

Zentrale Abschlussarbeit 2023

Englisch Mittlerer Schulabschluss

Herausgeber

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein
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Aufgabenentwicklung

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein
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Umsetzung und Begleitung

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein
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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 135 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 richtig
- B
- C Häkchen fälschlich gesetzt
- D

Besonders in Teil LC (*Listening Comprehension*) 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 Comprehension/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 AMAZING ADVENTURERS: 80 DAYS AT SEA

Hello, this is the listening part.

Here are the instructions:

You will hear each recording twice. There is a pause before each task so that you can look at it. Work on the task while listening. At the end, there is another pause to let you think about your answer.

LC1 - Now read the instructions and the exercises for task 1.

You now have 30 seconds to look at the task.

Task 1: Short answers

Listen to the interview with Boris Herrmann talking about an incredible adventure.

There is an example (0) at the beginning.

0	<i>What is the "Vendée Globe"?</i>	<i>the world's toughest sailing race</i>
1	How did Boris Herrmann sail around the globe?	
2	When exactly did he finish his adventure?	
3	What did he find hardest about the race?	
4	Which topics is he interested in other than sports? (name two)	1. _____ 2. _____
5	Where did he take a famous passenger in 2019?	
6	What is his next goal in sports?	

.....
/6 P.

LC2 VEGETARIAN SHOES

LC2 - Now read the instructions and the exercises for task 2.
You now have 30 seconds to look at the task.

Task 2: Multiple choice

Listen to two friends, Emilia and George, talking about vegetarian shoes.

There is an example (0) at the beginning.

0. To develop her vegetarian lifestyle, Emilia wants to ...

- a) eat less and lose weight.
- b) think more about what she wears.
- c) wants to ask George what she could improve.

1. If you buy their sports shoes, the company George found on the internet helps by ...

- a) giving away money.
- b) growing new trees.
- c) finding local vegetarian shops.

2. When buying shoes, Emilia's aim is to ...

- a) get trainers that are really stylish.
- b) find trainers that look like leather.
- c) not harm the environment too much.

3. Touching the trainers, they ...

- a) appear hand-made.
- b) seem like recycled plastic.
- c) feel as if they're made from leather.

4. To find out more about the shop, Emilia should ...

- a) visit their factory.
- b) talk to the employees.
- c) look it up on the internet.

5. The trainers are expensive but the shop will soon ...

- a) offer a birthday discount.
- b) produce cheaper models.
- c) reduce the price.

6. George will be able to get the really expensive trainers because he ...

- a) will receive them from his aunt.
- b) will ask his grandmother for help.
- c) hopes for a discount if he and Emilia order four pairs.

7. When George met Emilia's grandma last Christmas, they ...

- a) had dinner together.
- b) made biscuits together.
- c) went to the gym together.

Reading Comprehension

RC1 WORLD FOOD CHAMPIONSHIPS

Short answers

Read the article about the cooking competition.

There is an example (0) at the beginning.

World Food Championships

People say that "Everything's bigger in Texas". Well, that seems to be the case for the World Food Championships (WFC). While many people consider France or Italy the centers of good cooking, Dallas, Texas, is the host for the biggest food competition around. Every year, food fans — so-called "foodies" — from all over the world travel to the city for the WFC.

Since its start in 2012, the WFC has been growing. 49 out of the 50 US states have already sent competitors. In 2019, more than 1,400 cooks from 42 US states and 15 countries competed. They were all trying to win the title of "champion". Fame is not the only goal, though - they also win a *big* cash prize! A cook can win ten thousand dollars and then advance for a chance to win the grand prize of an additional one hundred thousand dollars.

The WFC is a five-day competition with ten food categories, such as seafood, soup, dessert, or sandwich. And, because it is Texas, of course there are several meat options as well: barbecue, burger, or steak. The fans' favorite is the bacon category – the smell is always delicious!

There is quite a range of experience among the cooks. The competitors can be "home cooks", meaning that they have had no formal training and have taught themselves in their own kitchens with a lot of patience and practice. "Top chefs" can also compete. They are experts who attended cooking school and were professionally trained. Some competitors already work in restaurants and thus are used to a fast pace of cooking. They know that the clock can be a cook's toughest opponent.

The WFC has changed the way people look at cooking. It has changed from an everyday task to an exciting show of skill! Many of the winners are famous now. Every champion has amazing skills, and every participant – winner or loser - is extremely creative and talented. They have to make quick decisions like: which kinds of food they will use, the best way to prepare it, and how much time they will need for each part of their dish. They even have to pay special attention to how they arrange the food on the plate. The judges consider three aspects of the food: preparation, presentation, and taste.

The WFC has made it possible for cooks to be recognized for their amazing skills.

So, if you're a foodie and want to get new ideas, make your way to Dallas to watch - and smell - the magic of champion-level cooking.

Text by: C.N. and T.A.

0	<i>Where does the World Food Championships take place?</i>	<i>Dallas, Texas.</i>
1	How many US states have been represented since 2012?	
2	What can a cook win in the first stage of the competition?	
3	What attracts most visitors?	
4	Besides the other competitors, what is a cook's worst enemy?	
5	Which abilities do all cooks at the WFC share? <i>(name two)</i>	1. _____ 2. _____
6	Which qualities determine the winning dish of the competition? <i>(name two)</i>	1. _____ 2. _____

RC2 THE DISAPPEARING HONEYBEE

Sentence completion

Read the article about a serious global problem.

There is an example (0) at the beginning.

The Disappearing Honeybee

Do you run away when you hear a bee buzzing? Many people do. A bee sting hurts and some people are allergic to bee venom. But did you know that bees are very important to humans? Honeybees do more than just make honey. They pollinate - they fly around and sprinkle dust on flowers, plants and trees. Our fruits, nuts, and vegetables rely on pollination from bees.

But have you seen or heard a honeybee lately? Bees are mysteriously disappearing in many parts of the world. Most people don't know about this problem. It is called "Colony Collapse Disorder" (CCD). Some North American beekeepers have lost 80% of their bee colonies. Bees in Italy and Australia are disappearing too.

The disappearance of the honeybee is a serious problem. Can you imagine never eating another blueberry? What about almonds and cherries? Without honeybees food prices will rise dramatically. The poorest people always suffer the worst when there is a lack of food.

This problem affects other foods besides fresh produce. Imagine losing your favorite ice cream. Many of the world's famous ice cream flavors rely on the hard-working honeybee. A famous American ice cream company funded a garden at the University of California called "The Haven". This garden helps raise awareness about the disappearing honeybee and teaches visitors how to plant for insects.

Donating money to research is the most important thing humans can do to save the honeybee. Scientists need money to investigate the causes of "Colony Collapse Disorder". Some scientists blame CCD on climate change. Others think pesticides kill the bees. Commercial bee migration might also cause CCD. Beekeepers transport their colonies from place to place in order to pollinate plants year-round.

Not everyone has money to donate regularly but there are other ways to help the honeybee. Spread the word by telling your friends and family about the problem. Tell your teacher and classmates about the disappearing honeybees too. Maybe your class can write a letter to the government.

Textquelle: www.englishclub.com/reading/environment/honeybee.htm

0	<i>Bees are mainly known for their ability to ... make honey.</i> _____
1	Bees are important to many plants, which ... _____
2	It is an alarming fact that, in many countries, honeybees ... _____
3	If honeybees die out, the cost for many groceries ... _____
4	To inform people about this global problem, a firm ... _____
5	If you support science financially, you can help to ... _____
6	Several scientists believe that chemicals used on plants ... _____
7	If giving money is not an option for you, help ... _____

/7 P.

WRITING

W – SAVE THE BEES!

You have read an article about the disappearing honeybee and told your class about it. You have also informed them about an initiative by the EU to support local projects that try to help animals. Your class has suggested writing a letter to the European Parliament about a possible project to help the bees.

Task: Write a formal letter to the European Parliament about your ideas.

In your letter you need to ...

- explain your reason for writing.***
- describe the importance of preserving the bees.***
- suggest a possible project for your local community to help save the bees and ask for support.***

Write about 180 words.

Stopp!

Die folgenden Tabellen werden nur von
den Lehrkräften ausgefüllt.

W Writing – SAVE THE BEES!: Formal Letter

Writing a Letter of Protest	Possible Points	Student's Points
Inhalt <ul style="list-style-type: none"> • <i>explain your reason for writing</i> • <i>describe the importance of preserving the bees</i> • <i>suggest a possible project for your local community to help save the bees</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	Amazing Adventurers: 80 Days at Sea	6	
LC 2	Vegetarian Shoes	7	
RC 1	World Food Championships	6	
RC 2	The Disappearing Honeybee	7	
W	Formal Letter: Save the Bees!	24	
Test Points Paper-Pencil		50	
SP/M	Test Points Speaking/Mediation (see assessment sheet)	50	
Total Points		100	

