

2024 Hauptschulabschluss

Original-Prüfungsaufgaben und Training

**MEHR
ERFAHREN**

Baden-Württemberg

Englisch

+ *Vollständige Lösungen*

STARK



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Original-Abschlussprüfungsaufgaben

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Reading Comprehension	2018-6
Answer Sheet	2018-12
Writing	2018-13

Hauptschulabschlussprüfung 2019

Listening Comprehension	2019-1
Answer Sheet	2019-5
Reading Comprehension	2019-6
Answer Sheet	2019-12
Writing	2019-13

Hauptschulabschlussprüfung 2020

A Listening Comprehension	2020-1
B Text-based Tasks	2020-4
C Use of Language	2020-8
D Writing	2020-9

Hauptschulabschlussprüfung 2021

A Listening Comprehension	2021-1
B Text-based Tasks	2021-4
C Use of Language	2021-8
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A Listening Comprehension	2022-1
B Text-based Tasks	2022-4
C Use of Language	2022-8
D Writing	2022-9

Hauptschulabschlussprüfung 2023 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2023 freigegeben sind, können sie als **PDF** auf der Plattform **MyStark** heruntergeladen werden (Zugangscode auf der Umschlaginnenseite vorne im Buch).

Hördateien

Listening Test 1: Short conversations

Listening Test 2: A flight to London

Listening Test 3: Weather forecast

Listening Test 4: St. Patrick's Day

Listening Test 5: The meteorite

Listening Test 6: A trip to the USA

Listening Test 7: Youth Radio 2FM

Listening Test 8: Music

Listening Test 9: What do they eat?

Aufgabe im Stil der Prüfung

Abschlussprüfung 2018

Abschlussprüfung 2019

Abschlussprüfung 2020

Abschlussprüfung 2021

Abschlussprüfung 2022

Abschlussprüfung 2023

Hinweis: Die Audio-Dateien befinden sich auf der Plattform **MyStark**, auf die du über den **Zugangscode** vorne im Buch gelangst.

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Die Soundeffekte stammen aus folgenden Quellen: pacdv, Partners in Rhyme und freesound

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Paul Jenkinson (Aufgabe im Stil der neuen Prüfung)

Redaktion



Vorwort

Liebe Schülerin, lieber Schüler,

mit dem vorliegenden Buch kannst du deine Englischkenntnisse dauerhaft verbessern und dich so selbstständig auf die Hauptschulabschlussprüfung im Fach Englisch vorbereiten.

- ▶ Jedes Kapitel widmet sich einem **Kompetenzbereich** der Prüfung. Am Anfang erfährst du jeweils, welche Anforderungen auf dich zukommen können und wie du dich am besten darauf vorbereitest. Du kannst also bestimmte Bereiche herausgreifen, die du besonders üben möchtest.
- ▶ Anhand der **Übungen und der Abschlussprüfungsaufgaben** kannst du trainieren, wie man mit verschiedenen Aufgabenstellungen in den einzelnen Fertigungsbereichen umgeht und wie man sie löst.
- ▶ Mit der Hauptschulabschlussprüfung 2020 gab es Änderungen, was die Aufgabenformate in der Prüfung angeht. Anhand der **Übungsaufgaben** im Trainingsteil, der **Aufgabe im Stil der Prüfung** und der **Original-Abschlussprüfungsaufgaben ab 2020** hast du die Möglichkeit, die aktuellen Aufgabenformate zu trainieren.
- ▶ Die **Original-Prüfungen** der Jahre **2018 und 2019** eignen sich aber ebenfalls noch gut zur Vorbereitung. Lies dir dazu auch die Hinweise und Tipps zum Hauptschulabschluss durch.
- ▶ Am Ende des Buches findest du ein **Lösungsheft** mit ausführlichen Lösungsvorschlägen und hilfreichen **Hinweisen** und **Tipps** zum Lösen der Aufgaben.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abschlussprüfung vom Ministerium für Kultus, Jugend und Sport bekannt gegeben werden, findest du aktuelle Informationen dazu auf der Plattform MyStark.

Wir wünschen dir viel Spaß beim Üben und viel Erfolg in der Prüfung!

Dein Stark Verlag

Auf alle **digitalen Inhalte** zu deinem Band (Prüfung 2023, Hördateien, MindCards, Kurzgrammatik und interaktive Aufgaben) kannst du online über die Plattform **MyStark** zugreifen. Verwende dazu deinen **persönlichen Zugangscodes** auf der Umschlaginnenseite vorne im Buch.

1 Kompetenzbereich: Listening

Zu verstehen, was andere Menschen in der Fremdsprache sagen, ist eine wichtige sprachliche Fertigkeit im alltäglichen Leben. Es hilft dir sehr, dich in einem anderen Land zurechtzufinden, wenn du z. B. eine Wegbeschreibung verstehst. Deshalb ist es wichtig, das Hörverstehen intensiv zu üben. Die Texte der Höraufgaben in diesem Buch und in der Abschlussprüfung spiegeln daher auch Sprech- und Hörsituationen wider, die einem im Alltag begegnen können, z. B. ein Gespräch zwischen zwei Freunden.

1.1 Strategien zum Kompetenzbereich „Listening“

Ablauf des Hörverstehensteils in der Abschlussprüfung

Hier ist es wichtig, dass du selbst einmal die Höraufgaben der Original-Abschlussprüfungen ausprobierst. Der Hörverstehenstest läuft folgendermaßen ab:

- ▶ Die Anweisungen und Texte werden euch vorgespielt. Die Texte hört ihr dabei immer zweimal.
- ▶ Dir wird Zeit gegeben, dich mit den Arbeitsanweisungen und Aufgaben vertraut zu machen.
- ▶ Nun geht der Hörverstehenstest los. Wenn ein Hörtext das erste Mal vorgespielt wird, kannst du die Aufgaben bereits bearbeiten.
- ▶ Wenn der Hörtext wiederholt wird, kannst du deine Antworten überprüfen oder noch vervollständigen.
- ▶ Zum Schluss wird dir noch einmal Zeit gegeben, alles durchzusehen.
- ▶ Die Lösungen notierst du dabei direkt auf deinem Aufgabenblatt.

Vor dem ersten Hören

- Lies dir die Aufgaben genau durch. Achte dabei auf Schlüsselwörter, die auf die richtige Antwort hinweisen können.
- Höre genau auf die Anweisungen.

Beim ersten Hören

- Höre genau zu. Worum geht es im Text? Achte dabei wieder auf Schlüsselwörter.
- Verwende beim ersten Hören evtl. einen Bleistift, damit du noch etwas ändern kannst.

Beim zweiten Hören

- Die Fragen folgen der Reihenfolge im Text. Wenn du eine Frage beim ersten Hören nicht beantworten konntest, dann versuche, beim zweiten Hören die Stelle im Text zu finden.
- Bearbeite möglichst alle Aufgaben. Auch wenn du die richtige Lösung nicht weißt, kreuze z. B. bei *Multiple Choice*-Aufgaben eine Antwort an. Vielleicht liegst du ja richtig.
- Überprüfe noch einmal deine Antworten.

TIPP

Mögliche Aufgabenformate in der Prüfung

Die folgenden Aufgabenformate können in der Abschlussprüfung vorkommen:

Auswahlaufgabe (Multiple choice)

Bei diesem Aufgabentyp hörst du mehrere kurze Dialoge oder ein längeres Gespräch. Bei den kurzen Hörtexten gibt es jeweils eine Frage mit drei Antwortmöglichkeiten, von denen du die richtige auswählen musst.

Text:

Tour guide: The tour starts at 9 am every Saturday and Sunday. The meeting point is in front of the train station.

Task and solution:

When does the tour start?

at 9 o'clock every day	at 9 am on Saturday and Sunday	at 9 pm on Saturday and Sunday
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

Beim längeren Gespräch bekommst du einen Satzanfang vorgelegt und mehrere Möglichkeiten, den Satz zu vervollständigen. Beachte, dass die Formulierung in der Aufgabe oft anders lautet als im Hörtext.

Text:

Tour guide: The tour starts at 9 am every Saturday and Sunday. The meeting point is in front of the train station.

Task and solution:

The tour starts at ...

- 9 o'clock in the evening every Saturday.
 9 o'clock in the morning every Saturday.
 9 am every day.

Einsetzaufgabe (Fill in the grid)

Bei diesem Aufgabentyp geht es darum, Lücken in einer Tabelle zu vervollständigen. Manchmal musst du nur ein Wort, manchmal mehrere Wörter, und manchmal auch Zahlen eintragen. Wichtig ist, dass du dir die Aufgabenstellung vor dem Abspielen des Hörtextes gut durchliest, damit du weißt, auf welche Informationen du beim Zuhören besonders achten musst.

Text:

Sam: On Monday, I went to a shop where I bought something to drink because I was thirsty. Then I went to the cinema and watched a movie.

Task and solution:

a)	Sam went to the cinema on <u>Monday</u> .
----	-------------------------------------------

Beispiel

Beispiel

Beispiel

Listening Test 4: St Patrick's Day

Listen to a report about St Patrick's Day.
Listen twice and fill in the grid.



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a)	Saint Patrick lived	_____	years ago.
b)	He died on	_____.	
c)	During the public celebration there are	parades, music, _____ and _____.	
d)	typical colour for the holiday:	_____	
e)	in former times:	people went to _____	on that day

Listening Test 5: The meteorite

Listen to a radio show about a meteorite.
Listen twice.
Mark A, B or C.



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- a) When the meteorite came down it was ...
- A 9 am.
B 9 pm.
C night-time.
- b) The meteorite crashed through the roof of the McDonalds' ...
- A kitchen.
B living room.
C garage.
- c) There was a loud noise and it got very ...
- A bright.
B smelly.
C dusty.
- d) Lisa found the rock under ...
- A the sofa.
B the PC.
C the table.

Reading Test 6: Technology has value

Technology has value

1 Technology is widely available¹
to students in classrooms across
the United States, a study
shows. It found that nearly
5 nine in 10 U.S. public school
students say they use digital
learning tools at least a few days
a week. And more than half of
those questioned said they use
10 digital technology to learn every
day.



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In the survey, digital learning tools include websites, application software programs, and online classes, games, videos and programs.

15 The survey found that classroom technology gets high marks from educa-
tors². At least eight in 10 teachers and school administrators said they see
great value in using classroom technology tools now and in the future. 65 per-
cent of U.S. teachers use digital tools to teach every day and more than three-
fourths of teachers said technology makes their teaching more successful.
Educators think it especially helps with activities like research, information
20 searches, reports and presentations.

Derek Kelley agrees. He coordinates technology for Fairfax County Public
Schools. He says: “the important thing is to help prepare the students for real
world experience” and knowledge about technology is something students
need. Kelley said technology is just one of many tools available to teachers.

25 As students learn differently, technology can help teachers support their
students by offering different methods for providing information.

Critics of technology in classrooms say that students are spending too much
time looking at screens on their computers or electronic devices. Concerns
about technology overuse is something Derek Kelley’s office hears about
30 from the community. “So we are making sure that there is a balance with
student use of technology,” he says.

Nearly all elementary students say digital learning tools are fun. Most say the
technology helps them learn things on their own and at their own speed.
Almost three-fourths of secondary students say the technology tools help
35 them learn things on their own. Over half said they make school more inter-
esting. Forty-two percent would like to use it more often at school, and only
eight percent said they would like to use them less.

One thing everyone agrees on: technology is here to stay in American class-
rooms. (357 words)

Abridged and adapted from: Ann Ball and George Grow (editor): ‘Study Finds Educators, Students Agree: Technology has value’, in: Voice of America Learning English

Vocabulary

1 available – verfügbar

2 educators – Lehrer*innen, Erzieher*innen

1. Decide whether the statements are 'true', 'false' or 'not in the text'.

Mark the correct answers.

- | | true | false | not in
the text |
|--------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| a) Less than half of U.S. public school students use digital learning tools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Some students use the tools every day in the evening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Digital learning tools are websites, games and videos, for example. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) 65 per cent of U.S. teachers use digital tools in their classrooms once a week. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Mr Kelley tries to make sure that students don't use digital technology too much. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Most elementary students confirm that digital tools are fun to learn with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) All students who were questioned want to use digital tools at school more often. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Complete the sentences by choosing the correct ending according to the text. Mark the correct answers.

- a) A study says that almost all students use once a week.
digital learning tools ... at least several days a week.
 at home only.
- b) Digital tools can help teachers make shorter.
their lessons ... less boring.
 more successful.
- c) Thanks to the tools, it is easier for chat with friends.
students to ... search for information.
 get in touch with other people.
- d) Digital tools can also help students prepare them for real world
to ... learn quicker.
 get prepared for their final exams.
- e) Critics say that ... electronic devices can be dangerous.
 students use electronic devices too often.
 students should use books for learning.

Lösungen

Kompetenzbereich: Listening

🔪 *Allgemeiner Hinweis: Zum Lösen der Aufgaben zum Kapitel „Listening“ musst du dir die Texte genau anhören. Wenn du einen Text nach dem ersten Hören noch nicht verstanden hast, kannst du ihn dir noch einmal anhören. Lies den Hörverstehenstext aber nur durch, wenn du mit den Lösungen gar nicht weiterkommst.*

Listening Test 1: Short conversations

Question 1

1 Buying a birthday present

Sarah: Hi Leo, are you coming to Sue's birthday party on Saturday?

Leo: Yes, I am. But I still don't have a present for her. Do you have any idea what she would like?

Sarah: I haven't bought her anything yet either. But I know that she does all kinds of sports, so maybe a voucher for a sports shop would be good. And she likes going to concerts and to the cinema.

10 **Leo:** We could invite her to a 3-D film at the new Cineplexx. What do you think?

Sarah: Yeah, that's a great idea – I'm sure she'll like that.

Question 2

1 Cinema

Anna: Hi guys. Have you been waiting for long?

Brian: No, Anna, don't worry, we've just arrived.

5 **Anna:** Have you decided which movie you wanna see yet?

Brian: No, we can't make up our minds. I'd like to watch the latest James Bond, but Amy doesn't like action films. There's also "Meeting Mr Right", a romantic comedy, and "Squirrels Gone Nuts", an animated film about a gang of crazy squirrels. Which one do you prefer?

10 **Anna:** Well, I love squirrels but I love films about love and heartache even more, so I'd go for "Mr Right".

Question 3

1 New app

Max: Look, David. I've got a new app on my smartphone. It's called Footie2gether. I get a message

whenever there's someone in the neighbourhood who wants to play football in the park.

5 **David:** Cool.

Max: There're always enough people to make teams. Last time, more than twenty people showed up.

David: Sounds great – what's it called again?

10 **Max:** It's called Footie2gether: F-O-O-T-I-E, the number "2" and G-E-T-H-E-R.

David: Great, I'm gonna download it, too.

Question 4

1 Hotel reservation

Receptionist: Lakeside Hotel and Spa, my name is Anne Forster, how may I help you?

5 **Mr Smith:** Hello, John Smith speaking. I'd like to book a weekend for two in December or January.

Receptionist: Let me check this for you. I'm afraid we're fully booked between Christmas and New Year. But we still have vacancies on the weekend before Christmas, or from 2 to 3 January.

10 **Mr Smith:** Thanks, then I think I'll book the earlier date.

Question 5

1 In the shop

Shop assistant: Good afternoon. Can I help you, madam?

5 **Customer:** I've been invited to a wedding and I'm looking for a nice evening dress.

Shop assistant: Do you prefer a certain colour?

Customer: Hmm, I don't know. I thought blue maybe, or black? But the purple one over there also looks nice.

10 **Shop assistant:** Yes, I think that would suit you really well. Why don't you try it on – the changing rooms are right over there.

Question 1

B

🔪 *Hinweis: “We could invite her to a 3-D film at the new Cineplexx. What do you think?” – “Yeah, that’s a great idea.” (Z. 10 ff.)*

Question 2

B

🔪 *Hinweis: “... I love films about love and heartache even more, so I’d go for ‘Mr Right’.” (Z. 12 ff.)*

Question 3

C

🔪 *Hinweis: “It’s called Footie2gether: F-O-O-T-I-E, the number ‘2’ and G-E-T-H-E-R.” (Z. 10 f.)*

Question 4

A

🔪 *Hinweis: “... we still have vacancies on the week-end before Christmas, or from 2 to 3 January.” – “... then I think I’ll book the earlier date.” (Z. 8 ff.)*

Question 5

C

🔪 *Hinweis: “... the purple one over there also looks nice.” – “Yes, I think that would suit you really well. Why don’t you try it on – the changing rooms are right over there.” (Z. 8 ff.)*

Listening Test 2: A flight to London

- 1 Good afternoon, ladies and gentlemen. This is your captain speaking. My name is Sandy Brown and I’d like to welcome you aboard on flight 175 from Stuttgart to London Heathrow.
- 5 I’m sorry to tell you that our flight will start 20 minutes later than scheduled as the airspace over southern Britain is overcrowded at the moment. Our flight will take about 1 hour and 45 minutes, so we will land at Heathrow Airport at about three
- 10 thirty. We will be flying at an altitude of 35,000 feet and our average speed will be 600 miles per hour. We should be flying over the Channel at about ten past three. The weather in London is nice and sunny, with temperatures at about 25 degrees Celsius.
- 15 I hope you have a pleasant flight and that you enjoy your stay in London. Thank you for flying with British Airways. I’m looking forward to seeing you again on board on one of our flights.
- a) **20/twenty** minutes
🔪 *Hinweis: “... our flight will start 20 minutes later than scheduled ...” (Z. 5 f.)*
- b) **1/one hour 45** minutes
🔪 *Hinweis: “Our flight will take about 1 hour and 45 minutes ...” (Z. 8)*
- c) **35,000** feet
🔪 *Hinweis: “We will be flying at an altitude of 35,000 feet ...” (Z. 10)*
- d) **600** miles per hour
🔪 *Hinweis: “... our average speed will be 600 miles per hour.” (Z. 11)*
- e) **flying over** the Channel
🔪 *Hinweis: “We should be flying over the Channel at about ten past three.” (Z. 12 f.)*

Listening Test 3: Weather forecast

- 1 Good morning, it is now 6.30 and this is Frances McDonald with the weather report for today and tomorrow.
- The forecast for this morning is not too bad. It will
- 5 be cloudy with sunny periods and a temperature of 19 degrees. But later in the afternoon we expect some heavy rain. Tonight the temperature will go back to 10 degrees because of the rain.
- Overnight the rain clouds will disappear and we expect
- 10 much better weather for tomorrow. It will be windy in the morning but with the sun the temperatures will rise to around 25 degrees during the
- day. There could still be some rain later in the afternoon, but the warm and sunny weather will continue, with temperatures over 30 degrees next week-end.
- Now, it’s time for the sports news with Harold Jennings.
- a) **6.30 in the morning/6.30 am**
🔪 *Hinweis: “Good morning, it is now 6.30 ...” (Z. 1)*

meals, but when I go out for dinner, I sometimes order fish or chicken.

- 35 **Tessa:** Hi there, I'm Tessa. One of my new year resolutions is to lose some weight. That's why I'm trying to cut down on sugar and carbohydrates. I recently read an article about animal transports, so I decided not to eat any more meat for ethical reasons.

Reporter: Thanks everyone for sharing all this with me and our listeners.

a) Clare – F

🔪 *Hinweis: "... I've been a vegan for two years."* (Z. 6f.)

b) Finn – A

🔪 *Hinweis: "There's nothing I enjoy more than a big chunk of steak. All my family love meat, no*

matter what ..." (Z. 12ff.)

c) Colin – C

🔪 *Hinweis: "I'm Colin and I'm a vegetarian."* (Z. 20)

d) Hannah – D

🔪 *Hinweis: "I consider myself a 'part-time vegetarian', because I usually eat vegetarian meals, but when I go out for dinner, I sometimes order fish or chicken."* (Z. 31ff.)

e) Tessa – H

🔪 *Hinweis: "... trying to cut down on sugar and carbohydrates ... I decided not to eat any more meat for ethical reasons."* (Z. 37ff.)

Kompetenzbereich: Reading

🔪 *Allgemeiner Hinweis: In diesem Kapitel wird überprüft, wie gut du einen englischen Text verstanden hast. Da du dir hier den Text mehrmals durchlesen kannst, werden genauere Details abgefragt als in den Aufgaben zum Hörverstehen. Lies die Texte also besonders aufmerksam.*

Reading Test 1: Signs

a) C

🔪 *Hinweis: emergency = hier: Notaufnahme; to pick up = hier: abholen*

b) A

🔪 *Hinweis: leash = Leine*

c) A

🔪 *Hinweis: delays = Verspätungen; motorway = Autobahn*

d) B

🔪 *Hinweis: to report = hier: sich melden; reception = Empfang*

Reading Test 2: More signs

a) B

🔪 *Hinweis: assembly point = Versammlungspunkt*

b) C

🔪 *Hinweis: to be allowed to do sth = etwas dürfen*

c) B

🔪 *Hinweis: speed limit = Geschwindigkeitsbegrenzung*

d) A

🔪 *Hinweis: to be required = erforderlich sein*

e) C

🔪 *Hinweis: certain days = bestimmte Tage*

A Listening Comprehension

20 pts

Part 1

5 pts

You will hear five short conversations. There is one task for each conversation. You will hear each conversation twice. For tasks a)–e) mark A, B or C.



a) When will John's train leave?

9:00

A

9:30

B

9:20

C

b) Which place in New York isn't Sean going to visit?

Brooklyn Bridge

A

Spring Creek Park

B

Louis Armstrong House

C

c) How much is the umbrella?

£10

A

£20

B

£12

C

d) Who is Prakash going to share a room with?

Jason

A

Brenda

B

Brian

C

e) Which tests will be next week?

biology/English

A

English/maths

B

biology/maths

C

5 pts

Part 2

Match each part of the text with the correct heading.

Write down the correct letter for each part.

- | | |
|----------------|-----------------------------------------------|
| a) lines 1–7 | A Choose wisely – your wishes might come true |
| b) lines 8–12 | B Leprechauns are a myth |
| c) lines 13–20 | C Don't mix up Leprechauns with anyone else |
| d) lines 21–26 | D Leprechauns are real artists |
| e) lines 27–30 | E How Leprechauns appear |

5 pts

Part 3

Decide whether the statements are 'true', 'false' or 'not in the text'.

Write down the correct answer.

- Leprechauns are quite tall creatures.
- You can hear the sound of their work.
- Leprechauns love to perform classical songs.
- Leprechauns play traditional Irish instruments very well.
- Leprechauns cause trouble at night.

5 pts

Part 4

Find the corresponding line/lines in the text that mean the same.

Write down the correct letter.

- Ages ago, Leprechauns came to Ireland.
- They are hunted by human beings for a special reason.
- Sometimes your ears realize them faster than your eyes.
- They have great knowledge about some musical instruments.
- Their relatives are known for having bad habits and making trouble.

lines 8–9 A	lines 23–24 B	lines 21–22 C	line 13 D	lines 28–30 E
lines 10–11 F	lines 5–6 G	lines 25–26 H	lines 27–28 I	line 15 K

15 pts

C Use of Language

6 pts

Part 1

Read the text and choose the correct word for each gap.
Write down the correct word.

The Giant's Causeway

- 1 Located on the northeast coast of Northern Ireland, the Giant's Causeway is an area of about 40,000 stone columns **(a)** are connected to each other. In 2005, it was named as the fourth greatest **(b)** wonder in the United Kingdom. The tops of the stones form stepping stones that lead from the cliff foot and disappear under the sea. **(c)** Stonehenge in England, no one really knows how this fantastic site was formed. The **(d)** stones of all are about 12 metres high and up to 28 metres thick in places. Legend says that once upon a time a giant **(e)** Fionn MacCumhaill built these stone steps to be able to walk over the sea to the north coast of Britain, because he wanted to start a fight with the Scottish giant Benandonner. Fionn tricked him by dressing up like a baby. When Benandonner saw him, he thought: "If this is the baby giant, how tall might his father be!?" Benandonner surrendered and destroyed parts of the stones. That's why the Causeway **(f)** under the sea.



Photo source: Tony Webster; CC BY 2.0

- | | | | |
|----|-----------|------------|--------------|
| a) | who | which | where |
| b) | natural | nature | naturally |
| c) | How | Like | So |
| d) | tallest | tall | taller |
| e) | call | calling | called |
| f) | disappear | disappears | disappearing |

2 pts

Part 2

Find opposites for two of the three words in the text and write them down.

- terrible
- dwarf
- built up

Abschlussprüfung 2022

A Listening Comprehension

🔪 *Allgemeiner Hinweis: Lies dir alle Aufgaben zuerst genau durch, damit du weißt, worauf du beim Zuhören achten musst. Sieh dir die Lösungen erst an, wenn du die Aufgaben bearbeitet hast. Höre dir einen Text noch einmal an, wenn deine Antwort nicht richtig war. Falls du etwas nicht verstanden hast, kannst du dir den Hörverstehenstext auch durchlesen.*

Part 1

You will hear five short conversations. There is one task for each conversation. You will hear each conversation twice. There is one question for each conversation.

For tasks a)–e) mark A, B or C.

Task a)

When will John's train leave?

1 **John:** Linda, do you know how to get to Central Park? I've never been there before.

Linda: Take the train. It's the quickest way to get there. It only takes about half an hour. Do you
5 have an appointment?

John: I'm going to meet my friends at 10 a.m., so I'll take the train at 9:30.

Linda: That's a busy time. You should leave at 9 and take the 9:20 train.

10 **John:** OK, I'll do so. Thanks, Linda.

Adapted from: <https://www.thoughtco.com/dialogue-giving-directions-1211300>; Stand: 4th January 2021

Task b)

Which place in New York isn't Sean going to visit?

Sean: Hi there, could you get me to Queens? I'd like to see the Brooklyn Bridge.

Taxi driver: Brooklyn Bridge? I'm sorry, but Brooklyn Bridge connects Manhattan with Brooklyn, so
15 Queens would be the wrong borough of New York.

Sean: Sorry, my mistake. You see, I'm going to meet some friends in Spring Creek Park this evening, which definitely is in Queens. I thought it would
20 be a good idea to visit something there first.

Taxi driver: How about the Louis Armstrong House?

Sean: Sounds good! Let's do that.

Taxi driver: Buckle up, please. Here we go!

Task c)

How much is the umbrella?

Kelly: You know, Susan, having a day off during the
25 week is great. Especially when we can go shopping together like now.

Susan: You're right. This doesn't happen too often. But oh no! Look, it's starting to rain. Kelly, did you bring an umbrella?

30 **Kelly:** Ah, I wanted to, but left it on the kitchen table, I'm afraid. And the rain's really getting stronger now. Shall we look somewhere to buy one?

Susan: Good idea. I've got a £ 20 note in my pocket. That should be enough, shouldn't it?

35 **Kelly:** Well, yes. There's this shop around the corner that sells everything for £ 10. I've seen umbrellas there recently. Let's go there!

Susan: Alright. I think I know the shop. We're nearly there. Hurry up, Kelly, I'm getting wet.

40 **Kelly:** Here it is! And in front of the shop – umbrellas in all colours. Can I have the red one?

Susan: 'Course you can. Prices have gone up though. They are £12 now, they were £ 10 two weeks ago. Never mind. We need one now.

45 **Kelly:** Thanks, Susan. Let's pay and get on with our shopping tour.

Task d)

Who is Prakash going to share a room with?

Mum: Jason, when is Prakash, you know, your exchange student from India, arriving?

Jason: Hm, good question, mum. He should be here
50 around 8 p.m.

Mum: Well, then it's definitely time to make up your mind which room he's in.

Jason: Yeah, you're right. So, I suggest he stays with me.

55 **Mum:** Oh Jason, you've got the tiniest room of all. That's not very comfortable.

Jason: True. What about Brenda's room?

Mum: No, Jason, no. I don't want boys and girls mixed up, sorry.

- c) B
 ✂ Hinweis: "... round cheeses ... sent rolling down a hill and people run after them and try and catch them." (Z. 22 ff.)

- d) A
 ✂ Hinweis: "The snails have to race from an inner circle to an outer circle ..." (Z. 29 f.)
- e) B
 ✂ Hinweis: "... a competition to pull the ugliest face." (Z. 34 f.)

B Text-based Tasks

Part 1

- a) A
 ✂ Hinweis: tray = Tablett
- b) C
 ✂ Hinweis: sink = Waschbecken
- c) B
 ✂ Hinweis: locker = Schließfach
- d) B
 ✂ Hinweis: "You mustn't run and shout" („Man darf nicht rennen und schreien“) = "Please walk and use respectful voices"
- e) A
 ✂ Hinweis: supervision = Aufsicht, is required = wird benötigt

Part 2

- a) B
 ✂ Hinweis: "The Leprechauns are part of Irish mythology and folklore." (Z. 3 f.)
- b) E
 ✂ Hinweis: "... they hide in underground caves like rabbits." (Z. 12)
- c) A
 ✂ Hinweis: "... if you're lucky enough to catch a Leprechaun he'll grant you 3 wishes to be free again. But be careful: making the wrong wish could result in a lifetime of bad luck." (Z. 18 ff.)
- d) D
 ✂ Hinweis: "They are expert musicians ... playing the tin whistle, the fiddle and even the Irish harp." (Z. 25 f.)
- e) C
 ✂ Hinweis: "... never mistake them for their Irish cousins, the Cluricauns ..." (Z. 28 f.)

Part 3

- a) false
 ✂ Hinweis: "They are known as the 'little people' ..." (Z. 4 f.); "Leprechauns are only 2-3 feet tall ..." (Z. 8)
- b) true
 ✂ Hinweis: "... it's usually the sound of them hammering nails ..." (Z. 14 f.)
- c) not in the text
- d) true
 ✂ Hinweis: "... tin whistle, the fiddle and even the Irish harp." (Z. 25 f.)
- e) false
 ✂ Hinweis: "... the Cluricauns ... cause chaos around Ireland during the night!" (Z. 29 f.)

Part 4

- a) G
 ✂ Hinweis: "Once upon a time they invaded Ireland but had to live underground."
- b) F
 ✂ Hinweis: "But people always try to catch them, because once you have caught one your 3 wishes will come true!"
- c) D
 ✂ Hinweis: "Sometimes you can hear them before you see one."
- d) H
 ✂ Hinweis: "They are expert musicians when it comes to playing the tin whistle, the fiddle and even the Irish harp."
- e) E
 ✂ Hinweis: "But that's unfair – never mistake them for their Irish cousins, the Cluricauns, drunken creatures who love to cause chaos ..."



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