



Zentrale Prüfungen am Ende der Klasse 10

Englisch – Prüfungsformat

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I. Erläuterung des Prüfungsformats

2012 wird das Prüfungsformat der Zentralen Prüfungen 10 aus den vorangegangenen Jahren grundsätzlich beibehalten. Es besteht weiterhin aus 2 Prüfungsteilen. Den Vorgaben entsprechend

<http://www.standardsicherung.schulministerium.nrw.de/zp10/aufgaben/>

ist die Aufteilung der Prüfungsaufgaben auf die beiden Teile wie folgt:

- Im **ersten Teil** werden die im Laufe der Sekundarstufe I entwickelten rezeptiven kommunikativen Kompetenzen *Hörverstehen* und *Leseverstehen* überprüft. Die Bearbeitungszeit umfasst **40 Minuten**.
- Im **zweiten Teil** werden die produktive kommunikative Kompetenz *Schreiben* sowie die Kompetenz *Verfügbarkeit von sprachlichen Mitteln* anhand der bekannten Formate überprüft. Die Überprüfung des *Leseverstehens* in einer separaten Aufgabe, d. h. in Loslösung von der Schreibaufgabe, erfolgt im ersten Teil. Dadurch beträgt die zur Verfügung stehende Bearbeitungszeit des zweiten Teils für den **Hauptschulabschluss 50 Minuten** und für den **mittleren Schulabschluss 80 Minuten**.

Die folgende tabellarische Übersicht veranschaulicht die Zuordnung der kommunikativen Kompetenzen *Hörverstehen*, *Leseverstehen*, *Schreiben* und *Verfügbarkeit von sprachlichen Mitteln* zu den beiden Prüfungsteilen.

Abschluss	Hauptschulabschluss	Mittlerer Schulabschluss
Schulform	• HS Typ A • GE G-Kurs	• HS Typ B • GE E-Kurs • RS • ARS
1. Prüfungsteil	• Hörverstehen (2 Aufgaben) • Leseverstehen (1 Aufgabe)	• Hörverstehen (2 Aufgaben) • Leseverstehen (1 Aufgabe)
2. Prüfungsteil	• Verfügbarkeit von sprachlichen Mitteln: Wortschatz • Schreiben (Antwort auf eine E-Mail)	• Verfügbarkeit von sprachlichen Mitteln: Wortschatz • Schreiben (mit Textgrundlage: „Vom Ausgangstext zum Zieltext“)

2012 sind zur Überprüfung des **Hörverstehens** **zwei** Aufgaben vorgesehen. Die möglichen Aufgabenformate Mehrfachwahlaufgaben (*multiple choice*), Ergänzungsaufgaben (*fill in*) und Zuordnungsaufgaben (*matching*) sind aus den letzten drei Jahren bekannt. Sie überprüfen selektives, detailliertes und globales, für den mittleren Schulabschluss auch schlussfolgerndes Hören. Eine Variation unterschiedlicher Aufgabenformate löst die aus den Vorjahren bekannte Differenzierung in explizit *selektives*, *detailliertes* und *globales* Hören ab. Das Hörverstehen ist ein komplexer Prozess, bei dem der Fremdsprachenlerner auch in realen Begegnungssituationen Hörstile funktional und zielgerichtet anwenden muss, um Informationen entsprechend seinem Informationsbedarf und seiner Hörabsicht konzentriert zu filtern und zu sortieren. Um diesem Zusammenspiel Rechnung zu tragen, wird fortan auf eine Differenzierung der Hörstile in separaten Aufgabeneinheiten verzichtet.

In den **Beispielaufgaben** variieren Mehrfachwahlaufgaben (*multiple choice*) und Ergänzungsaufgaben (*fill in*). Die Items folgen der Chronologie des Textes. Die Hördateien können ferner Textpassagen enthalten, die nicht mit einem Item belegt sind. Dies schult zusätzlich das zielgerichtete Hören, da aufgabenrelevante Informationen von aufgabenirrelevanten Informationen unterschieden werden müssen.



Die **Bewertungsvorgaben** führen die eindeutig richtigen Lösungen der Hörverstehensaufgaben auf. Bei Mehrfachwahlaufgaben ist immer nur eine Auswahlantwort richtig. Auf eventuelle Abweichungen wird in den Arbeitsanweisungen für die Schülerinnen und Schüler ggf. verwiesen. Die Lösungen zu Ergänzungsaufgaben können auch alternative Antwortmöglichkeiten enthalten. Bei der Korrektur der Schülerlösungen ist darauf zu achten, dass Orthographiefehler unberücksichtigt bleiben, sofern erkennbar ist, dass die Schülerin/der Schüler die relevante Information richtig verstanden hat.

Die Überprüfung des **Leseverstehens** erfolgt 2012 anhand **einer** Aufgabe. Die möglichen Aufgabenformate Mehrfachwahlaufgaben (*multiple choice*), Richtig/Falsch + Begründung (*true – false – because*), Ergänzungsaufgaben (*fill in*) und Zuordnungsaufgaben (*matching*) sind hier ebenfalls aus den Vorjahren bekannt.

Die **Beispielaufgaben** veranschaulichen mögliche Aufgabenformate im Umgang mit literarischen Texten. Diese können auch auf Sach- und Gebrauchstexte übertragen werden. Die Aufgabenformate unterstützen Lesen als individuellen Prozess. In Abgleich mit Lösungsmöglichkeiten in Mehrfachwahlaufgaben, durch Formate des Richtig/Falsch + Begründung und Zuordnungsaufgaben werden die Schülerinnen und Schüler in der Erfassung eines Textes in seiner Tiefe und Ganzheitlichkeit geleitet. Grundsätzlich folgen die Items der Chronologie des Textes. Zur Erfassung eines Globalverständnisses wird diese Konstruktion jedoch gelegentlich durchbrochen.

In den **Bewertungsvorgaben** werden die eindeutig richtigen Lösungen der Leseverstehensaufgaben aufgeführt. Lösungen mit orthographischen oder morpho-syntaktischen Fehlern werden nicht gewertet, sofern in der Lösung ein eindeutiges, inhaltlich richtiges Verständnis der Schülerin/des Schülers deutlich wird. Im Aufgabenformat Richtig/Falsch + Begründung bietet sich das Zitieren aus dem Text an, auf das auch in den Aufgabenstellungen verwiesen wird.



II. Beispielaufgaben Hauptschulabschluss

a. Hörverstehen Aufgabenteil

Home help

You are going to hear a radio interview between **Marc** and **Jill** from Benfield School and **Alistair Mc Guire** from Home Help.

- First read the tasks (1 – 6).
- Then listen to the interview.
- Tick the correct box or complete the sentences while you are listening.
- Tick only **one** box.
- At the end you will hear the interview again.
- Now read the tasks (1 – 6). You have 45 seconds to do this.

- Now listen to the interview and do tasks 1 – 6.

1. Alistair's organisation ...
 - a) ☐ helps to organize projects.
 - b) ☐ is from Newcastle.
 - c) ☐ offers projects in the UK.

2. On the Isles of Scilly you can be a radio reporter for a minimum of _____.

3. People who feel close to nature can send _____ to Wildlife Trusts.

4. Working at a youth hostel means you must ...
 - a) ☐ work there for more than eight weeks.
 - b) ☐ pay for your food.
 - c) ☐ do some kind of housework.

5. Working for the "Dig It" project means you ...
 - a) ☐ are interested in old buildings.
 - b) ☐ work as a detective.
 - c) ☐ needn't do a training week.

6. The organisation's _____ presents a lot of information.



b. Hörverstehen Bewertungsvorgaben

- Für jede inhaltlich richtige Aussage gibt es die vorgegebene Punktzahl.
- Sprachliche Verstöße führen nicht zum Punktabzug.

Home help

Aufgabe	Lösungen	Punkte
1	c	1
2	one month	1
3	an application	1
4	c	1
5	a	1
6	newsletter	1
	Summe	6

Home Help (Transkript)

Jill: Hi everybody, I'm Jill Wolstenholme from the best school ever – Benfield School in Newcastle and with me is Marc, my best friend and classmate. Today our school's radio, *Teen Tunes*, the station produced by teens for teens, is proud to present Alistair McGuire from *Home Help*.

Alistair: Thanks for the invitation, Jill and ... of course I'm happy to be here with you. It's always fun to be at schools and talk to young people.

Jill: Thank you, Alistair. Well, let's get started. Our listeners are waiting for answers, because some of them are not sure yet what to do after school. So, let's hear what you can tell us about your organisation and – what's most important – what can you do for us?

Alistair: Sure, you know I work for *Home Help UK*, an organisation that offers help to those who would like to work for our country no matter what you have done before or what you have learned so far.

Jill: Sounds like *don't dream it – do it*. Well, are there any special projects you can tell us about? Take me, for example. I'm a very creative person, I like to interview people – things like that ... so what can I do?

Alistair: Well, I think you are doing an excellent job here and so perhaps you'd like to work for a radio station on the Isles of Scilly from one to six months. Being a local reporter is a great experience and ... maybe ... this could even be the right job for you.



Marc: And what about me? I'm really worried about the environment. And working outdoors is something I absolutely love.

Alistair: Yeah, that's exactly how I feel. You can work for "wildlife watch" projects everywhere in the UK. Here you help animals in danger or plant trees – just send in your application to *Wildlife Trusts* and that's it.

Jill: Wow, you should do that, Marc. – But what about those of us who like meeting people from other countries but cannot pay for expensive trips? Plus: they can only do this job for about six to eight weeks.

Alistair: Ok, why not help out at a youth hostel in summer? Some offer free accommodation and food. And in return you have to prepare the meals or wash the dishes. And what's best – you meet people from all over the world and get the chance to make new friends. Any more questions?

Marc: Yes, something totally different. I've heard you also offer projects for people who are interested in our country's history ... don't laugh at me. I mean – I'm serious.

Alistair: Actually we've just started a new project called *Dig it*, which will be presented in Chester next month. It's all about things like finding and restoring old Roman buildings like a bath house or villa buildings. It really is like detective work.

Marc: But what if you have never done anything like that before?

Alistair: No problem at all. With this project especially there's a training week before we start and after that you can even decide if you want to stay or not. So come over and find out for yourself.

Marc: Sounds perfect. But Alistair, for those who are interested – where can they get more information?

Alistair: Nothing could be easier. You are only one click away from a new adventure, just leave your mail address and we will send you our monthly newsletter. So you will have the latest information about all our projects and all the addresses you need.

Jill: Great. OK. Thank you so much for the interview, Alistair, and hope to see you again ...

Alistair: Well, have fun whatever you do and don't forget – *Home help* will also help you.

Text selbst erstellt in Anlehnung an:

<http://www.guardian.co.uk/travel/2009/aug/15/gap-year-uk-travel-volunteering?INTCMP=ILCNETTXT3487>



c. Leseverstehen Aufgabenteil

Rapping in Class

by Paul Davenport (adapted)

*“I’m proud to be Latino
my father from Mexico,
my mother from Puerto Rico,
born in San Francisco,
I want the world to know
where my rap is coming from,
where it’s gonna go.”*

Sal was crazy about rapping. And he wanted to improve¹ his rapping skills. He downloaded videos of star rappers [...] and studied their styles and their lyrics². And he always
5 practiced writing texts himself.

He also worked hard at perfecting his beat-boxing³ technique. He had a special way to prepare himself for a performance. [...] He called it the outside-inside technique. First, he
10 looked for things to criticize on the outside of his opponents⁴: their lifestyle, their looks, the way they dressed, the way they walked, talked, the way they moved. Then he looked for things to criticize on the inside: their per-
15 sonality, their intelligence, and their thoughts. His goal was the goal of all rappers: to find things about his opponents that he could make fun of.

But Sal was different from other rappers. He
20 didn’t use extremely rude words like the other rappers. Sal was known for his mild and good sense of humor. He was so funny that his opponents sometimes had to laugh, too. There was always a smile on his lips,
25 even when speaking his hardest lines. Even in the heat of a rap battle he stayed cool and always showed respect for his opponent. People loved him for that, and he became more and more popular. [...]

30 When Mrs Hudson, his English teacher, heard that Sal was a talented rapper, she asked him if she could read some of the things he’d written. A week later, she came to him smiling and said she liked his work very much.
35 “Sal”, she asked, “would you do one of your raps in my English class?” Sal wanted to think about the idea first. He didn’t feel good about doing a rap at school, in front of his classmates. On the other hand, it was a very
40 good chance to get more practice and more experience when he performed in front of a live audience. In the end, he said yes.

It was the first class Monday morning when Mrs Hudson announced that she had a surprise
45 for the class. Sal was going to perform one of his raps. Suddenly all of the sleepy, Monday-morning heads looked up. Monday-morning eyes opened wide. It was such a surprise.

Sal got up and went to the front. He grinned
50 at the class. “This is a rap about a girl I once knew,” he began. From the back of the room came a lovesick voice, “Ohhh, Sal,” but the others didn’t react. They were looking at Sal expectantly. He started his little ritual. He
55 closed his eyes and began to move his head, listening for the beat in his head. Then he started beat-boxing: boom-wickee-boom, boom-wickee-boom, boom-wickee-boom!
Even before he said the first words the kids
60 were all smiling. [...]

Annotations:

¹ to improve – verbessern

² lyrics – here: text

³ beat-boxing – producing musical sounds with one’s mouth

⁴ opponent – Gegner

Quelle:

Paul Davenport: *Rapping for Shelly*, 978-3-12-542642-9,
© Ernst Klett Sprachen GmbH, Stuttgart, 2009



- *First read the text.*
- *Then do the tasks 1 – 7.*
- *For tasks 1 and 5 fill in the information.*
- *For tasks 2, 4 and 6 tick the correct box. Tick only **one** box for these tasks.*
- *For tasks 3 and 7 decide if the sentences are true or false and tick the correct box.*
Then finish these sentences.

1. What did Sal do to become better at rapping? Give two examples.

a) _____.

b) _____.

2. Rappers like to ...

- a) ☐ laugh at themselves.
- b) ☐ study their own feelings.
- c) ☐ react to other rappers.

3. 'Sal is not a typical rapper.'

This sentence is ...

- a) ☐ true
- b) ☐ false

because the text says: _____.

4. Sal's English teacher ...

- a) ☐ wanted him to write new texts.
- b) ☐ showed interest in his lyrics.
- c) ☐ liked to write songs for him.



5. Why did Sal agree to perform in class? Write down two advantages for him.

a) _____.

b) _____.

6. The rap Sal performed was about ...

a) ☐ problems on Monday mornings.

b) ☐ love and a surprise.

c) ☐ a special person.

7. 'In the end Sal's classmates show interest in his performance.'

This sentence is ...

a) ☐ true

b) ☐ false

because the text says: _____.



d. Leseverstehen Bewertungsvorgaben

- Für jede inhaltlich richtige Antwort gibt es die vorgegebene Punktzahl.
- Sprachliche Verstöße führen nicht zum Punktabzug. Solange Sie als Lehrkraft unmissverständlich den Sinn der Schülerantwort erschließen können, gilt die Antwort selbst bei mehreren sprachlichen Verstößen als richtig. Nur wenn die Verständlichkeit der Aussage für Sie als Lehrkraft nicht mehr gegeben ist, erhält der Prüfling keine Punkte.
- Bei den halboffenen Aufgaben ist zu beachten, dass es sich bei den Angaben um exemplarische Lösungsmöglichkeiten handelt. Auch Antworten, die damit nicht wörtlich, jedoch inhaltlich übereinstimmen, gelten als richtig.

Rapping in Class

by Paul Davenport (adapted)

Aufgabe	Lösungen	Punkte
1	“He downloaded videos of star rappers [...] and studied their styles and their lyrics.” (ll. 2 – 4)/	1
	“He also worked hard at perfecting his beat-boxing technique.” (ll. 6 – 7)	1
2	c	1
3	true	1
	“He didn’t use extremely rude words like the other rappers.” (ll. 19 – 21)	2
4	b	1
5	“... it was a very good chance to get more practice ...” (ll. 39 – 40)	1
	“... and more experience ...” (ll. 40 – 41)	1
6	c	1
7	true	1
	“Even before he said the first words the kids were all smiling.” (ll. 59 – 60)	2
Summe		13



III. Beispielaufgaben Mittlerer Schulabschluss

a. Hörverstehen Aufgabenteil

The Freedom Writers

You are going to hear the podcast of Woodrow Wilson High School. Jared Snider is interviewing Erin Gruwell who has made the Californian school famous worldwide.

- *First read the tasks 1 – 9.*
- *Then listen to the interview.*
- *Tick the correct box or complete the sentences while you are listening.*
- *Tick only **one** box.*
- *At the end you will hear the interview again.*
- *Now read the tasks 1 – 9. You have 90 seconds to do this.*

- *Now listen to the interview and do tasks 1 – 9.*

1. Erin Gruwell works as ...
 - a) ☐ an English teacher at Wilson High.
 - b) ☐ a book publisher.
 - c) ☐ a university professor.

2. Wilson High has celebrated a *Freedom Writers' Day* every year since _____.

3. The *Freedom Writers' Diary* is ...
 - a) ☐ based on a feature film.
 - b) ☐ a book that has sold very well.
 - c) ☐ the name of a TV documentary.

4. Miss Gruwell's students ...
 - a) ☐ faced troubles daily.
 - b) ☐ liked being at school.
 - c) ☐ hated her at the beginning.



5. Miss G wanted her students to learn how to _____ their classmates.
6. The students wrote down their stories and ...
- a) ☐ kept them to themselves first.
 - b) ☐ shared their opinions right away.
 - c) ☐ found out that they were different.
7. Publishing the journals was ...
- a) ☐ a well thought-out plan.
 - b) ☐ the students' wish.
 - c) ☐ Miss G's idea.
8. The name *Freedom Writers* is inspired by a _____
group from the 1960s.
9. Most of all, Erin's students were proud ...
- a) ☐ to win an award.
 - b) ☐ of fighting racial unfairness.
 - c) ☐ when they graduated.



b. Hörverstehen Bewertungsvorgaben

- Für jede inhaltlich richtige Aussage gibt es die vorgegebene Punktzahl.
- Sprachliche Verstöße führen nicht zum Punktabzug.

The Freedom Writers

Aufgabe	Lösungen	Punkte
1	c	1
2	the 90s / 1994	1
3	b	1
4	a	1
5	respect	1
6	a	1
7	c	1
8	civil rights	1
9	c	1
	Summe	9

The Freedom Writers (Transkript)

Jared: Hi, everybody, amazing! Our school is not only famous for its French fries in the school cafeteria, ughh, but – unbelievable as it sounds – also for its extraordinary teachers! Our special guest today is Wilson’s celebrated ex-English teacher, and now successful author and university professor Erin Gruwell. Welcome, Mrs Gruwell. Or shall I call you Miss G?

Erin: I don’t mind. That’s what I’m known as here.

Jared: Miss G, like every year, Wilson’s organising the *Freedom Writers Day* next week thanks to the project you and your English class carried out in the 90s.

Erin: Yes, err that was when I got my first job as a teacher here in 1994.

Jared: Your class has created what’s called the *Freedom Writers’ Diary* which has become a bestseller and the basis for a feature film. How come a high school teacher and her students provide the story for a huge blockbuster starring Hilary Swank and Scott Glenn?

Erin: Oh ... I guess it’s all due to Tracey Durning from ABC News. Erm, she’d heard about our project and wanted to make a documentary about it ...

Jared: Why your project?

Erin: Well, when I started teaching at Wilson High, there were serious fights going on in Los Angeles. My students had a tough life in and outside school.

Jared: Why?



- Erin:** Mmh ... these teenagers had to deal with gang violence and broken homes every single day. They actually hated each other! They felt no reason to care about school! All they were interested in was how to make it through the day without any trouble.
- Jared:** Okay ... but... erm ... tell us, this project ... what exactly was it about?
- Erin:** Well, mostly I wanted my students to respect each other no matter what background they came from. And ... I simply wanted them to see that school actually is worth something! So I made them read books written by, for and about teenagers who – just like them – had to live through difficult times.
- Jared:** I see. So they read these stories. How come they wrote their own ones?
- Erin:** Well, I wanted them to pick up a pen and make themselves heard! So I bought them journals in which they could write down the things they had on their minds. First they made anonymous journal entries. But after a while, they began to share their stories openly with each other. They wrote about gangs, immigration, drugs, teenage love and ... all the other things they never had the chance to express before. This is how they discovered they were all the same.
- Jared:** And all this in an English class?
- Erin:** Sure ... Room 203 – that was our classroom at that time – was like a safe place where they could cry and laugh without being judged by others. They could identify with each other, and questions about race, gang and background weren't important anymore.
- Erin:** What I don't quite get is how your class finally came to be bestselling authors?
- Erin:** Actually, I was so impressed by what they wrote that I suggested collecting all their stories and publishing them in a book. They would never have thought this possible or planned it themselves.
- Jared:** Both your book and film are called "The Freedom Writers". Why is that?
- Erin:** It's my students who came up with the idea. They had heard about the *Freedom Riders*, the civil rights activists of the Civil Rights Movement in the early 60s. The courage of the *Freedom Riders* inspired them and they saw the similarities mmh ... that's why.
- Jared:** The *Freedom Writers* even received an award, didn't they?
- Erin:** Yes ... err, they got it for fighting against discrimination and racism through the stories they told in their diary. But what was even more important to them than awards or publication was the moment they walked across the graduation stage and got their high school diplomas, a success few had thought possible only two years before.
- Jared:** Wow ... now you know, guys, why Wilson High is so famous! So everybody, don't put this school to shame next week when it's time for the *Freedom Writers' Day* again. Thank you Miss G.
- Erin:** Well, thank you.

Text selbst erstellt in Anlehnung an:

http://www.freedomwritersfoundation.org/site/c.kqIXL2PFJtH/b.2286937/k.3CE/The_Freedom_Writers.htm

<http://www.america.gov/st/texttrans-english/2009/November/20091103124032bpuh0.8765833.html#>

http://en.wikipedia.org/wiki/Freedom_Writers



c. Leseverstehen Aufgabenteil

My best friend's dad

by Bali Rai

① Charlie had been my best friend since we were six, and we were really close. Not in love in any way, although everyone at school thought that we had something going on. We weren't like that. We talked to each other about everything, from who we wanted to go out with, through to how we were feeling. It was cool.

His mum, Sarah, is cool. I've met her loads of times. Charlie doesn't see his dad that often, one weekend in a month if he's lucky. His dad doesn't live with them and he's always busy with work, although I don't know what he does, and I've never met him.

② At lunchtime we were sitting finishing our dinners when Charlie told me that I should come round and see him more often.

"Yeah – that'd be really lovely", I said. We sat and chatted for a while longer and then the others got up and left. Charlie asked me if I was going to come over.

"When?"

"How about later?"

"As a date?", I asked, wishing right away I hadn't said that. It was just meant as a joke.

Charlie went red and shook his head over and over.

"Nah... nah. You're like a sister to me. I just thought we could hang out, that's all. I've got a load of new CDs from my dad...".

"I suppose I could come round after school", I said, looking forward to raiding his CD collection. Mine was getting out of date.

③ So, I met up with Charlie at the school gates and we walked down to the bus stop together. He seemed to be in a really good mood and spent the entire time talking about his dad. In the end, I had to change the subject. I mean, it's cool that he likes talking to me but there is a limit sometimes! We ended up discussing telly programmes and music and stuff and by the time the bus arrived, we were arguing about whether The Simpsons was better than South Park or not. Charlie was talking up

45 Cartman⁵ and I was saying that there was no better character on TV than Homer Simpson. I was right of course, but he just wasn't having it. Typical boy.

④ At his place, we spent about an hour listening to various bands and compilations⁶, with Charlie promising to copy some of the tracks onto minidisc for my personal player and making me the best cup of tea that I'd ever tasted. After that I started to ask myself: Was I mad? Why wasn't I in love with him? As my friend Priti was saying – Charlie was lovely. Warm, funny, clever ... not a lot wrong with him, really. I was wondering what it would be like to kiss him when I heard the front door go.

"That'll be Mum", said Charlie.

⑤ I grabbed another Jaffa Cake and stuffed it in my mouth. As I tried to swallow the biscuit, Charlie's mum shouted up the stairs.

65 "CHARLIE! Your dad's come round...".

Charlie smiled like a little boy.

"I wonder what he's doing here", he said.

"He doesn't normally come round in the week. At least you can meet him though ...".

70 I said that it would be a pleasure to meet his dad as I tried to swallow the last of the Jaffa Cake, spitting bits everywhere.

And then a man popped his head around the door, just as I'd stopped looking like a stuffed piglet⁷...

"DAD! What are you doing here...?"

Only it wasn't Charlie who said it. It was me ...

Quelle:

Bali Rai, "My best friend's dad", in: *Dominoes and other stories*, Hodder Children's Books, 2005, S. 103 – 117

Annotations:

⁵ **Cartman** – one of the main characters of the American animated television series South Park

⁶ **compilation** – a collection of songs from different bands and artists on one CD

⁷ **piglet** – a young pig



- *First read the text.*
- *Then do the tasks 1 – 7.*
- *For tasks 1 and 4 tick the correct box. Tick only **one** box for these tasks.*
- *For tasks 2, 3 and 5 decide if the statements are true or false and tick the correct box. Then finish the sentences. You can quote from the text.*
- *For task 6 complete the sentence.*
- *For task 7 match the headings with the paragraphs.*

1. Tick the sentence that fits in the marked space of the **first** paragraph (.....) best.

- a) ☐ Charlie was like a brother to me, I suppose.
- b) ☐ Still, I was mad about him.
- c) ☐ But I was afraid of what the others might think.

2. ‘The narrator made Charlie feel embarrassed.’

This statement is ...

- a) ☐ true
- b) ☐ false

because the text says: _____

3. ‘Walking down to the bus stop together the narrator is a bit annoyed by Charlie.’

This statement is ...

- a) ☐ true
- b) ☐ false

because the text says: _____

4. At Charlie’s, the narrator ...

- a) ☐ wonders if she loves him .
- b) ☐ starts to analyze her feelings.
- c) ☐ wants to kiss him.



5. 'The visit of Charlie's father is unexpected.'

This statement is ...

a) ☐ true

b) ☐ false

because the text says: _____

6. Finish the following sentence in just a few words:

In the story *My best friend's dad* the narrator finds out that _____

7. Match the following headings to the 5 paragraphs. There is one more heading than you need.

heading	
A	Just friends?
B	An unexpected surprise
C	Very close friends
D	A real date
E	An invitation
F	Give it a break!

paragraph	heading
①	
②	
③	
④	
⑤	



d. Leseverstehen Bewertungsvorgaben

- Für jede inhaltlich richtige Antwort gibt es die vorgegebene Punktzahl.
- Sprachliche Verstöße führen nicht zum Punktabzug. Solange Sie als Lehrkraft unmissverständlich den Sinn der Schülerantwort erschließen können, gilt die Antwort selbst bei mehreren sprachlichen Verstößen als richtig. Nur wenn die Verständlichkeit der Aussage für Sie als Lehrkraft nicht mehr gegeben ist, erhält der Prüfling keine Punkte.
- Bei den halboffenen Aufgaben ist zu beachten, dass es sich bei den Angaben um exemplarische Lösungsmöglichkeiten handelt. Auch Antworten, die damit nicht wörtlich, jedoch inhaltlich übereinstimmen, gelten als richtig.

My best friend's dad

by Bali Rai

Aufgabe	Lösungen	Punkte
1	a	1
2	true "Charlie went red and shook his head over and over." (ll. 26 – 27)	1 2
3	true "He ... spent the entire time talking about his dad. ... I had to change the subject. I mean ... there is a limit sometimes!" (ll. 36 – 40)	1 2
4	b	1
5	true "I wonder what he's doing here. He doesn't normally come round in the week." (ll. 67 – 69)	1 2
6	... Charlie's dad is her dad too. / ... Charlie and the narrator are family. / ... the friends have the same dad. / ...	1 1
7	1C 2E 3F 4A 5B D kann nicht zugeordnet werden	5
	Summe	18



IV. Hinweise für die weitere Unterrichtsarbeit

Zur Vorbereitung auf die Zentrale Prüfung 10 im Fach Englisch empfiehlt sich die systematische Schulung der rezeptiven Kompetenzen Hör- und Leseverstehen in bedeutungsvollen, anwendungsbezogenen und realitätsnahen Kontexten. Eine exzessive Isolierung von Kompetenzen in separierten Übungseinheiten (*teaching to the test*) ist zu vermeiden.

Vorrangige Bezugskulturen der Zentralen Prüfung in Bezug auf das Hörverstehen sind Großbritannien und die USA. Die Schülerinnen und Schüler sollten daher in der Unterrichtsarbeit ausreichend Möglichkeit haben, insbesondere auch die amerikanische Aussprachevariante als Standardsprache des Englischen zu erfahren.

Zur Festigung und Vertiefung der Lesekompetenz empfiehlt sich die Übung grundlegender Worterschließungs- und Kompensationsstrategien sowie verschiedener Lesestrategien. Dazu zählen vor allem das *skimming / reading for gist* zur Erfassung eines Grobverständnisses, das *scanning* zum Auffinden einer bestimmten Information sowie das intensive Lesen zur genauen Informationsentnahme und das Lesen zur Erschließung von Bedeutungen zwischen den Zeilen (letzteres nur MSA).

Die Beispielaufgaben sowie z. B. Aufgaben aus den Prüfungsvorjahren können zur Behandlung relevanter curricularer thematischer Vorgaben in komplexen Lernaufgaben zum systematischen Kompetenzaufbau eingebunden werden.

Die folgende tabellarische Übersicht skizziert Möglichkeiten der kompetenzorientierten Weiterarbeit mit den Beispielaufgaben.



		Rezeptive Kompetenzen		Produktive Kompetenzen	
		Hören	Lesen	Schreiben	Sprechen
HSA	<i>Home help</i>			• Verfassen informativer Texte zu Möglichkeiten sozialen Engagements im örtlichen Umfeld der Schüler • Verfassen einer E-Mail zu persönlichen Erfahrungen im Bereich des sozialen Engagements sowie der eigenen Meinung	• Ergebnis einer Projektarbeit zu Möglichkeiten des sozialen Engagements präsentieren
	<i>Rapping in Class</i>		• Text(e) zum Ursprung, zur Verbreitung und Entwicklung von <i>beat-boxing</i>	• Gestaltung eines Werbeplakats für eine musikalische Veranstaltung aus der Sicht von <i>Sals Klasse</i> • Perspektivwechsel vornehmen (<i>Mrs Hudson, classmate</i>)	• Szenische Darstellung der Reaktionen der Schüler aus der Geschichte
MSA	<i>The Freedom Writers</i>	• Interviews von ehemaligen Schülern	• Recherche zum amerikanischen Schulsystem • Lesen eines Auszuges aus dem <i>Freedom writers' diary</i>	Besprechender Umgang: • Persönliche Stellungnahme zum Projekt <i>The Freedom Writers</i> in Reaktion auf das Interview Gestaltender Umgang: • Verfassen eines Briefes an Miss Gruwell in Reaktion auf das Interview • Verfassen eigener Tagebucheinträge zu Themen, die Schüler bewegen	• Präsentation zum amerikanischen Schulsystem • Präsentation des Spielfilms <i>The Freedom Writers</i>
	<i>My best friend's dad</i>		• weitere themenrelevante Kurzgeschichten (ggf. in Auszügen)	Besprechender Umgang: • Zusammenfassung • Darstellung der Personenbeziehungen • Charakterisierung Gestaltender Umgang: • <i>What happens next?</i> Geschichte weiterschreiben • Perspektivwechsel vornehmen • <i>Agony aunt</i>: Hilferuf von Charlie / der Erzählerin mit darauf folgender Antwort	• Szenische Darstellung der Folgesituation

Eine weitere unterstützende Maßnahme zur Vorbereitung auf die Zentrale Prüfung 10 im Fach Englisch stellt vor allem die regelmäßige (Selbst-/Fremd-)Evaluation durch Feedback, Schreibkonferenzen etc. dar. Diese kann ggf. in die Portfolioarbeit integriert werden.