



Zentrale Abschlussarbeit 2013

# Englisch

Hauptschulabschluss

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## Liebe Schülerin, lieber Schüler!

Hier liegt nun das Aufgabenheft des schriftlichen Teils der Abschlussprüfung Englisch Hauptschulabschluss vor dir.

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 |  | 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! Benutze evtl. einen Bleistift, um deine ersten Vermutungen zu kennzeichnen, bevor du nach dem zweiten Hören den Füller nimmst.

**Für die Teile RC und W (Reading/Writing)** denke daran, dass du in deinem Wörterbuch nachschlagen kannst, wenn du Wortschatzprobleme hast.

**In Teil W *Writing*** bearbeite zunächst gründlich die Tabelle mit deinen Ideen und versuche danach unbedingt, die dort angegebenen inhaltlichen Aspekte in deinen Text aufzunehmen. Nur so kannst du möglichst viele Punkte erhalten!

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



# LC Listening Comprehension

## LC1 Is a pit bull a good pet?

**Task: Listen to the reporter asking people in the city centre about pit bull terriers. Find the correct ending for the sentences (1-4) and tick the correct one (a, b, c or d). Only one answer is correct. There is an example (0) at the beginning. You will hear the recording twice (2x). You now have 30 seconds to look at the task.**



Höre dem Reporter, der Menschen in der Innenstadt über Pit Bull Terrier befragt, zu. Finde die richtigen Endungen für die Sätze (1 – 4) und setze ein Häkchen an die richtige Endung (a, b, c oder d). Nur eine Antwort ist richtig. Es gibt zu Beginn ein Beispiel (0). Du wirst die Aufnahme zweimal hören. Nun hast du 30 Sekunden Zeit, um die Aufgabe zu lesen.

<b>0. The first man the reporter interviews thinks ...</b>			
	<b>a</b>	... it's good to have a pit bull in a family.	
	<b>b</b>	... a pit bull is not a good family dog.	✓
	<b>c</b>	... a pit bull is never dangerous.	
	<b>d</b>	... a pit bull can't fight.	
<b>1. A young lady thinks ...</b>			
	<b>a</b>	... a pit bull is always dangerous.	
	<b>b</b>	... only young pit bulls are nice.	
	<b>c</b>	... training for a pit bull is expensive.	
	<b>d</b>	... a pit bull must get training.	
<b>2. The second man the reporter interviews ...</b>			
	<b>a</b>	... thinks a pit bull is not good for children.	
	<b>b</b>	... would like to have a pit bull.	
	<b>c</b>	... thinks a pit bull is a good pet.	
	<b>d</b>	... doesn't like children.	
<b>3. The woman...</b>			
	<b>a</b>	... wants to buy a pit bull.	
	<b>b</b>	... doesn't like pets.	
	<b>c</b>	... wouldn't like a pit bull at home.	
	<b>d</b>	... has a pit bull.	
<b>4. The farmer...</b>			
	<b>a</b>	... has many pit bull terriers.	
	<b>b</b>	... lives in a big town.	
	<b>c</b>	... would like to have a pit bull.	
	<b>d</b>	... thinks a pit bull is not a good watchdog.	

# LC Listening Comprehension

## LC2 Friendly neighbours

**Task: Listen to the interview on Star Radio.**

**Answer the questions (1 – 8) using 1 – 7 words.**

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

**You will hear the recording twice (2x).**

**You now have 15 seconds to look at the task.**

*Höre dir das Interview auf Star Radio an. Beantworte die Fragen (1 - 8) mit 1 – 7 Wörtern. Es gibt zu Beginn ein Beispiel (0).*

*Du wirst die Aufnahme zweimal hören.*

*Nun hast du 15 Sekunden Zeit, um die Aufgabe zu lesen.*

0	<i>What are Star Radio listeners asked about?</i>	<b>their neighbours</b>
1	Who carried Jason's things upstairs?	
2	Which season means a lot of work for Rob?	
3	Why does Jason like old Mrs Johnson very much? <b>(Name one thing.)</b>	
4	What else does she offer her neighbours?	
5	How does Mitch help Jason? <b>(Name one thing.)</b>	
6	What does Mitch do with old TV sets he has fixed?	
7	What is Lizzy an expert at?	
8	What does Jason enjoy looking after?	

# LC Listening Comprehension

## LC3 At a language school

**Task: Listen to the young people at a language school.**  
**While listening to the people (1 – 5), find out about their reasons (A – K) for being on the course.**  
**There are more reasons than you need.**  
**There is an example (0) at the beginning.**  
**You will hear the recording twice (2x).**  
**You now have 30 seconds to look at the task.**

*Höre den jungen Leuten in einer Sprachenschule zu. Finde während des Zuhörens heraus, welche Gründe (A – K) sie haben, diesen Kurs zu besuchen. Es gibt mehr Gründe, als du benötigst. Zu Beginn gibt es ein Beispiel (0). Du wirst die Aufnahme zweimal hören (2x). Nun hast du 30 Sekunden Zeit, um die Aufgabe zu lesen.*

<b>0</b>	<i>Rosella ...</i>	<b>E</b>
<b>1</b>	Mike ...	
<b>2</b>	Victor ...	
<b>3</b>	Thore ...	
<b>4</b>	Denise ...	
<b>5</b>	Ann-Marie ...	

<b>A</b>	... enjoys English lessons at school.
<b>B</b>	... didn't want to go to Italy.
<b>C</b>	... needs practice in English for the last year at school.
<b>D</b>	... wants to get a job in Italy.
<b>E</b>	<i>... will go to an English school next year.</i>
<b>F</b>	... wishes to teach children English.
<b>G</b>	... wants to work in an English family.
<b>H</b>	... wants to spend the summer holidays in Scotland.
<b>K</b>	... works at a travel agency.

# RC Reading Comprehension

## RC1 The notice board in our local pet shop

**Task: First read about the situation of some people (1-4).  
Then find a matching advert (A-G).  
There are more adverts than you need.  
There is an example (0) at the beginning.**

*Lies zuerst etwas über die Situation einiger Personen (1-4).  
Dann finde eine passende Kleinanzeige (A-G).  
Es gibt mehr Anzeigen, als du benötigst.  
Zu Beginn gibt es ein Beispiel (0).*

<b>0</b>	<i>Janet has been very sad since last week – she’s missing her pet.</i>	<b>B</b>
<b>1</b>	Lucy loves riding, but her parents do not have enough money to buy a horse for her.	
<b>2</b>	Pete needs some extra pocket money. He loves all kinds of animals, most of all birds.	
<b>3</b>	Stan lives in a village. He is at school all day. He is looking for a pet that does not need much care.	
<b>4</b>	Stacy will go to Australia next summer. She must leave her bird in Great Britain.	



# NOTICE BOARD

## A **Urgent!**

I need someone who wants to look after Perry (very easy-going and funny!). Our parrot-sitter has fallen ill and now I urgently need someone to feed our parrot while I am on holiday next week. You can earn £30. PLEASE give me a call: 01343 - 836

## B **Who has seen Pinky?**

Pinky didn't come home on Wednesday last week. She has white socks and black fur. She is a very friendly cat and loves skimmed milk. Please contact me if you have seen her or know where she is – I am so worried!  
J. Smith: 01694 897 4330

## C **Looking for a friend**

*Hi, I'm Peter and I feel all alone in my cage!  
If you want to sell your budgie or if you know someone who can't look after his or her budgie, why don't we get in touch?  
I'd love to have a buddy who I can fly around with.*

**Call: Baker 0141-773529**

## D **Sweeeeeeet kitten!**

Mega-sweet kitten is looking for a new home – but only in the countryside. It is used to being outside and spending lots of time in the fields.

Easy to look after, very playful and friendly.

**01945- 482 248 230**

## E Interested?

Who can help me to look after Harvey, a six-year-old pony? Friendly and calm character – perfect for beginners to start riding lessons.

Phone: 01342 - 957 372 66

## G **FOR SALE**

**After a very successful season we have to sell our 8-year-old pony, Blacky, because our daughter is starting college this autumn.**

**Blacky is a good jumper and loves cross country riding, so needs expert rider.**

**Price: about £ 1500**

**Sugarbush Farm-Hendon**

F Male Jack Russell puppy ...  
... is looking for a new home where someone has lots of time to play with him and take him for long walks. Sweet little chap!  
Please write to: e.corrie@freenet.uk

## RC Reading Comprehension

### RC2 Lucky Max

**Task: First read the text.**

**Then read the statements (1-7) below.**

**Are they true, false or not given in the text?**

**Tick (✓) the correct box.**

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

*Lies zuerst den Text. Dann sieh dir die Aussagen (1-7) an. Sind sie richtig, falsch oder nicht im Text vorhanden? Setze ein Häkchen an die richtige Antwort. Es gibt zu Beginn ein Beispiel (0).*

A family is jumping for joy after being reunited with their beloved dog, Max, which went missing six months ago.

The two-year-old Labrador disappeared from the family home in Dundee in January and only last week was picked up by the Scottish SPCA, which takes care of animals.

After scanning his microchip, the animal charity phoned his family and Max went home last Thursday.

The owner James Harrison said his daughters, Jodie and Jade, were very happy, nearly "over the moon", when they got the phone call from the SPCA.

He told us: "We're all so happy to have Max back. We never gave up hope of finding him and in the end it was all down to the microchip.

I can only tell people that it is so useful and good to get your dog micro-chipped. It's not expensive and it's more than worth it if your dog goes missing."

The microchip is a small electronic computer chip which a vet inserts under the skin of dogs, cats, rabbits and other pets. The microchip is coded with a unique number linked to the pet owner's address.

Anna O'Donnell, Glasgow Animal Rescue Centre assistant manager, said: "Thankfully, Max had a microchip so we were able to contact his owner immediately."

To arrange for your pet to be micro-chipped, call the Scottish SPCA on 0300-099 9999 or your local vet.

		<b>true</b>	<b>false</b>	<b>not given</b>
<b>0</b>	<i>The Harrisons are very happy.</i>	✓		
<b>1</b>	The dog got lost in summer.			
<b>2</b>	Max found his way home on his own.			
<b>3</b>	The animal charity got in contact with the family.			
<b>4</b>	Jodie and Jade phoned their friends immediately.			
<b>5</b>	You have to pay a lot of money to get your dog micro-chipped.			
<b>6</b>	Microchips for animals were first used in the USA.			
<b>7</b>	Because of the microchip it was very simple to find the Harrisons.			

# RC Reading Comprehension

## RC3 Washing line record

**Task: First read the text.**

**Then answer the questions (1-6) in 1-7 words/numbers. There is an example (0) at the beginning.**

*Lies zuerst den Text.*

*Beantworte dann die Fragen (1-6) mit 1-7 Wörtern/ Zahlen. Es gibt zu Beginn ein Beispiel (0).*

Hanging the washing on the line can be a hard job. But children, teachers and parents at Mark Twain Secondary School in Birmingham had great fun doing so for charity and breaking a record.

The school had already put up a record in 1995 with a line of 675 metres, but this year they thought it was about time to top that outstanding event. So pupils and parents were asked to bring all their unwanted clothes. The new line went around the school's ground and was 1 km long. There must have been more than 2000 pieces of clothing on the line. Head teacher Mr Johnson said: "It took us four hours to put up the washing line although we had a lot of parents' support. Even Town Mayor, John Silverton, joined in. It was a really great day and the weather was good, too."

In the afternoon the pupils tried to sell as many of the clothes as possible at a jumble sale. Many parents, friends and neighbours came to school and contributed to a great success. In the evening the pupils counted more than £760. Half of the money will be spent on new laptops for the classrooms; the other half will be given to projects which help poor families. All the clothes that were not sold will be donated to Oxfam, a charity shop in Birmingham.

Next year the school wants to organise a charity event again – but no more collecting clothes. "This time, people gave everything they didn't need any more. Their wardrobes are empty now and we must think of another idea", Bill Moody, pupil at Mark Twain Secondary School, explained.

<b>0</b>	<i>Where was the washing line record broken?</i>	<b>at Mark Twain Secondary School</b>
<b>1</b>	What was the school's record in 1995?	
<b>2</b>	What did they have to do for the record?	
<b>3</b>	How did the parents help? <b>(Give one example.)</b>	
<b>4</b>	What happened to the clothes later?	
<b>5</b>	Who will get some of the money?	
<b>6</b>	What is the school's plan for next year?	

## W Writing task

### Charity event

**You are an exchange student at your school's partner school. Now your new class is planning a charity event. It's your job to write an invitation for the school homepage to inform all the students and their parents about the charity event.**

*Du besuchst als Austauschschüler/Austauschschülerin eure Partnerschule. Nun plant deine neue Klasse eine Wohltätigkeitsveranstaltung. Du hast die Aufgabe übernommen, eine Einladung für die Schulhomepage zu schreiben, um alle Schülerinnen, Schüler und Eltern über die Wohltätigkeitsveranstaltung zu informieren.*

#### W1 Writing task – Make notes

**First collect some ideas for each box.**

*Sammele zunächst zu jedem Kästchen Ideen.*

What to think about	Your ideas	points
<b>Who</b> will take part?		1/2
<b>Who or what</b> is the money for?		1/2
<b>What</b> kind of activities are you planning for the event?		1/2
<b>Who</b> will help to organise it?		1/2
<b>What</b> should they bring/do?		1/2
<b>When</b> will it take place? (date and time)		1/2
<b>Where</b> will it take place?		1/2
<b>What</b> is the name of your charity event?		1/2

/4 P.

## **W2 Invitation for school homepage**

**Now write the invitation for the homepage and inform all students and parents about your plans for the charity event. Use all the ideas from your list in W1.**

*Schreibe nun die Einladung für die Homepage und informiere die Mitschüler, Mitschülerinnen und Eltern über eure Pläne für die Wohltätigkeitsveranstaltung. Nutze alle Stichpunkte deiner Ideensammlung in W1.*

**Write about 80 words.**

*Schreibe etwa 80 Wörter.*

**Dear...** \_\_\_\_\_

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**Stopp!**

Die folgenden Tabellen werden nur von den Lehrkräften ausgefüllt.



## W Writing – Charity event

W1 List of ideas	NUMBER OF POSSIBLE POINTS	POINTS
Je 1 Notiz zu 8 Fragestellungen	4	/4

### W2 Invitation for school homepage (about 80 words)

<b>IS THE COMMUNICATIVE EFFECT ACHIEVED?</b>
----------------------------------------------

TASK FULFILMENT	NUMBER OF POSSIBLE POINTS	POINTS
<b>▲ Communicative effect of following content points</b>		
Who will take part?	5	
Who/What is the money for?		
What kind of activities are you planning?		
Who will help to organise it?		
What should they bring/ do?		
When will it take place?(date and time)		
Where will it take place?		
What's the name of your charity event?		
<b>▲ Text requirements</b>		
- structure / thematic development	1	
- language cohesion		

LANGUAGE QUALITY	NUMBER OF POSSIBLE POINTS	POINTS
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<b>▲ Vocabulary</b>		
- range	3	
- accuracy		
<b>▲ Grammar</b>		
- range	3	
- accuracy		
<b>points:</b>	<b>12</b>	<b>/12</b>

## Übersicht HSA 2012/13

Paper-pencil	Skills	Title	Task format	code	points
<b>Listening Comprehension</b>					
Task LC1:	Listening	Is a pit bull a good pet?	multiple choice	1 point per item	4
Task LC2:	Listening	Friendly neighbours	short answers	1 point per item	8
Task LC3:	Listening	At a language school	matching	1 point per item	5
					<b>17</b>
<b>Reading Comprehension</b>					
Task RC1:	Reading	The notice board in our local pet shop	matching	1 point per item	4
Task RC2:	Reading	Lucky Max	True/false/not given	1 point per item	7
Task RC3:	Reading	Washing line record	short answers	1 point per item	6
					<b>17</b>
<b>Writing</b>					
Task W:	Writing	Charity event	W1: list of ideas	½ point per idea	4
			W2: text for school homepage	assessment sheet	12
					<b>16</b>
<b>Possible points:</b>					<b>50</b>
<b>Speaking / Mediation</b>					
<b>Prakt. Teil</b>	<b>Skills</b>	<b>Title</b>	See assessment grid for speaking		
Warming up	Speaking dialogue	Guided by interlocutor			
Dialogue: Level 1 Level 2		Different tasks on 2 levels			
Monologue	Speaking monologue	Choose from different tasks			
Mediation	Mediation	Choose from different tasks			
<b>Possible points:</b>					<b>50</b>
<b>Total points:</b>					<b>100</b>