.

0	1	2	3	4	5	6	7
E							

W Writing

International Cuisine Day

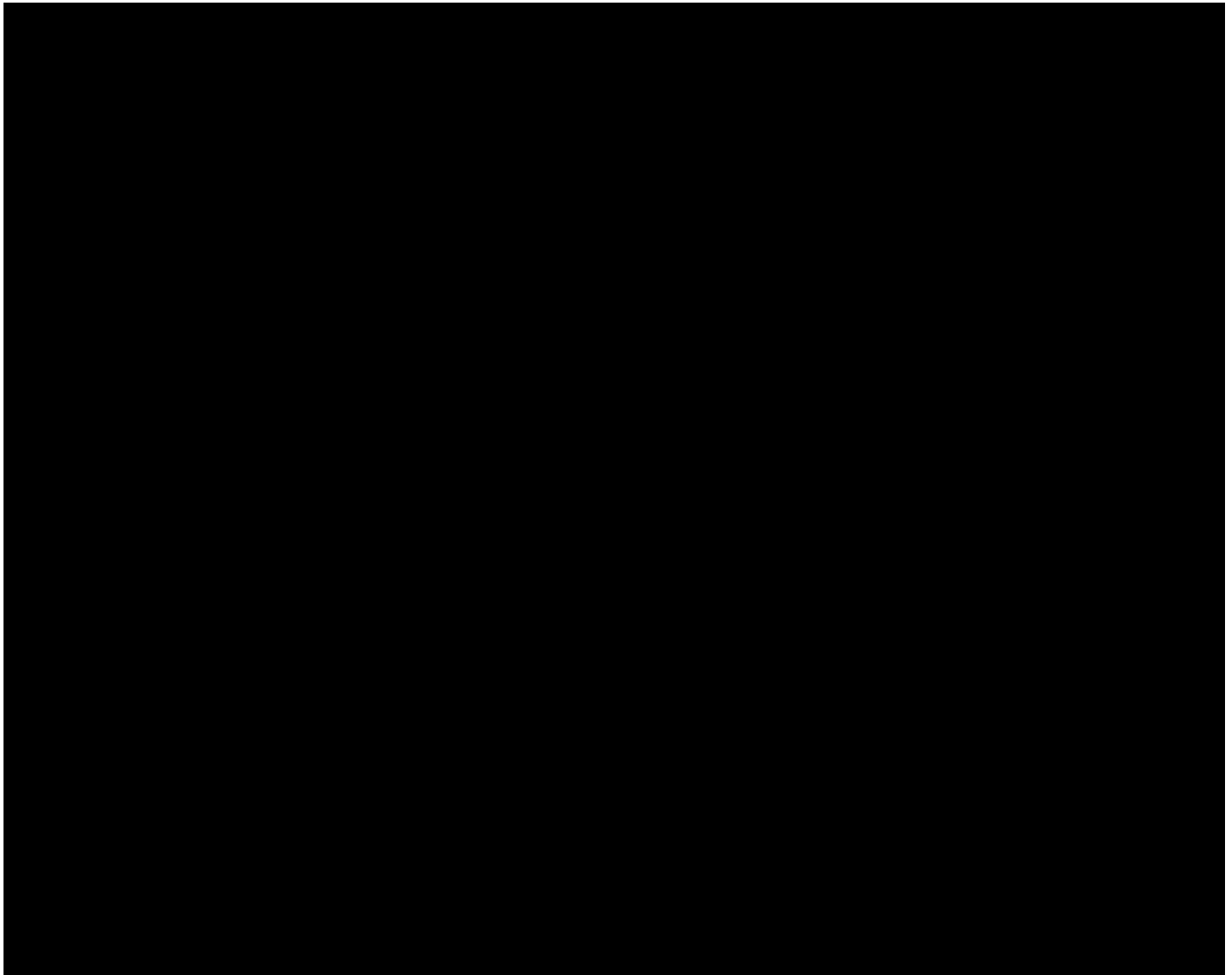
Some weeks ago, your school organized a charity project called 'International Cuisine Day'. Food from all over the world was prepared and sold for a good cause. You and some of your friends volunteered to support this project.

Write an e-mail to inform your English friend about this event.

In your e-mail explain ...

- ***why you were interested in this project.***
- ***how you and other students were involved.***
- ***who will benefit from the money raised by the event.***
- ***how you documented the event to make people aware of it.***

Write about 180 words.



W Writing – International Cuisine Day

Task:	Writing an e-mail	possible points	student's points
Inhalt	<ul style="list-style-type: none"> • <i>why you were interested in this project</i> • <i>how you and other students were involved</i> • <i>who will benefit from the money raised by the event</i> • <i>how you documented the event to make people aware of it</i> 	8	
	Textsorte/Situations-/Adressatenbezug	2	
	Entfaltung des Themas/Textaufbau	2	
	Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	2	
	Verständlichkeit/Lesbarkeit	2	
	Wortschatz: Spektrum/Korrektheit	4	
	Grammatische Strukturen: Spektrum/Korrektheit	4	
	Total points	24	

	Listening Comprehension, Reading Comprehension, Writing	possible points	student's points
LC 1	Kiwi experience	6	
LC 2	How I found my dream job	7	
RC 1	Unexpected charity	6	
RC 2	Eating out	7	
W	International Cuisine Day	24	
	Test Points Paper Pencil	50	

	Speaking/Mediation	possible points	student's points
SP/M	Test Points Speaking/Mediation (see assessment sheet)	50	

	Total Points	100	
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