

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 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 | ☒ | richtig |
| B | ☐ | |
| C | ☒ | Häkchen fälschlich gesetzt |
| D | ☐ | |

Besonders im 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



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 answers.

LC1 — Now read the instructions and the exercises for task 1. You now have 30 seconds to look at the task.

LC1 FUTURE PLANS

Task 1: Matching

Listen to the teenagers in the pictures (0-4) talking about their dream jobs on social media. While listening, match the #hashtags below (A-F) with the correct speakers (1-4).

There is one more #hashtag than you need.

There is an example (0) at the beginning.

A	#NatureGuardian	D	#HealthcareAngel
B	#FashionDreams	E	#TechEnthusiast
C	#AnimalHealer	F	#ProfessionalPainter

 A black and white Instagram Reel featuring a young woman with curly hair, wearing a striped top, looking directly at the camera. The interface shows 99.9K likes, 999 comments, and 5.9K shares.	 A black and white Instagram Reel featuring a young man with a feathered headdress, wearing a draped garment, looking towards the camera. The interface shows 99.9K likes, 999 comments, and 5.9K shares.	 A black and white Instagram Reel featuring a young woman with long hair and large headphones, looking down. The interface shows 99.9K likes, 999 comments, and 5.9K shares.
0 (Emma)	1 (Liam)	2 (Sophie)
C		
 A black and white Instagram Reel featuring a young man wearing a cap and sunglasses, leaning against a brick wall. The interface shows 99.9K likes, 999 comments, and 5.9K shares.	 A black and white Instagram Reel featuring a young woman with long hair and multiple necklaces, smiling at the camera. The interface shows 99.9K likes, 999 comments, and 5.9K shares.	
3 (Jack)	4 (Ava)	

Bilder: Adobe Stock



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

LC2 GLOBETROTTER CARLO

Task 2: Sentence Completion / Multiple Choice

Listen to the interview about travelling. While listening, answer the questions below in 1 to 2 words or numbers OR tick ☒ the correct box. Only one answer is correct.

There is an example (0) at the beginning.

0	At OTT, today's guest will give some ...	insider travelling tips
1	Carlo describes the places he has seen as ... (Name two.)	_____ _____
2	In Thailand he was impressed by the ...	☐ a) rough coast with strong winds. ☐ b) islands with big rocks. ☐ c) pretty salty air.
3	The prettiest place so far was in ...	
4	Besides taking a lot of photos, Carlo also went ...	
5	Carlo's latest trip was to ...	
6	When they go to Indonesia, travellers can pick between ... (Name two.)	_____ _____
7	The goal of the show is to give ...	☐ a) travelling tips through their own experience. ☐ b) the best small budget travelling tips. ☐ c) as many travelling tips as possible.



LC3 — Now read the instructions and the exercises for task 3.
You now have 30 seconds to look at the task.

LC3 PLANNING A DATE

Task 3: Sentence Completion

Listen to a phone call between two girls talking about boys. While listening, complete each sentence below in about 1 to 5 words.

There is an example (0) at the beginning.

0	<i>Sarah calls Vicky because she ... <u>needs some advice.</u></i>
1	Last weekend, Tom and Sarah went on a ... _____.
2	Sarah would like to plan something nice, too, but she has ... _____.
3	At the moment, another issue is that Sarah does not have ... _____.
4	For an active date, Vicky suggests ... _____ and _____. (Name two.)
5	Sarah thinks their date should end with ... _____.
6	Vicky likes a new guy at school but she ... _____.

RC Reading Comprehension

RC1 TRAVEL EXPERIENCES

Task 1: Matching

Read the short statements (0-4) about travel experiences and match each of them with one of the pictures (A-G). You may use each letter only once.

There are more pictures than you need.

There is an example (0) at the beginning.

Statements	
0	<i>I discovered beautiful parks, multicultural communities and the warm spirit that makes Canada unique. Canada's impressive Rockies and peaceful lakes made me feel at home.</i>
1	I wandered through historic villages, travelled to beautiful lakes and experienced the warmth of Scottish hospitality. The foggy highlands, old castles and lively cities made me fall in love. It was a dream that came true.
2	Last summer, I took a road trip through the western USA and saw incredible places. From cities like LA and San Francisco to the neon lights of Las Vegas, every stop felt like a new world.
3	Looking at the exceptional wildlife and its red glowing landscape in the desert was a moment I'll never forget. Travelling through the Australian Outback felt like stepping onto another planet.
4	Relaxed people, perfect beaches and the exciting marine life made me feel like I wanted to spend the rest of my life here. From swimming, snorkeling to surfing, every stop was a new adventure in Hawaii.

Text: ST / Open A.I. (2024)

	
A	B
	
C	D
	
E	F
	
G	

0	1	2	3	4
G				

----- /4 P.

RC2 SCHOOL LIFE IN ENGLISH-SPEAKING-COUNTRIES

Task 2: Sentence Halves

Read the text about school life for teenagers in English-speaking countries. Then read the sentence halves and match each beginning (1-7) with its correct ending (A-K).

There are three more endings than you need.

There is an example (0) at the beginning.

School Life in English-Speaking Countries

Teenagers in English-speaking countries like Britain, the USA and Australia have interesting school lives shaped by their cultures. Let's take a closer look!

In Britain, school usually starts at 9 a.m. and ends at 4 p.m. After school, students enjoy activities like sports, drama or music. They prepare for important exams called GCSEs at age 16, which can be stressful. However, they still find time to relax with friends and participate in sports. British students wear uniforms, often including blazers and ties. These uniforms make students feel part of their school and help with discipline. Students must stay in school until the age of 16, but many continue for two more years to take A-levels.

In the USA, school days start earlier, around 8 a.m., and end at 3 p.m. or later. In extracurricular activities, students are busy with sports, music or clubs after school and have homework to do. School spirit is a big part of American culture, with pep rallies and events bringing everyone together. Most students do not wear uniforms, except in private schools. Instead, they wear casual clothes but still have to respect strict dress codes. Students must stay in school until age 16, but often continue until age 18 to graduate high school.

In Australia, school runs from 8:30 a.m. to 3:30 p.m. Students enjoy a mix of classes, sports and activities like art or debating. School uniforms with blazers and ties are common and normal. Australians value respect, teamwork and sports like cricket and rugby. Students must stay in school until at least year 10 (age 16), though many stay until year 12, just like in the USA. Because of long distances between the nearest school and their homes, students in the outback take part in the so-called "school of the air", where they get school materials via internet and take part in homeschooling lessons.

Text: Open A.I. (2024)

Beginnings	
0	<i>In Britain, school time is from ...</i>
1	Typical after school activities in Britain are ...
2	British students take their GCSEs ...
3	School spirit in the USA is supported by ...
4	In the USA, school uniforms are ...
5	In Australian schools, respect is as important as ...
6	The “school of the air” lets students take part in ...
7	In all three countries, students must stay in school until the ...

Endings	
A	... casual clothes with dress codes.
B	<i>... 9 a.m. to 4 p.m.</i>
C	... teamwork.
D	... online lessons.
E	... same age.
F	... at age 16.
G	... only worn in private schools.
H	... art or debating.
I	... events like pep rallies.
J	... drama or music.
K	... for making students happy.

0	1	2	3	4	5	6	7
B							

RC3 SKY BROWN – A YOUNG SKATEBOARDING TALENT**Task 3: Short Answer / Multiple Choice**

Read the article about a young skateboarding talent. Fill in information for her profile below using 1 to 10 words or numbers. For question number 6 tick ☒ the correct box. Only one answer is correct.

There is an example (0) at the beginning.

Sky Brown – A Young Skateboarding Talent

Sky Brown is an amazing young athlete from the UK and Japan. Born in Japan in 2008, she has made a name for herself as a top skateboarder and surfer. By the age of 8, she was already a professional skateboarder, inspired by her older brother and supported by her father. In 2019 she successfully participated in a lot of international competitions.

In 2021, Sky made history by competing in the Tokyo Olympics at just 13 years old, becoming one of the youngest competing athletes ever. She won a bronze medal in women's park skate-boarding, making her one of the youngest Olympic medalists. Her performance impressed many, not only because of her talent but also for her unique skateboarding style, positive energy and bravery. She has many fans worldwide who love her adventurous tricks.

Besides skateboarding, Sky is also a great surfer. Half of the year she stays in California with her family. There she spends a lot of time at the beach, riding waves and improving her surfing skills. Balancing both sports is hard work, but Sky Brown wants to become an Olympian in both sports.

Sky Brown is a role model for many young people, especially for girls. She shows that with hard work you can achieve anything, no matter how old you are. She encourages young people to never give up and to follow their dreams.

Text: Open A.I. (2024)

0	<i>Her origin:</i>	<i>UK and Japan</i>
1	Her sports: (Name two.)	_____ _____
2	Her role model:	
3	Her biggest award:	
4	Her dream:	
5	Her message:	
6	The overall message of the article is:	☐ a) You have to train hard to become a talented skateboarder. ☐ b) You can achieve anything even at a young age. ☐ c) You need a good role model to reach your goals.

W Writing Task

MY ROLE MODEL

Your school's homepage posted the article about Sky Brown and asks for blog entries about your personal role model. Think about someone you admire for how they do things in their professional or private lives.

W 1 Writing Task – Mind Map

Collect some ideas first.

Who is your role model? _____ _____ _____ _____	What makes your role model special? _____ _____ _____ _____
My Role Model	
How does your role model help you? _____ _____ _____ _____	What have you learned from your role model? _____ _____ _____ _____

----- /2 P.

W 2 Writing Task – Blog Entry

Now write your blog entry. Use all your ideas from the mind map. Write about 80 words.

[illegible]

/14 P.

ACHTUNG! Diese Seite dient als Korrekturseite. Sie wird nur von Lehrkräften ausgefüllt!

<i>Fehlerkennzeichnung (Sprachrichtigkeit)</i>	<i>Randbemerkungen zu Stärken und Schwächen (sprachliche und inhaltliche Textgestaltung)</i>

Stopp!

Die folgenden Tabellen werden nur von
den Lehrkräften ausgefüllt.

Writing – W1

W1 Mind Map	Possible Points	Student's Points
je 1 passende Notiz zu 4 Fragestellungen	2	

Writing – W2

Task: A Blog Entry	Possible Points	Student's Points
Inhalt: • <i>Who is your role model?</i> • <i>What makes your role model special?</i> • <i>How does your role model help you?</i> • <i>What have you learned from your role model?</i>	4	
Textsorte/Situations-/Adressatenbezug	1	
Entfaltung des Themas/Textaufbau	1	
Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	1	
Verständlichkeit/Lesbarkeit	1	
Wortschatz: Spektrum/Korrektheit	3	
Grammatische Strukturen: Spektrum/Korrektheit	3	
Total Points	14	

Listening Comprehension, Reading Comprehension, Writing		Possible Points	Student's Points
LC1	Future Plans	4	
LC2	Globetrotter Carlo	7	
LC3	Planning a Date	6	
RC1	Travel Experiences	4	
RC2	School Life in English-Speaking-Countries	7	
RC3	Sky Brown – A Young Skateboarding Talent	6	
W1	My Role Model – Mind Map	2	
W2	My Role Model – Text	14	
Test Points: Paper-Pencil		50	
Speaking / Mediation			
SP/M	Test Points: Speaking/ Mediation (see assessment sheet)	50	
Total Points		100	

