



# Lösungsvorschlag

Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.

## PART I: Reading

**TASK 1** [True/False/Not in the Text; Focus: specific information] (8)

1 T    2 F    3 N    4 N    5 T    6 F    7 T    8 T

**TASK 2** [Matching sentences to gaps; Focus: text structure, cohesion and coherence] (6)

A	B	C	D	E	F
3	7	1	6	2	5

**TASK 3** [Multiple Matching; Focus: gist, main idea, specific information] (6)

1	2	3	4	5	6
D	B	C	A	D	B

**TASK 4** [Mediation; Focus: main idea, specific information] (10)

Der Punkt kann nur dann vergeben werden, wenn der Aspekt inhaltlich vollständig erkannt und wiedergegeben wurde. Für teilweise erfasste Inhalte kann kein Punkt vergeben werden. Sprachliche Abweichungen von der Musterlösung sind zulässig, sofern sie keine Auswirkungen auf den Inhalt haben.

- 1 weil er zum Duke of / Herzog von<sup>1</sup> Buckingham ernannt worden war / wegen seines neuen Titels<sup>1</sup> 1
- 2 - King/König<sup>1</sup> George III kaufte das Haus  
- (das) Haus wurde stark<sup>2</sup> erweitert  
- Victoria erklärte es zu ihrem offiziellen Aufenthaltsort / zu ihrer offiziellen Residenz<sup>1</sup>  
**(zwei von drei möglichen Aspekten)** 2
- 3 - Klingeln/Glocken<sup>1</sup> in (den) Räumen<sup>3</sup> der Diener/Angestellten<sup>1</sup> nicht hörbar  
- Lüften der Badezimmer fast<sup>3</sup> unmöglich 2
- 4 - keine zufriedenstellende/ausreichende<sup>1,3</sup> Heizung in den Kinderzimmern  
- nicht genügend geeigneter<sup>3</sup> Platz für Übernachtungsgäste 2
- 5 - wenn die königliche Familie im Sommer<sup>3</sup> abwesend<sup>3</sup> ist  
- bei (Einladungen zu) königlichen Empfängen<sup>4</sup> 2
- 6 dass die Queen/Königin<sup>1</sup> nicht in ihrer Residenz / zu Hause / anwesend<sup>1</sup> ist 1

<sup>1</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

<sup>2</sup> „Großartig“ wird als Übersetzung in diesem Kontext nicht akzeptiert.

<sup>3</sup> Die unterstrichenen Aspekte müssen mit in der Antwort enthalten sein, damit der Punkt vergeben werden kann. Dabei ist der inhaltliche Aspekt gemeint. Sollte dieser durch anderes Vokabular in gleicher Weise zum Ausdruck kommen, so kann der Punkt ebenfalls gegeben werden.

<sup>4</sup> „Rezeption(en)“ wird als Übersetzung in diesem Kontext nicht akzeptiert.

## PART II: Use of English

### TASK 1 [Matching; Focus: lexical]

(5)

- 1 watchful (l. 10)                      2 (to) restore (l. 20)                      3 rarely (l. 36)  
4 (to) recover/recovered (l. 38)      5 incredible (l. 59)

### TASK 2 [Matching; Focus: lexical]

(5)

A	B	C	D	E	F
0	6	4	5	1	3

### TASK 3 [Word formation; Focus: lexical and grammatical]

(5)

- 1 **connected**                                      2 **include/included**                                      3 **popularity**  
4 **strongly**    5 **received**

### TASK 4 [Key word transformation; Focus: lexical and grammatical]

(5)

- 1 **Unless they came from / Unless coming from** a rich home, Victorian girls did not get a proper education.  
2 During the Industrial Revolution, the middle classes **were able to invest** in the decor of their homes for the first time.  
3 **Instead of (wearing) light dresses** which turned grey, women wore dark clothes, as pollution in the cities was a problem.  
4 Doctors said they would **succeed in curing patients** by giving them electrical shocks.  
5 The royal family published a picture showing **how they celebrated Christmas / how Christmas was celebrated** the German way, so the Christmas tree was introduced in England.

Wenn die Lösung das vorgegebene KEY WORD nicht enthält oder das KEY WORD verändert wurde, kann der Punkt nicht vergeben werden. Umfasst die Lösung weniger als zwei bzw. mehr als fünf Wörter, kann ebenfalls kein Punkt vergeben werden. Bei Rechtschreibfehlern erfolgt nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.

### TASK 5 [Gapped text; Focus: grammatical]

(10)

- 1 **whose**                      2 **were expected**                      3 **by**                      4 **hard**                      5 **doing**  
6 **enormously**                      7 **having**                      8 **had not been / hadn't been**                      9 **than**                      10 **have influenced / have been influencing**

## PART III: Guided Writing

Die Bewertung des Guided Writing **muss** anhand der modifizierten Bewertungskriterien erfolgen. Das Bewertungsschema finden Sie auf Seite 2 der „Hinweise zur Korrektur und Bewertung der Prüfungsaufgaben“. Bitte beachten Sie auch die Materialien (FAQs, Guidelines, etc.) auf der Homepage des Staatsinstituts für Schulqualität und Bildungsforschung (ISB) unter [www.isb.bayern.de](http://www.isb.bayern.de) (Realschule/Leistungserhebungen/Abschlussprüfungen (Realschule)/Englisch/Begleitmaterialien und Unterlagen für den Bereich „Guided Writing“). Es wird dringend empfohlen, für jeden Schüler ein sog. „Justification Sheet“ (ebenfalls auf der Homepage des ISB zu finden) auszufüllen und der Abschlussprüfung beizulegen.

### TASK A und B

(30)

#### Freie Schüleräußerung

#### TASK A und B:

Bitte beachten: Der Bereich 'suitable beginning and ending' zählt nicht als eigenständiger Prompt, sondern wird als fester Bestandteil des Bewerbungsschreibens bzw. des Online-Beitrags vorausgesetzt.



## Lösungsvorschlag

### Allgemeine Hinweise:

- Bei Grammatik- und Rechtschreibfehlern erfolgt nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.
- Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.

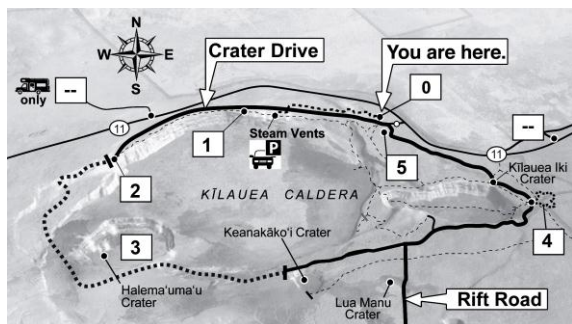
### TASK 1: Reasons for visiting Hawaii

Task type and focus:	Multiple matching; Listening for gist
Text type:	Short monologues; 1 speaker
No. of questions/points:	5/5

A - B 1 C - D 4 E 3 F 5 G - H 2 (5)

### TASK 2: At Hawaii Volcanoes National Park

Task type and focus:	Map reading, Listening for specific information
Text type:	Conversation; 2 speakers
No. of items/points	5/5



(5)

### TASK 3: Kamakawiwo'ole Israel

Task type and focus:	Error spotting; Sound discrimination
Text type:	Report; 1 speaker
No. of minimal pairs/points:	5/5

sights → rights      vision → mission  
 hauled → called      shown → flown  
 choice → voice

(5)

Bei dieser Aufgabe wird pro richtig korrigiertem Ausdruck ein Punkt vergeben. Übersteigt die Gesamtzahl der vom Schüler verbesserten Ausdrücke die Zahl der zu findenden Fehler, so wird pro überzähliger Verbesserung ein Punkt abgezogen.

### TASK 4: Corals of Hawaii

Task type and focus:	Note taking; Listening for specific information/detail
Text type:	Telephone interview; 2 speakers
No. of questions/points:	6/7

- (corals are) rock-like structures 1
- almost half (of Hawaii's coral reefs / of them) 1
- rising (sea) level / melting polar ice / water rises faster than (the) corals (are able to) grow<sup>1</sup>  
 - warming of the sea/water<sup>1,2</sup>  
 - algae / tiny plants<sup>1,3</sup> start producing poison / turn toxic<sup>1</sup>  
**(zwei von drei möglichen Aspekten)** 2

4. (they) don't get (enough) oxygen 1
5. - (a) kind of / like<sup>1,3</sup> (a) (ship-based) vacuum cleaner  
- (it) collects (the) (sea-)plants  
(einer von zwei möglichen Aspekten) 1
6. (Lynn) ARECCAWI 1

<sup>1</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

<sup>2</sup> Äußerungen, die den Aspekt der Veränderung vernachlässigen, erhalten keinen Punkt, z. B. *warm water*.

<sup>3</sup> Der unterstrichene Aspekt muss in der Antwort mit enthalten sein, damit der Punkt vergeben werden kann. Dabei ist der inhaltliche Aspekt gemeint. Sollte dieser durch anderes Vokabular in gleicher Weise zum Ausdruck kommen, so kann der Punkt ebenfalls gegeben werden.

(7)

## TASK 5: The Hawaiian language

Task type and focus:	Note taking; Listening for specific information/opinion/attitude
Text type:	Radio interview; 3 speakers
No. of questions/points:	8/8

1. ... fire is over.<sup>1</sup> 1
2. ... was forbidden at school(s). 1
3. ... (traditional) language is part of (her) everyday life.<sup>3</sup> 1
4. ... less<sup>4</sup> than 1,000 speakers. 1
5. ... (the) language of a larger<sup>4</sup> group of people / (the surrounding) larger<sup>4</sup> language(s).<sup>2,5</sup> 1
6. ... get their catch/fish<sup>2</sup> to the shore. 1
7. ... understand the (words/phrases of the) song. 1
8. ... "See you later!" 1

<sup>1</sup> ... (the) name of a crater ohne Angabe der Bedeutung führt nicht zur Punktvergabe.

<sup>2</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

<sup>3</sup> ... language is part of **my** everyday life führt nicht zur Punktvergabe.

<sup>4</sup> Die unterstrichenen Aspekte müssen in der Antwort mit enthalten sein, damit der Punkt vergeben werden kann. Dabei ist der inhaltliche Aspekt gemeint. Sollte dieser durch anderes Vokabular in gleicher Weise zum Ausdruck kommen, so kann der Punkt ebenfalls gegeben werden.

<sup>5</sup> ... the language at school genügt nicht, um den Punkt zu erhalten.

(8)

# Tapescripts

## TEXT 1: Reasons for visiting Hawaii

**1** If tourists are looking for paradise on earth, Hawaii is the closest thing. The islands have a drier season and a wetter season, but the temperature remains relatively steady throughout the year.

**2** At every vacation destination you can find a number of people who dislike tourists. Hawaii, though, is attractive for tourists because most Hawaiians promote the Aloha spirit of peace and love.

**3** In addition to the original Hawaiians, the sunny islands have attracted immigrants from around the world including Chinese, Japanese, Filipinos and many more. That's why the islands are a melting pot which makes for a very different society to most of the US.

**4** For most of the last century, tourists had to rely on Asians to get their plates filled. Everything changed in 1991 when twelve chefs established Hawaii Regional Cuisine, a culinary movement that combines international recipes with the islands' diverse ethnic flavors.

**5** No Hawaiian island is like any other. Kaua'i is mostly green with amazing sea cliffs, whereas the Big Island has its beautiful volcanic landscapes, stunning waterfalls and the Waipio Valley, where you can experience a tropical rainforest and the Black Sand Beach.

Adapted from: Fischer, John. "The Top 10 Reasons to Visit Hawaii" [online available on: <https://www.tripsavvy.com>]

## TEXT 2: At Hawaii Volcanoes National Park

**receptionist:** Welcome to Hawaii Volcanoes National Park. How can I help you?

**tourist:** Hello, we have two days to explore the National Park. Could you tell us about the highlights?

**receptionist:** Sure. You'll get an overview here at the Visitor Center. You know, our National Park is the most spectacular sight on the island of Hawaii. It offers dramatic volcanic landscapes as well as glimpses of rare flora and fauna.

**tourist:** Fantastic. Where should we start?

**receptionist:** If you follow Crater Drive westwards, you'll see the large parking area at Steam Vents to your left. Leave your car there and walk about a hundred meters to the viewing platform. From there, you can see the spectacular craters. The view is similar to that found at the Jaggar Museum, which is located at the western end of Crater Drive.

**tourist:** Is it worth visiting?

**receptionist:** Definitely! The museum offers information on volcanology and working seismographs. It's got a restaurant that gives you a sheltered view of the main crater when the weather is nasty. You know, Kīlauea is one of the world's most active volcanoes.

**tourist:** That's awesome! I'd like to take close-ups of the eruptions!

**receptionist:** Sure, you can take fantastic snapshots. But be aware that the rest of the road is closed to visitors. It is dangerous to go there due to high levels of toxic gases, such as sulphur dioxide. They can damage your health. So do not enter the south-west of the park.

**tourist:** Ok, we'll keep that in mind. What other interesting places are here?

**receptionist:** Well, I can recommend the impressive lava cave. It was formed by solidified streams of lava, and you can explore its fantastic colors and stalactites.

**tourist:** Wow! How can we get there?

**receptionist:** Follow the Crater Drive in the opposite direction. You'll pass Kīlauea Iki Crater. The cave is the next place of interest. If you drive on, you'll eventually get to Rift Road.

**tourist:** Where can we spend the night?

**receptionist:** There's a camping ground for mobile homes on Highway 11.

**tourist:** We'd rather stay at a hotel, if possible.

**receptionist:** Well, there are many inexpensive and nice motels outside the park in nearby Volcano Village along Highway 11.

**tourist:** Actually, we'd rather go for a place nearer to the craters.

**receptionist:** Sure. There's the Volcano Hotel opposite the Visitor Center. I'm sure they'll have rooms available.

**tourist:** Great, thanks a lot.

**receptionist:** You're welcome. Enjoy your stay.

Adapted from: National Park Service. "Hawai'i Volcanoes. Plan your Visit" [online available on: <https://www.nps.gov>]

### TEXT 3: Kamakawiwo'ole Israel

Kamakawiwo'ole Israel, known to his fans as Iz, a singer and a musician as well as a campaigner for Hawaiian culture, **rights** and way of life, was born in Honolulu, Hawaii, in May 1959. At the age of six, Iz learned to master the ukulele by watching others play. He first performed publicly at around age ten, when he was **called** up to the stage at Steamboats, a popular Waikiki nightclub. In the 1970s Iz dropped out of high school. When his brother Skippy and other aspiring Hawaiian musicians formed a band in 1976, Iz was the band's first **voice**. In the 1980s, after the death of his beloved older brother, Kamakawiwo'ole began to be the star of the band. In 1993, seventeen years later, he launched a solo career. Shortly afterwards, the airing of his version of "Somewhere over the Rainbow" by a DJ on a California radio show catapulted Iz onto the world stage. His **mission** was to find and play music that connected to and represented the true spirit of Hawaii. When he passed away in 1997, the state honored the man and the legend: the Hawaiian flag was **flown** at half-mast.

Adapted from: Holub, Rona L.. "Kamakawiwo'ole, Israel Ka'ano'i" [online available on: <http://www.anb.org>]

### TEXT 4: Corals of Hawaii

**Mrs. Oyster:** Hawaii Oceanic Research Center, how can I help you?

**journalist:** Are you Dr. Pearl Oyster, the specialist on Hawaiian wildlife?

**Mrs. Oyster:** Yes, what can I do for you?

**journalist:** I'm Ed Young from "Youth & Nature" magazine. We're currently doing a cover story on Hawaii. Can you tell me how climate change affects Hawaiian animals?

**Mrs. Oyster:** Err, yes, above all corals are affected.

**journalist:** Corals?

**Mrs. Oyster:** Yes. Most people think corals are minerals. That's because they can't move like land animals and also because they are rock-like structures. But actually, corals are endangered animals.

**journalist:** Tell me more.

**Mrs. Oyster:** We estimate that almost half of Hawaii's coral reefs are dying due to changing weather patterns.

**journalist:** Terrible, could you explain this in more detail?

**Mrs. Oyster:** One reason for this is the rising sea level because of melting polar ice. The water rises faster than the corals are able to grow, and they can only live close to the water surface.

**journalist:** I see.

**Mrs. Oyster:** But this is not the only problem for the corals. The second point is the warming of the sea water. Normally, there are useful algae living inside the corals. They need the algae for many reasons. But when the water temperature rises, these tiny plants start producing poison and turn toxic.

**journalist:** Oh.

**Mrs. Oyster:** Now, the corals get rid of the algae because it's the only way they can protect themselves.

**journalist:** That sounds serious. And what does that mean for the corals?

**Mrs. Oyster:** When they lose the algae, they don't get enough oxygen. As a consequence, they turn white and begin to die.

**journalist:** That's a nightmare.

**Mrs. Oyster:** And unfortunately, around Hawaii, we have a unique problem that makes things even worse. An invasive sea-plant has spread from Asia to Hawaii. It grows incredibly fast, so it further endangers the corals. We developed the "Cliff-Cleaner", a kind of ship-based vacuum cleaner. It collects the sea-plants. This system has proved very valuable.

**journalist:** So there is some light at the end of the tunnel. Is there anything our young readers can do to help?

**Mrs. Oyster:** Yes, indeed. They can support the Hawaiian Youth Congress member, Lynn Areccawi. At her official website you'll find everything about her projects.

**journalist:** That's Lynn who... ?

**Mrs. Oyster:** Let me spell that: A – R – E – double C – A – W – I. Have you got that?

**journalist:** Yes, I think so. May I read it back to you?

**Mrs. Oyster:** Sure.

**journalist:** A – R – E – double C – A – W – I.

**Mrs. Oyster:** Perfect.

**journalist:** Thank you for your time. You'll find my article in our next issue.

**Mrs. Oyster:** Glad I could help, bye.

**journalist:** Bye.

Adapted from: Ward, Tim. "5 Questions about Climate Change and Coral Reefs for Dr. Emily Darling" [online available on: <https://www.huffingtonpost.com>]  
 Pierre-Louis, Kendra. "Hawaii's most popular coral reefs are in big trouble" [online available on: <https://www.popsoci.com>]

## TEXT 5: The Hawaiian language

**presenter:** Our topic today is the Hawaiian language, how it almost died out and why it is still spoken today. With me in the studio are Mrs. Palakiko, Professor of Linguistics, and Pauahi, a student from a Hawaiian immersion school at Honolulu.

**Pauahi:** Pauahi, your name sounds typically Hawaiian. Does it have a particular meaning?

**presenter:** Yes, it's the name of a crater located on the Big Island of Hawaii, meaning "fire is over".

**presenter:** Wow, that's a cool name! Now, Professor Palakiko, is it correct to say that Hawaiian started to disappear, but was then revived thanks to the efforts of its speakers?

**Prof. Palakiko:** Absolutely. By the early 1980s, fewer than 50 people under age 18 could speak Hawaiian fluently. Colonialism and its consequences had nearly wiped out the language. Until the mid-1980s Hawaiian was still forbidden at school. But in the last decades we have been taking great efforts to keep our language alive. Now it is protected by law and promoted in what is known as "Hawaiian immersion schools".

**presenter:** Pauahi, you attend one of these immersion schools. In what way is your school different from other American schools?

**Pauahi:** Well, the classroom language is Hawaiian. Our teachers motivate us to use it in everyday situations. I feel like a true Hawaiian person again, because our traditional language is part of my everyday life.

**presenter:** Professor Palakiko, as you said before, a few decades ago Hawaiian was in danger of dying out. When exactly do we speak of endangered languages?

**Prof. Palakiko:** A language is in danger of dying out when it is spoken by less than 1,000 speakers on a regular basis.

**presenter:** But in a large place like Hawaii why would the Hawaiian community stop speaking their native language?

**Prof. Palakiko:** Imagine your kids at school have to speak the language of a larger group of people. You will soon start to speak this 'larger' language at home because you want your kids to be good at school. So it's the influence of the surrounding 'larger' languages that makes the small languages gradually die out.

**presenter:** Pauahi, in addition to the Hawaiian language, what else do you learn about the ways of your ancestors at school?

**Pauahi:** Well, to continue their traditions, we have optional subjects. My favourite one is surfing. It's one of the oldest sports practised on the planet. The first surfers were fishermen who used the boards to get their catch to the shore. Apart from surfing, I also attend a hula course.

**presenter:** What's hula?

**Pauahi:** It's a dance, you know, movements that go with our traditional songs. These songs are often about important historical events in our culture. In order to dance the hula, it's essential to understand the words of the song.

**presenter:** Pauahi, are there some Hawaiian phrases that you could teach our listeners?

**Pauahi:** I guess most people have heard of "Aloha!" Then there's the simple "Mahalo!" for "Thank you!". And "A hui hou!" can be used to say "See you later!"

**presenter:** So, a big "Mahalo" to our guests for being here! And as always you can find a podcast of this broadcast on www...

Adapted from: Horne, Adele. "Interview: Dr. Peter Ladefoged on Endangered Languages" [online available on: <https://www.pbs.org/pov/tailenders>]  
 Love, Bret. "Interview: Keali Reichel on Maui, Hula & Hawaiian Culture" [online available on: <https://greenglobaltravel.com>]