

Zentrale Abschlussarbeit 2022

# Englisch

Erster allgemeinbildender Schulabschluss

**Herausgeber**

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## Liebe Schülerin, lieber Schüler!

Vor dir liegt nun das Aufgabenheft des schriftlichen Teils der Abschlussprüfung Englisch Erster allgemeinbildender 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 | <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 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*** bearbeite zunächst die Mindmap vollständig und übernimm unbedingt **alle** dort angegebenen inhaltlichen Aspekte in deinen Text. Nur so kannst du möglichst viele Punkte erhalten!

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



# LC Listening Comprehension

## LC 1 PERFECT PLACES FOR A FIRST DATE

*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.*

*Now read the instructions and the exercises for task 1.*

*You now have 30 seconds to look at the task.*

### Task 1: Matching

**Listen to the people talking about perfect places for a first date.  
There is one more picture than you need.  
There is an example (0) at the beginning.**

		
<b>A</b>	<b>B</b>	<b>C</b>
		
<b>D</b>	<b>E</b>	<b>F</b>

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>E</b>				

Fotos: <https://stock.adobe.com>

/4 P.

## LC 2 A FAMILY WEDDING

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

### Task 2: Short answers

**Listen to the podcast.**

**There is an example (0) at the beginning.**

<b>0</b>	<b>What is the podcast's title?</b>	<b>Teen Talk</b>
<b>1</b>	Which family member got married?	
<b>2</b>	Where is the husband from?	
<b>3</b>	Where does Pepe work?	
<b>4</b>	Where did they take photos?	
<b>5</b>	Who gave a nice speech?	
<b>6</b>	How does Susan describe the wedding day? <i>(name one)</i>	

..... /6 P.

## LC 3 GROWING UP

Now read the instructions and the exercises for task 3.  
You now have 30 seconds to look at the task.

### Task 3: Multiple choice

**Listen to Anne's podcast talking about growing up.  
There is an example (0) at the beginning.**

#### 0. In her podcast, Anne...

- a)  talks about teenage sports.
- b)  chats about being a teen.
- c)  speaks about fashion and travelling.

#### 1. Anne says that she often...

- a)  looks at her television and her PC.
- b)  plays on her smart phone and smart watch.
- c)  uses her smart phone and tablet.

#### 2. Anne's parents want to...

- a)  limit her money.
- b)  limit her screen time.
- c)  talk to her friend's parents.

#### 3. Anne's parents...

- a)  spend a lot of time looking at screens.
- b)  work for social media.
- c)  have a meditation app.

#### 4. At school, Anne...

- a)  uses a tablet.
- b)  works with her phone.
- c)  reads only books.

#### 5. Her mom thinks Anne needs to...

- a)  meet more friends.
- b)  exercise more.
- c)  walk the dog more often.

#### 6. Anne could imagine...

- a)  going to pop concerts.
- b)  joining a reading club.
- c)  playing basketball.

#### 7. In a club Sarah and Anne could forget about...

- a)  taking selfies and posting pics.
- b)  discussing the world's problems.
- c)  coming home on time.

## RC Reading Comprehension

### RC 1 HOW TO LEARN ENGLISH EASILY

*Read the tips on how to learn English easily.*

*Then match each of them with one of the statements below.*

*You may use each letter only once.*

*There are more statements than you need.*

*There is an example (0) at the beginning.*

**0**

Think about how many words you want to learn each month. Don't learn too many words because then it is hard to remember them. But it is also important not to learn just a few words.

**2**

Learning is a process, so it takes time. Don't worry about mistakes, they will help you to understand what you've already learnt and where you need to train a bit more.

**4**

It is important that you find something you like. For example, watch your favourite TV series in English or listen to nice songs and try to understand the words.

**1**

If you want to learn faster, you should train all your skills as much as possible. You should train either your speaking or writing skills every day. For example, you could send voice messages to your friend in England on Mondays and write emails to your Australian friends on Fridays.

**3**

It's hard to learn on your own. Try to find someone who wants to get better at English, too. With a classmate you can help each other and you will see that learning English is easy.



<b>Statements</b>	
<b>A</b>	Take a break from studying.
<b>B</b>	Errors help you to improve.
<b>C</b>	Study with others.
<b>D</b>	<i>Set realistic goals.</i>
<b>E</b>	Have fun while studying.
<b>F</b>	Learn a new word every day.
<b>G</b>	Organise your weekly learning.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>D</b>				

..... /4 P.

## RC 2 FAMOUS ANIMALS MAKE OWNERS RICH

**Read the article about famous animals.**

**Answer the questions below in about 1 to 5 words or numbers.**

**There is an example (0) at the beginning.**

### FAMOUS ANIMALS MAKE OWNERS RICH

Movies like *Free Willy* in 1993, *101 Dalmatians* in 1996, and *Peter Pan* in 2003, all showed animals on screen. The stars of these movies — Keiko the whale, the black and white spotted Dalmatian puppies, and Rebel the Saint Bernard — were all highly trained and worked long hours to become famous.

This is how animal actors worked in Hollywood thirty years ago. But times have changed. Animals can now become popular from their homes without doing very much work at all. In fact, their owners are the ones doing the real work. With a camera and a lot of time, owners can make their pets extremely famous.

The famous animals of the 21<sup>st</sup> century aren't on the big screen, they are on our personal screens. They are social media stars who look cute in selfies and do silly things in videos. These animals have a surprising number of fans. For example, Esther the Wonder Pig has 2.1 million followers; White Coffee Cat has 2.5 million; and Juniper Foxx, a red fox, has more than 4.1 million.

Pet owners love their animals and want the world to know just how sweet and funny they are. So, they post about them — a lot — until they go viral.

The more followers an animal has on social media, the more money their owners make. Clothing companies, restaurants, and even sports teams have offered pet owners lots of money to simply post a couple of funny pictures. These kinds of deals make these sweet creatures very famous and their owners very rich.

Text by: C.N.

<b>0</b>	<b><i>Where could you see amazing pets in the past?</i></b>	<b><i>on screen</i></b>
<b>1</b>	What quality did the animals in the old films have?  <i>(name one)</i>	
<b>2</b>	Where do film animals "work" today?	
<b>3</b>	What kind of equipment do the owners use?	
<b>4</b>	How many fans are interested in the most successful animal?	
<b>5</b>	What are today's famous animals like?  <i>(name one)</i>	
<b>6</b>	Where do the owners present their animals?	
<b>7</b>	Who gives money to the owners?  <i>(name one)</i>	

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/7 P.

## RC 3 DRONE SERVICE

**Read the text about drones.**

**Then read the sentence beginnings and tick (✓)**

**the correct choice (a, b or c).**

**Only one choice is correct.**

**There is an example (0) at the beginning.**

### DRONE SERVICE

*What's that sound? It sounds like bees. It's getting closer! Aha – it's a drone flying in the sky. It's bringing something.*

What is a drone? A drone is a vehicle that flies in the sky. Drones are already quite common. For example, people use them to take photos from the air or they fly them as a hobby. Drones can also be used to bring people things. That's especially handy for places that are difficult to get to by car.

Drones can be small or large. Small ones can carry up to five kilograms. Large drones can even transport machines. Drones can change their route depending on the weather and they can identify objects in the sky such as helicopters or electrical cables.

Drone technology is improving all the time. Companies want to use them to take goods to their customers. Drones are not making regular services to bring items to people yet, but it might not be long. In August, a drone in Canada made a test run. It travelled from Vancouver Island to nearby Salt Spring Island – a six-kilometre flight. It flew at 50 kilometres per hour, 75 metres above the ground. The drone carried painkillers and arrived only eleven minutes later.

Meanwhile Canada's airports are preparing for drone services. They are adding drone take-off and landing zones. Now governments are needing to make rules to make sure drones are safe and do not fall out of the sky. Some day your package might not be delivered by a truck but by a drone!

Adapted from *The Canadian Reader* 2019-2020: Issue 4, p. 21-22

**0. The noise of drones...**

- a)  reminds us of loud music.
- b)  is similar to flying insects.
- c)  sounds like any other vehicle.

**1. A drone is a special vehicle that...**

- a)  is not very common.
- b)  moves in the air.
- c)  only photographers use.

**2. A very big drone can...**

- a)  also carry heavy tools.
- b)  only fly in good weather.
- c)  have problems with power supply.

**3. Technically drones are constantly...**

- a)  built bigger.
- b)  used in the USA.
- c)  getting better.

**4. During practice, a Canadian drone...**

- a)  flew a distance of 50 kilometres.
- b)  flew a short distance between two places.
- c)  brought medical support to an accident.

**5. In order to use drones from the airport you need to...**

- a)  build take-off and landing zones.
- b)  pay the government.
- c)  invent safer trucks.

**6. Maybe in the future you...**

- a)  will get parcels by drones.
- b)  will see drones crashing down.
- c)  will have trucks carrying drones.

## W Writing

### INVITATION TO A TALENT SHOW

Your English class has just learnt how to write short texts, poems, and songs. Now you want to organise a talent show at your school to present your work. Each visitor can vote for the best performance. Write an invitation for the school's website.

#### W 1 Writing task – Mind map

*Collect some ideas first.*

**organisation of show:  
performances and  
performers**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**place / date / tickets**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INVITATION  
TO A  
TALENT SHOW**

**food and drinks**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**prize for winner**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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/2 P.



**Stopp!**  
Die folgenden Tabellen werden nur von  
den Lehrkräften ausgefüllt.



## Writing – W1

<b>W1 Mind map</b>	<b>Possible Points</b>	<b>Student's Points</b>
mindestens je 1 Notiz pro Kästchen	<b>2</b>	

## Writing – W2

<b>Task: Writing an Invitation</b>	<b>Possible Points</b>	<b>Student's Points</b>
Inhalt <ul style="list-style-type: none"> <li>• organisation of show: performances and performers</li> <li>• place / date / tickets</li> <li>• food and drinks</li> <li>• prize for the winner</li> </ul>	<b>4</b>	
Textsorte/Situations-/Adressatenbezug	<b>1</b>	
Entfaltung des Themas/Textaufbau	<b>1</b>	
Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	<b>1</b>	
Verständlichkeit/Lesbarkeit	<b>1</b>	
Wortschatz: Spektrum/Korrektheit	<b>3</b>	
Grammatische Strukturen: Spektrum/Korrektheit	<b>3</b>	
<b>Total Points</b>	<b>14</b>	

<b>Listening Comprehension, Reading Comprehension, Writing</b>		<b>Possible Points</b>	<b>Student's Points</b>
LC 1	Perfect Places for a First Date	<b>4</b>	
LC 2	A Family Wedding	<b>6</b>	
LC 3	Growing Up	<b>7</b>	
RC 1	How to Learn English Easily	<b>4</b>	
RC 2	Famous Animals Make Owners Rich	<b>7</b>	
RC 3	Drone Service	<b>6</b>	
W 1	Invitation to a Talent Show - Mind map	<b>2</b>	
W 2	Invitation to a Talent Show - Text	<b>14</b>	
<b>Test Points Paper-Pencil</b>		<b>50</b>	
<b>Speaking/Mediation</b>			
SP/M	Test Points Speaking/Mediation (see assessment sheet)		
<b>Total Points</b>		<b>100</b>	

