

Zentrale Abschlussarbeit 2022

# 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 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

### LC 1 AUSTRALIAN BUSH FIRES

*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: Short answers**

***Listen to two men talking about the bush fires in Australia.  
There is an example (0) at the beginning.***

<b>0</b>	<b><i>start of latest fires</i></b>	<b><i>September 2019</i></b>
<b>1</b>	two Australian states affected <i>(name one)</i>	
<b>2</b>	size of area destroyed by fires (in mi <sup>2</sup> )	
<b>3</b>	time of last serious fires	
<b>4</b>	number of species especially threatened	
<b>5</b>	consequences of fires on humans <i>(name two)</i>	1. _____ 2. _____
<b>6</b>	means of transportation destroyed while fighting fires <i>(name one)</i>	

.....  
/6 P.

## LC 2 MY YEAR ABROAD

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

### Task 2: Sentence completion

**Listen to Richard talking about his year abroad.  
There is an example (0) at the beginning.**

<b>0</b>	<b><i>After his year abroad, Richard now wants to... <u>share his experience.</u></i></b>
<b>1</b>	After a short time in Barcelona (Spain), Richard... _____.
<b>2</b>	Richard didn't want to move, because he thought it... _____.
<b>3</b>	Being sick of English meals, he was glad to... _____.
<b>4</b>	Richard started to forget words because it was hard to... _____.
<b>5</b>	Learning slang leads to... _____.
<b>6</b>	Technical devices help you to... _____.
<b>7</b>	In conclusion, Richard says his high school year... _____.

..... /7 P.

## RC Reading Comprehension

### RC 1 YOU'RE NEVER TOO OLD FOR AMUSEMENT PARKS

**Read the text about a young woman who visits amusement parks. Decide whether the statements below are true or false and tick (✓) the correct box. Then find the line in the text which you need for your answer. Write the line number(s) in the table.**

1 **YOU'RE NEVER TOO OLD FOR AMUSEMENT PARKS**

2 This past week I visited *Amazing Land of Adventure* in Hartford, Connecticut. It is the  
3 68<sup>th</sup> amusement park I have been to. I visited my first amusement park when I was  
4 six years old and I have loved them ever since. In the past 15 years, I have been on  
5 732 different rides!

6 I guess you could describe me as an amusement park enthusiast. I find that when I  
7 walk through the gates of a new park my whole world is altered. I leave the dull  
8 everyday life behind and enter a world of imagination. Even though I am 21 years  
9 old, when I am at an amusement park, I am transformed into a little kid again.

10 I highly recommend taking a trip to *Amazing Land*, if you can. It is unlike any other  
11 park I have ever been to; it is extraordinary, really. The park is arranged into five  
12 different areas—one for each of the senses: sight, sound, touch, taste, and smell.  
13 When you pass through each area there are different rides and attractions that fit  
14 within the category.

15 For example, in the touch section of the park there is a labyrinth called *Amazing Maze*  
16 where you have to wear special dark glasses so that you can't see. In the labyrinth  
17 you feel: wind, water, cold, heat, and various textures. It's a pretty unusual  
18 experience.

19 In the sound section of the park there is a ride called *Hanging in the Amazon*. On this  
20 ride you swing from enormous trees. While you are swinging you hear birds, insects,  
21 and other animals. It is like you are in the rainforest.

22 The other really cool thing at the park is the *Connectivity Center*. This section has  
23 only been open for two months. I have never seen anything like it! Here you can  
24 connect digitally with other kids in other countries. There is a huge screen that covers  
25 an entire wall so that lots of people can video chat at the same time. I was able to  
26 talk with a boy in Indonesia and a girl in Japan and I even played an online video  
27 game with a kid in Ghana. *Amazing Land* really is amazing because it connects you  
28 with people around the world!

29 I started visiting amusement parks when I was just a child. I am no longer a kid, but  
30 I still enjoy them and I plan to keep on going to parks well into adulthood. If you  
31 think you are too mature for amusement parks, think again. You are never too old to  
32 have fun!

Text by: C.N.

	<b>statements</b>	<b>true</b>	<b>false</b>	<b>line number(s)</b>
<b>0</b>	<b><i>The woman has been a fan of amusement parks since she was a little kid.</i></b>	✓		<b>3-4</b>
<b>1</b>	For her, daily life is full of fun and fascination.			
<b>2</b>	The park has attractions for your ears, eyes, hands and more.			
<b>3</b>	In the labyrinth you need special gear in order to see well.			
<b>4</b>	The sound section is similar to being in the jungle.			
<b>5</b>	In one part of the park, you meet people from around the world and play offline games.			
<b>6</b>	If you feel like you're too old for theme parks, you should reconsider.			

## RC 2 THE NEW SHOPPING EXPERIENCE

**Read the text about a new shopping experience.**

**Then read the sentence beginnings.**

**Tick (✓) the correct endings (a, b, or c).**

**Only one answer is correct.**

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

### THE NEW SHOPPING EXPERIENCE

A woman enters a store, walks around, talks to no one, takes items, and then leaves.

You may be assuming, that this woman has just stolen from the store. But, let's take another look at what actually happened.

As she enters the store, she removes her sunglasses and glances up at the 12 cameras over the door. To start shopping she takes out her phone and holds it up to a scanner on the basket in her hand. She then proceeds to take items off the shelves and places them into the basket. Once she has finished, she transfers the items from the basket to her rucksack and leaves the store.

This woman has just experienced a new way to shop — automated shopping.

She was identified by facial recognition cameras as she entered the store. Her phone followed her location in the store and the "smart" basket scanned each item as she placed it inside. The app on her phone then made a sound as she was leaving the store and automatically charged her for the items she took.

She did not interact with anyone in the store. If she had needed assistance finding something then the app on her phone would have directed her where to go. The "smart" basket can even recognize if she changes her mind about an item. If she puts something in the basket but later removes it then she will not have to pay for that item.

This kind of experience is becoming more common. Some stores in big cities have begun allowing this kind of individual shopping where everything is done through automation and nothing requires person-to-person contact.

As a result of the COVID-19 pandemic, the way that we conduct our daily lives has changed. To stay healthy, we have been warned to limit contact with others as much as possible. Automated shopping makes it easy to avoid people who may be sick.

Another benefit of automated shopping is that it gives you information about the choices you are making when it comes to your diet. After shopping, the app sends you reports of what types of foods you have bought. The app can even make recommendations for what foods might be healthier options for the next time you shop.

So, whether you are trying to be quick, avoid getting sick, or be aware of your food choices, automated shopping is just for you.

Text by: C.N.



**0. The woman in the shop seems to be...**

- a)  *paying online.*
- b)  *shoplifting goods.*
- c)  *forgetting to pay.*

**1. To identify herself, the woman has to...**

- a)  show her ID.
- b)  scan her eyes.
- c)  look into security devices.

**2. To take the goods home, the woman has to...**

- a)  buy the basket.
- b)  bring her own basket.
- c)  put them in her backpack.

**3. Her smartphone can assist her in...**

- a)  communicating with her favourite sales clerk.
- b)  finding the location of the desired items.
- c)  finding better deals in the shop.

**4. This new technology also makes it possible to...**

- a)  reconsider a former choice.
- b)  set time and price restrictions.
- c)  see the latest offers.

**5. Some companies already...**

- a)  forbid this way of shopping.
- b)  promote internet shopping.
- c)  offer automated shopping.

**6. This way of shopping helps us to...**

- a)  minimize social contacts.
- b)  avoid stores.
- c)  spend less money.

**7. The app helps people to buy healthier products by...**

- a)  not allowing junk food.
- b)  offering better alternatives.
- c)  spotting healthy food only.

# W Writing

## ROBOTS IN SCHOOLS

You read an online article about robots in schools. The author posted a question on a website:

***SHOULD ROBOTS REPLACE TEACHERS IN SCHOOLS?***

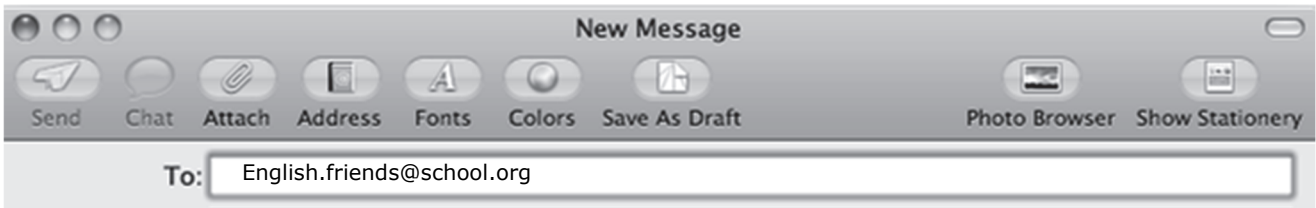
You know that your English friend is really interested in technology.

**Task:** Write an e-mail to your English friend about your ideas.

**In your e-mail you need to...**

- describe which modern technologies are used at your school.
- explain what robots could or could not do compared to teachers.
- discuss the question above...

**Write about 180 words.**




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**Stopp!**

Die folgenden Tabellen werden nur von den Lehrkräften ausgefüllt.

**W Writing – Robots in Schools**

<b>Writing an E-mail</b>	<b>Possible Points</b>	<b>Student's Points</b>
Inhalt <ul style="list-style-type: none"> <li>• <i>describe which modern technologies are used at your school.</i></li> <li>• <i>explain what robots could or could not do compared to teachers.</i></li> <li>• <i>discuss the question above...</i></li> </ul>	<b>8</b>	
Textsorte/Situations-/Adressatenbezug	<b>2</b>	
Entfaltung des Themas/Textaufbau	<b>2</b>	
Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	<b>2</b>	
Verständlichkeit/Lesbarkeit	<b>2</b>	
Wortschatz: Spektrum/Korrektheit	<b>4</b>	
Grammatische Strukturen: Spektrum/Korrektheit	<b>4</b>	
<b>Total Points</b>	<b>24</b>	

<b>Listening Comprehension, Reading Comprehension, Writing</b>		<b>Possible Points</b>	<b>Student's Points</b>
LC 1	AUSTRALIAN BUSH FIRES	<b>6</b>	
LC 2	MY YEAR ABROAD	<b>7</b>	
RC 1	YOU'RE NEVER TOO OLD FOR AMUSEMENT PARKS	<b>6</b>	
RC 2	THE NEW SHOPPING EXPERIENCE	<b>7</b>	
W	E-MAIL: ROBOTS IN SCHOOLS	<b>24</b>	
<b>Test Points Paper-Pencil</b>		<b>50</b>	
SP/M	<b>Test Points Speaking/Mediation (see assessment sheet)</b>	<b>50</b>	
<b>Total Points</b>		<b>100</b>	

