



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 to Cook

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

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

TASK 2: East is East and West is West

| | |
|--------------------------|---|
| Task type and focus: | Multiple choice; Listening for specific information |
| Text type: | Conversation; 2 speakers |
| No. of questions/points: | 4/4 |

1 D 2 C 3 B 4 B (4)

TASK 3: Artificial Food: Incredible or Inedible?

| | |
|--------------------------|--------------------------------------|
| Task type and focus: | Error spotting; Sound discrimination |
| Text type: | Report; 1 speaker |
| No. of questions/points: | ---/6 |

shown → grown tight → white
 test → taste fake → cake
 tons → tens working → walking

Bei dieser Aufgabe wird pro richtig korrigiertem Wort 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. (6)

TASK 4: Cookery Radio Programme

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

- | | | |
|----|---|------------|
| 1. | - (rub some) salt in/into (the) fish / salt (the) fish ¹ | 1 |
| | - (push/put) olives into (the) fish ¹ | 1 |
| 2. | (a) <u>sharp</u> knife ² | 1 |
| 3. | (the lemon) keeps fish fresh | 1 |
| 4. | stops (the) fish from drying out | 1 |
| 5. | spoonfuls of cream | 1 |
| 6. | XJYG8H-W | 1 |
| | | (7) |

¹ Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

² Die unterstrichenen Aspekte müssen 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.

TASK 5: Cooking Club for Teens

| | |
|--------------------------|--|
| 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. ...a campaign (launched) in Australia.¹ 1
 2. ...get in touch with food. 1
 3. ...where (their) food comes from. 1
 4. ... (how) to prepare healthy dishes. 1
...about (the) positive effects of healthy food.
- Einer von zwei möglichen Aspekten.**
5. ...local (food production) businesses / (local) food production businesses.^{1,2} 1
 6. ...make a fresh meal (a part of) each day.¹ 1
 7. ...free water / bottled water.^{1,2} 1
 8. ...started (the Teenage) Food Festival.¹ 1

(8)

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² Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

Tapescripts

TEXT 1: Reasons to Cook

1 I'm a single parent with two children and can't afford going to restaurants so often. Cooking myself allows me to offer my kids a variety of different meals while keeping to the budget.

2 Cooking speaks to all my senses and is a chance to have a new experience. It has become my passion to combine different ingredients from all corners of the world and invent new recipes. It's a joy to surprise my family day after day.

3 On Saturdays, I often take time to choose groceries at the food market and enjoy chatting with the sellers. Back home, I put on music and prepare the meal. This works wonders for me and helps me to forget about a hard working week.

4 Preparing a meal is one of the most personal things you can do for your friends: You're providing nourishment made with your own hands. That way, eating unites people and encourages us to talk to one another in a personal environment.

5 If some foods don't agree with you, cooking for yourself is the ideal way to control every component of what you eat. I, for example, have to avoid eating peanuts because they give me health problems. Since I never know what ingredients restaurants use, cooking for myself is the best option.

TEXT 2: East is East and West is West

presenter: When travelling to Asian countries you will see that there are quite a few differences between European and Asian culture. Our guest today is Howard Mason, Professor of Intercultural Studies at Reading University. Professor Mason, what are the main differences between Asians and Europeans?

Mason: Well, differences are visible in the way things work on both continents. In countries such as Japan, people are huge gift givers – so it's common to bring a small present if you're invited for a meal. But be careful. In the west, the favoured gifts to bring along to people's homes are bottles of wine or flowers. In Asia, not all people drink alcohol and not everyone will consider alcohol an appropriate gift. Flowers can also be a minefield – in some Asian countries, the types of flowers you give, their colour and even their arrangement may communicate specific meanings you do not intend to express.

presenter: There are also differences in the way food is eaten, aren't there?

Mason: Yes, that's true. In Europe, it's common for people to eat only from their own plates. Everything is put on the plate beforehand and you eat the serving you are given. Across most of Asia, people usually eat together in groups. All the different dishes are put on the table and people help themselves to what they want. This way of eating has advantages. Everyone gets to try several dishes instead of having to choose just one. And one other thing... In big cities across Europe, eating in the streets is considered normal, whereas in countries such as Japan or Korea, eating while walking is considered rude.

presenter: I think behaviour and gestures can also cause confusion.

Mason: In western countries, 'Everything OK' is shown with the sign of the thumb and forefinger forming an 'O', especially among pilots and divers. But if you want to show to your host that you like your food, don't use this sign in Japan. There it means 'Now we may discuss financial issues'. Perhaps everybody will start laughing. But whereas laughing expresses a form of happiness in most countries, in Japan it is often a sign of confusion or embarrassment.

presenter: Is there any behaviour that Westerners should avoid when travelling to Asia?

Mason: They should always keep in mind that there can be noticeable differences between various forms of social behaviour. When sitting at a dinner table with Asians, Westerners usually speak directly about their problems in a straightforward manner. They are also comfortable displaying a full range of diverse emotions and their facial expressions often vary during conversations. Asians, however, discuss issues indirectly and try to avoid hurting other people's feelings. They don't like to express their emotions outwardly and their facial expressions change less often when they speak. They certainly don't like to appear angry in public places such as bars or restaurants. That's why travellers to Asia are advised to respect the Asian ways of behaving.

presenter: Thank you, Professor Mason for giving us an introduction to cultural differences between Europe and Asia. And now back to the news...

TEXT 3: Artificial Food: Incredible or Inedible?

"Pass the salt. And the pepper. And while you're at it, the ketchup, too". These were among the reactions of the two expert "tasters" of a burger **grown** in a laboratory. It was earlier this month that they got a first **taste** of this potential food of the future. The project was funded by a science enthusiast.

Producing the amount of meat needed for one burger required **tens** of billions of cells grown in a laboratory. Plus egg powder, red vegetable juice, breadcrumbs, salt and saffron to add consistency, flavour and colour to the otherwise **white** meat. And \$ 330,000.

The result? One taste tester said it was "close to meat, but not that juicy". Another described it as "like an animal protein **cake**".

There's a reason why some people are pouring so much money into high-tech food projects: There will be 9 billion people **walking** on the earth by 2050 and with our current meat production systems we might not be able to feed them. But do we really have the appetite for artificial food? Technology is ready for it – are we, too?

TEXT 4: Cookery Radio Programme

John Boyle: Today we're going to prepare some fish, that is an Alaska pollock – one of the recipes from my mother's kitchen.

Sandra Potts: Well, though it's not ready yet, it looks delicious. And Alaska pollock is not a dangerous fish,... like a shark, for example. I'm afraid of sharks, you know.

John Boyle: Yes, love, but we don't do sharks. Back to the Alaska pollock, now. To add some extra flavour, I first rub some salt into the fish. I always use French sea salt, because its taste is unique. But any other kind will do, too. And now, as a second step I put some olives into the raw fish with this large needle.

Sandra Potts: In Singapore I met a man who was very good at cooking fish. He said that you've got to be careful when doing fish because it can fall to pieces so easily.

John Boyle: True, that's why I push the olives into the fish slowly and carefully. Yes, it does take a bit of time.

Sandra Potts: That's a nice tool you've got here! (*chuckling*)

John Boyle: Yes, but if you haven't got such a needle, you can use a sharp knife instead. Now I am putting rosemary and mixed herbs round the fish. It's a lovely combination, rosemary and Alaska pollock.

Sandra Potts: I do love the smell of rosemary! (*enthusiastic*) Use lots of it!

John Boyle: Then put some lemon juice over it all. As the lemon keeps the fish fresh, use enough lemon juice for all the fish and don't leave out any parts of it. And then add some melted butter. We use it because it stops the fish from drying out. You can also add some tomatoes if you want. Then put everything in the oven at 175 degrees Celsius for about 20 minutes.

Sandra Potts: Any recommendations for a side dish?

John Boyle: Well, most people prefer rice with fish. But today we'll have mashed potatoes. Boil the potatoes as usual, add some milk, and mash them with a little salt and pepper. To make the taste special, add three spoonfuls of cream. And don't forget to stir carefully.

Sandra Potts: There we are, all ready to go – smells delicious. If you want to try out this yummy dish yourself, you can download the recipe from our website using the following exclusive promotion code: XJYG8H-W. That's: XJYG8H-W. Thank you very much for listening and enjoy your meal.

TEXT 5: Cooking Club for Teens

interviewer: Here with me at *Berkeley Cooking Club for Teens* are Mrs Foster, an instructor for home economics, and Mr Fry, head of the cooking club.

all: Hi! / Good morning!

interviewer: Mr Fry, your cooking club started an organic and healthy food revolution in Berkeley. Please tell us more.

Mr Fry: Certainly. Everything began two years ago. We were inspired by a campaign launched in Australia.

interviewer: And what's your concept all about?

Mr Fry: Basically speaking, it includes a kitchen and a one-acre garden. After school and on weekends, the teenagers work in the garden. This way they literally get in touch with food.

interviewer: So you think kids lost connection with what they eat?

Mr Fry: That's definitely the case. You know, nowadays a lot of teens have no idea where their food comes from. That's why in our club they plant and grow their own vegetables.

interviewer: And that's the moment when Mrs Foster takes over. Your course "You are what you eat" is a huge success.

Mrs Foster: True, it's quite popular with teens. In my course they're taught how to prepare healthy dishes using the products grown in our own backyard. We also talk about the positive effects of healthy food on the human body.

interviewer: So, what sets your course apart from others?

Mrs Foster: We also give the teenagers the opportunity to experience food production on a larger scale. We frequently go on excursions to local food production businesses. Next weekend, for example, we're visiting an organic bakery in our town. As a side-effect they gain some first-hand insight into food production, you know.

interviewer: Sounds absolutely fabulous!

Mrs Foster: Right, but, you see, what is most important for our club is to make a fresh meal a part of each day. Of course, we use regional and seasonal food if possible.

interviewer: But this alone doesn't make teenagers like the food, right?

Mrs Foster: Exactly. The trick is also to make the meals look, smell and taste so yummy that teens simply can't resist them.

Mr Fry: And it's not only what you eat that's important, but also what you drink. So we don't sell soft drinks at our club but we offer free bottled water instead.

interviewer: This all sounds awesome. Your club has become really popular in the town of Berkeley, right?

Mr Fry: Yes, absolutely. Three years ago, we started the *Teenage Food Festival*, which quickly turned into a true highlight. No matter what food we offer, we're always completely sold out at the end of the day...

Abschlussprüfung 2017

an den Realschulen in Bayern



Englisch

Written Test

Haupttermin

Lösungsvorschlag

(Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.)

PART I: Reading

TASK 1 [True/False/Not in the Text; Focus: specific information] (10)

1 F 2 T 3 N 4 T 5 N 6 T 7 F 8 F 9 N 10 T

TASK 2 [Matching sentences to gaps; Focus: text structure, cohesion and coherence] (5)

| A | B | C | D | E |
|---|---|---|---|---|
| 5 | 2 | 4 | 7 | 3 |

TASK 3 [Multiple Matching; Focus: gist, main idea, specific information] (7)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| D | C | A | B | D | A | C |

TASK 4 [Mediation; Focus: specific information, main ideas] (8)

Der Punkt kann nur dann vergeben werden, wenn der Aspekt 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 - Shakespeares Frau hat dort ihre Kindheit verbracht / ist dort aufgewachsen / hat in ihrer Kindheit dort gewohnt¹ 2
- Shakespeare verliebte sich dort (angeblich) in seine Frau
- 2 der *Shakespeare Birthplace Trust* kaufte das Haus / die Hathaway Familie verkaufte das Haus 1
- 3 Möbel / Einrichtungsgegenstände aus Anne Hathaways Zeit¹ 1
- 4 - sie müssen von einem Erwachsenen begleitet sein 2
- sie müssen an der Leine sein / geführt werden 2
- 5 - es gibt enge Gänge/Flure^{1,2} 2
- es mangelt an / gibt nicht genügend / fehlen Wendemöglichkeiten¹

¹ Die unterstrichenen Aspekte müssen 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.

² „Halle“ wird in diesem Kontext als Übersetzung nicht akzeptiert.

PART II: Use of English

TASK 1 [Matching; Focus: lexical] (5)

- 1 (to) impress / impressed (l. 1) 2 (to) cite (l. 4) 3 burning (l. 12)
4 (to) pen (l. 20) 5 (to) grasp (l. 24)

TASK 2 [Matching; Focus: lexical]

(5)

| A | B | C | D | E | F |
|---|---|---|---|---|---|
| 4 | 0 | 2 | 7 | 1 | 3 |

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

(5)

1 relationship 2 satisfied 3 friendly
4 aggressive 5 playing

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

(5)

- 1 In 1614 the theatre **was rebuilt by** the *King's Men Playing Company*.
2 The Puritans closed it down because for them such entertainment **was not worth watching/enjoying**.
3 The design team used various sources of information for the reconstruction of the new Globe Theatre **in order to make sure / in order that** it would look like the original.
4 Although designers tried to keep to old building techniques, **it was necessary to include** modern extras like fire exits.
5 Since 1997 **visitors have come** to the new Globe Theatre.

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 were able to 2 led 3 as 4 extremely 5 than
6 had not had 7 may/might have earned 8 after 9 is believed 10 whose

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 (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 + 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 der E-Mail bzw. Geschichte vorausgesetzt.