

2020 Mittelschule M10

Original-Prüfungsaufgaben mit Lösungen

ActiveBook
• Interaktives
Training

**MEHR
ERFAHREN**

Bayern

Englisch 10. Klasse

+ Übungsaufgaben
+ Original-Prüfungen
+ MP3-Dateien



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Inhalt

Vorwort

Hinweise zum ActiveBook

Übungsaufgaben zu den Kompetenzbereichen	1
Kompetenzbereich: <i>Listening Comprehension</i>	3
1 Allgemeine Hinweise	3
2 Übungsaufgaben	6
3 Hörverstehenstexte	13
Kompetenzbereich: <i>Use of English</i>	19
1 Allgemeine Hinweise 	19
2 Übungsaufgaben	22
Kompetenzbereich:	
<i>Reading Comprehension und Mediation (Sprachmittlung)</i>	30
1 Allgemeine Hinweise: <i>Reading Comprehension</i>	30
2 Übungsaufgaben: <i>Reading Comprehension</i>	33
3 Allgemeine Hinweise: <i>Mediation</i> (Sprachmittlung)	48
4 Übungsaufgaben: <i>Mediation</i> (Sprachmittlung)	50
Kompetenzbereich: <i>Text Production</i>	54
1 Allgemeine Hinweise 	54
2 Übungsaufgaben	56
Kompetenzbereich: <i>Speaking</i>	65
1 Allgemeine Hinweise 	65
2 Übungsaufgaben	67
Lösungsvorschläge	78
 Prüfungsaufgaben	 117
Original-Abschlussprüfung 2016	2016-1
Original-Abschlussprüfung 2017	2017-1
Original-Abschlussprüfung 2018	2018-1
Original-Abschlussprüfung 2019	2019-1



Hörtexte

Text 1: First date

Text 2: The meteorite

Text 3: Bus tour

Text 4: Paul and Rachel are planning their summer holiday

Text 5: Newtown radio station

Text 6: Weather forecast

Abschlussprüfung 2016

Abschlussprüfung 2017

Abschlussprüfung 2018

Abschlussprüfung 2019

Hinweis:

Die Audio-Dateien kannst du über den Zugangscode freischalten, den du auf den Farbseiten vorne im Buch findest.

Übungsaufgaben gesprochen von Clare Gnasmüller, Daniel Holzberg,
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Die Soundeffekte der Hördateien der Übungsaufgaben stammen u. a. aus folgender Quelle: pacdv

Autorinnen:

Eva Siglbauer (Übungsaufgaben und Lösungen zu den Original-Prüfungsaufgaben), Rachel Teear (Hörverstehenstexte 1 und 3–6)

Vorwort

Liebe Schülerin, lieber Schüler,

die Prüfung zum Erwerb des Mittleren Schulabschlusses an Mittelschulen besteht aus einem **mündlichen und einem schriftlichen Prüfungsteil**, die im Verhältnis 1:2 gewertet werden. Die schriftliche Prüfung wird zentral gestellt. Die Struktur der mündlichen Prüfung ist ebenfalls zentral vorgegeben, die konkreten Aufgaben werden jedoch von den einzelnen Schulen gestellt. Mit diesem Buch kannst du dich gezielt auf die Anforderungen der Prüfung vorbereiten und sicher in deine Prüfung gehen.

Der Band enthält zusätzlich ein **ActiveBook** mit zahlreichen interaktiven Aufgaben aus den Bereichen Wortschatz und Grammatik.

Außerdem kannst du mit der Web-App „**MindCards**“ am Smartphone **hilfreiche Wendungen** zu den Kompetenzen „Schreiben“ und „Sprechen“ wiederholen. Zu den MindCards gelangst du über nebenstehende QR-Codes und folgende Links:



Ein **Video** zeigt dir außerdem, wie du mithilfe von Lernstrategien deinen Wortschatz erweitern und festigen kannst:

Auf alle **digitalen Inhalte** zu deinem Band (Hördateien, MindCards, Lernvideo und ActiveBook) kannst du online über die Plattform **MyStark** zugreifen. Verwende dazu deinen **persönlichen Zugangscode** vorne im Buch.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abschlussprüfung vom Kultusministerium bekannt gegeben werden, findest du aktuelle Informationen dazu im Internet unter:
www.stark-verlag.de/pruefung-aktuell

Bestandteile der Prüfung

Die schriftliche Prüfung besteht aus vier Teilen:

Teil A *Listening Comprehension*

Teil B *Use of English*

Teil C *Reading Comprehension and Mediation* (Sprachmittlung)

Teil D *Text Production*

Der Umfang der einzelnen Aufgaben wird in zwei Bereiche aufgeteilt:

Teil A–B 40 Minuten

Teil C–D 80 Minuten

Die schriftliche Prüfung dauert also 120 Minuten, die mündliche Prüfung ca. 15 Minuten. Du kannst dich in Englisch zu einer freiwilligen mündlichen Prüfung anmelden, wenn sich die Jahresnote und die Prüfungsnote um eine Notenstufe unterscheiden und nach der Auffassung des Prüfungsausschusses die schlechtere Note als Gesamtnote festzusetzen wäre.

Hilfsmittel Ein zweisprachiges Wörterbuch darfst du nur in den Teilen C und D verwenden. Es darf keine zusätzlichen Informationen (z. B. Hinweise zum Gestalten eines Briefes) enthalten, da es sonst nicht zulässig ist.

Bewertung Die Gesamtbewertung errechnet sich wie folgt:

- Die Note aus der mündlichen Prüfung wird einfach gewichtet.
- Die Note im Schriftlichen zählt doppelt.
- Die Notensumme geteilt durch drei ergibt die Prüfungsnote.
- Für die Ermittlung der Gesamtnote werden Prüfungsnote und Jahresfortgangsnote im Verhältnis 1:1 gewichtet.

Note mdl.

Prüfung x 1

+
Note schriftl.
Prüfung x 2

→ Noten-
summe : 3

= Prüfungs-
note x 1

+ Jahres-
fortgangs-
note x 1

→ Noten-
summe

= Gesamtnote

Den Prüfungstermin für die schriftliche Abschlussprüfung gibt das Kultusministerium bekannt. Die Termine für die mündliche Prüfung legt die jeweilige Schule selbst fest. Die Prüfungsleistungen werden von je zwei Lehrkräften bewertet. Im Normalfall überwiegt die Prüfungsnote (Ergebnis aus mündlicher und schriftlicher Prüfung). Die Prüfungskommission legt die Note fest. Im Einzelfall kann auch die Jahresfortgangsnote überwiegen.

Mündliche Prüfung Die mündliche Prüfung umfasst zwei Teile. Da jede Schule die Inhalte der Prüfung selbst festlegen kann, ist es wichtig, dass du dich rechtzeitig über die genauen Inhalte und Abläufe an deiner Schule informierst.

Teil A

Die Prüfung wird mit einem nicht bewerteten Eröffnungsgespräch begonnen. Dieser *opening talk* stellt eine Hinführung zum Hauptteil der Prüfung dar.

Teil B

Der Hauptteil der Prüfung besteht aus drei Bereichen:

- **Picture-based talk:** Hier werden dir zwei Bilder zu einem Thema vorgelegt, zu denen du dich in einem Dialog mit deinem Prüfer/deiner Prüferin äußern sollst.
- **Topic-based talk:** Hier wird dir eine Mindmap zu einem Lehrplanthema der 10. Klasse vorgelegt. Du wählst drei Stichpunkte aus der Mindmap aus und hältst einen kurzen Vortrag dazu. Es können dir anschließend auch Fragen gestellt werden.
- **Interpreting:** Hier musst du in Alltagssituationen sprachmittelnd agieren. Das bedeutet, dass du Informationen sinngemäß von der einen Sprache in die andere übertragen musst.

Viel Erfolg in der Prüfung!



Eva Siglbauer



Track 2

Listening Comprehension Test 2

The meteorite

Task 1

Listen to the text. While listening answer the question below.*Tick (✓) the correct answer a, b, c or d.*

What is the radio show about?

- a) Two strange visitors from Arizona ☐
- b) An object falling down from space ☐
- c) A very rare event at McDonald's ☐
- d) An astronomer flying to space ☐

Task 2

True or false. Tick (✓) the right answer.

true false

- a) The meteorite crashed into the roof at 9 pm. ☐ ☐
- b) It weighed more than 1 kg. ☐ ☐
- c) The meteorite landed in the kitchen while Lisa was preparing breakfast. ☐ ☐
- d) The ceiling exploded when the meteorite came down. ☐ ☐

Task 3

Gap filling. Fill in the missing words.

- a) Sam saw the meteorite lying _____.
- b) Luckily, _____ was hurt.
- c) Sam and Lisa dried the rock _____.
- d) Collectors would pay several _____ for the meteorite.
- e) However, Sam and Lisa are planning to _____
_____.

Task 3

Food: Picture 1



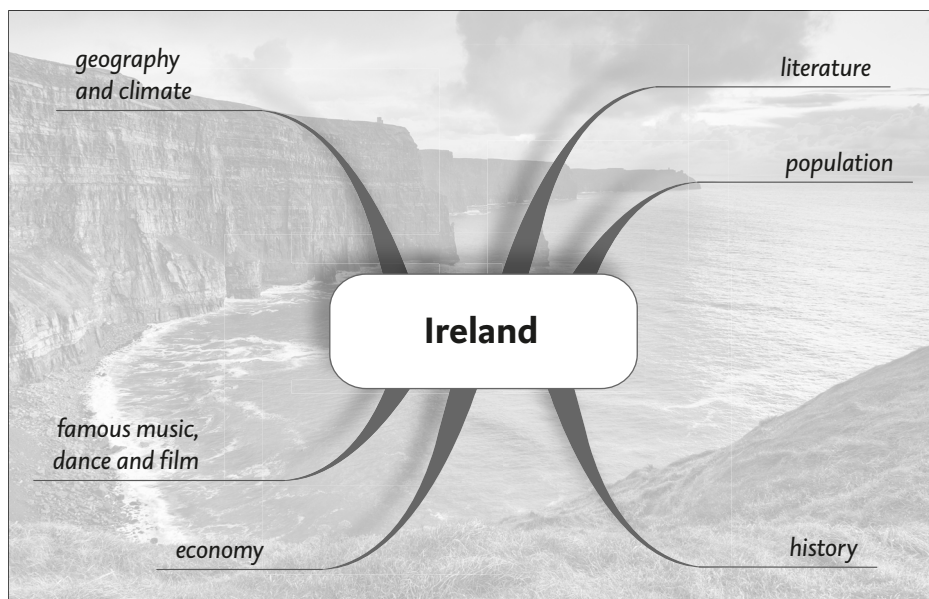
Food: Picture 2



Task 3

Ireland

Choose three aspects of the mindmap and use them for your talk.

*Interpreting*

Diesen Teil übst du am besten mit zwei Freunden, indem ihr die Prüfungssituation nachstellt.

Task 1

On a Ferry

You're going to spend your summer holidays with your grandma in Southampton and Edinburgh. Your grandma doesn't speak English. During the crossing she wants to chat with an American tourist who is planning to stay in Southampton before going on to Edinburgh. You have to interpret.

TOURIST: By the way, I'm Mr. Miller from Boston USA. Where do you come from and how long are you going to stay in Southampton?

YOU: *(in German)*

GRANDMA: Sage ihm, wie wir heißen, und dass es uns freut, mit ihm zu sprechen. Frage ihn, ob er schon einmal in Schottland gewesen ist.

YOU: *(in English)*

TOURIST: No, I've never been to Scotland. But I've read a lot about Edinburgh and I'm looking forward to staying there.

Listening Comprehension Test 2

Task 1

- a) Two strange visitors from Arizona ☐
- b) An object falling down from space ☒
- c) A very rare event at McDonald's ☐
- d) An astronomer flying to space ☐

Task 2

- | | true | false |
|--|-------------------------------------|-------------------------------------|
| a) The meteorite crashed into the roof at 9 pm. | ☐ | ☒ |
| <i>Hinweis: "At nine o'clock <u>in the morning</u>, just before breakfast, a meteorite ... crashed through the roof of their house ..." Z. 3–5</i> | | |
| b) It weighed more than 1 kg. | ☒ | ☐ |
| <i>Hinweis: "... a meteorite weighing 1.3 kg ..." Z. 4/5</i> | | |
| c) The meteorite landed in the kitchen while Lisa was preparing breakfast. | ☐ | ☒ |
| <i>Hinweis: "... landed in their living room!" Z. 5/6</i> | | |
| d) The ceiling exploded when the meteorite came down. | ☐ | ☒ |
| <i>Hinweis: "I <u>thought</u> the ceiling had exploded." Z. 16</i> | | |

Task 3

- a) Sam saw the meteorite lying **under the computer**.
Hinweis: "Then I saw a rock lying under the computer, ..." Z. 18
- b) Luckily, **nobody/no one** was hurt.
Hinweis: "It was sheer luck that nobody was hurt!" Z. 21
- c) Sam and Lisa dried the rock **in their/the oven**.
Hinweis: "We dried it in our oven." Z. 24
- d) Collectors would pay several **thousand dollars** for the meteorite.
Hinweis: "Scientists say you could expect to get several thousand dollars for the meteorite from collectors." Z. 25/26
- e) However, Sam and Lisa are planning to **offer/give the rock/meteorite to a museum**.
Hinweis: "Well, actually we planned to offer the rock to a museum." Z. 27

- **Does this remind you of anything?** It reminds me of the last time I ate a hamburger. It was huge, and I made a big mess eating it!
- **My feelings when I see this picture:** It's a pity he's in such a hurry. The man should be more relaxed and take his time for lunch.

Food: Picture 2

- **What is in the picture?** There are two boys and a girl in a kitchen. They are wearing aprons and looking at a cook book on the table. There are also several ingredients such as tomatoes and flour in bowls on the table.
- **What is the situation?** The girl and the boys, who are probably siblings, would like to cook something and are studying the recipe.
- **First impression:** They seem to be very concentrated and organised.
- **Emotions:** They seem to be very determined to cook a great meal.
- **What happened before?** They put the ingredients they need in bowls and on a wooden board. They also put a cheese grater on the table.
- **What will happen next?** They will start to prepare the meal. It won't be easy but together they will manage, and they will be proud of their meal.
- **Does this remind you of anything?** It reminds me of the first meal I made myself. It wasn't too bad even if it was a bit burnt.
- **My feelings when I see this picture:** It's great that children learn to cook and prepare a healthy and delicious meal.

Compare the pictures

- **Differences:** The man in the first picture is eating alone, having unhealthy fast food. The children are cooking a healthy, delicious meal together.
- **In common:** The people are eating or are preparing food.
- **Suitable title for both:** "Fast food and slow food"
- **Positive and negative aspects:**
 - Picture 1:* It's OK to eat fast food now and then but not as your normal diet. It's better to know how to prepare your own meals.
 - Picture 2:* The children appear to enjoy cooking together, but, of course, they don't know whether their meal will be a success.

again, the land becomes a desert and the animals have nothing to eat anymore. In China, for example, the deserts are spreading closer to inhabited areas, putting them also under the threat of sandstorms.

Task 3

Ireland

The **population** of the island of Ireland is slightly over 6 million. 4.8 million people live in the Republic of Ireland, of whom 1.7 million live in the greater Dublin area. 1.8 million live in Northern Ireland, which is part of the United Kingdom. Before the Great Famine of the 1840s there were 8 million inhabitants on the island. The capital city of Ireland is Dublin.

Ireland had been a poor country for a long time, but in the 1990s, the Irish **economy** started to grow very fast. Ireland became known as the “Celtic Tiger”. One of the most important reasons for this growth was the attraction of multi-national companies because of low taxes. In 2002, Ireland introduced the Euro, whereas in Northern Ireland the British pound is in use. Since the beginning of the financial crisis in 2008, economic growth in Ireland has declined considerably and Ireland needed financial help from the EU.

Geography and climate: Ireland is surrounded by the Atlantic Ocean in the west and the Irish Sea in the east. It has a mild climate because of the gulf-stream, which flows along the south of the country. The island is divided into four provinces (Connacht, Leinster, Munster and Ulster) and into 32 counties. Six counties are in Northern Ireland. The highest mountain is Carrauntoohil in County Kerry, and the River Shannon is the longest river.

History: The Republic of Ireland was founded in 1922. Northern Ireland was made a part of the United Kingdom in 1920. From the early 1970s to the late 1990s the Catholics and Protestants in Northern Ireland fought each other. In 1998, after an IRA ceasefire and peace talks, the Belfast Agreement was accepted by all parties. This agreement tried to give back self-government to Northern Ireland on the basis of power sharing between Protestants and Catholics.

Literature: Ireland is only a small country, but it is home to a lot of famous writers, for example Jonathan Swift, the author of *Gulliver's Travels*. George Bernard Shaw, William Butler Yeats, Samuel Beckett and Seamus Heaney got the Nobel Prize for literature. James Joyce is another great writer of the 20th century. His novel *Ulysses* is one of the most important works of modern literature.

Music, dance and film: The famous Irish show Riverdance mixes traditional Irish dance with modern music. The bands Snow Patrol and U2, for example, are also world famous. Glen Hansard of The Frames even won the Oscar for Best Song in 2008. Irish musicians and activists like Bono and Bob Geldof also fight for the poor people in the world. Famous Hollywood stars from Ireland are, for example, Colin Farrell, Pierce Brosnan and Saoirse Ronan.

M10-Prüfung an Mittelschulen in Bayern 2019
Englisch

A Listening Comprehension

20 P.

*There are three parts to the test. You'll hear each part twice.
At the end of each part you'll have some time to complete the tasks.*

Part 1

Task 1

6 P.

Ben Gladstone, an exchange student from abroad, is staying in Tywyn, a little town in Wales. He and his friend Llew are talking about a special Welsh event called "Race the Train".

Listen to the conversation. While listening, tick (✓) the correct answer. There is an example (0) at the beginning.

0. *The Race the Train steam engine is ...*

- ☐ 9 years old.
- ☐ 19 years old.
- ☒ 90 years old.
- ☐ 99 years old.

1. *Nowadays the railway transports ...*

- ☐ wood.
- ☐ slate.
- ☐ people.
- ☐ sheep.

2. *On the way up the valley the athletes have to ...*

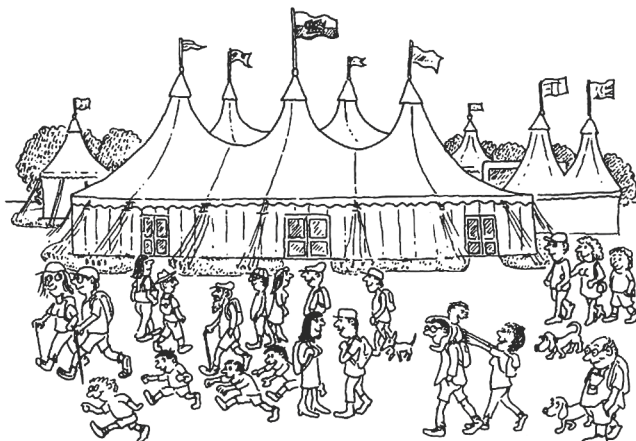
- ☐ stop at each train station.
- ☐ register at the stations.
- ☐ run near the train track.
- ☐ stay on the old train track.

3. *The second half of the course is ...*

- ☐ easier.
- ☐ harder.
- ☐ shorter.
- ☐ longer.

The stone circle remains standing after the festival to honour the town where the event took place. As a lot of space is needed not only for the festival ground itself but also for car parking
40 and camp sites, the Eisteddfod is rarely held in a city or town.

The real eye-catcher, though, is the large pink pavilion which is home to all the important competitions. This is where, at the end of the week, the country's best
45 musicians and poets are announced. There is also a literature tent and a very popular live-music tent where modern Welsh rock groups perform. The learners' tent is for teachers and students of the Welsh lan-
50 guage. All around the pavilion there is a whole world of activity. It is called *maes yr Eisteddfod*, the Eisteddfod field.



Here one can meet old friends, listen to music, or simply experience the wealth of the country's culture. There are hundreds of stands that sell Welsh books, music, arts, crafts and goods made
55 of Welsh coal, slate or wool. Of course you can also buy food and drink of all kinds.

A mix of old and new, the traditional and the modern, the Eisteddfod is a celebration of Wales, its language and culture. Combining ceremonial and official activities with a dynamic, young-spirited and welcoming festival, it offers something for everyone – whatever their ages and interests.

60 In addition to its cultural importance, the Eisteddfod is also a big financial factor for the host area: many surrounding towns benefit from the festival by offering evening events such as concerts and plays. And the pubs for miles around are usually overflowing because there is no alcohol served on the *maes*. Of course, this is a boost for the local tourist trade because visitors to the Eisteddfod spend up to £2.5 million there.

65 Whether you are interested in Celtic rites, poetry and music or just want to learn more about Welsh culture, the National Eisteddfod is a great place to be.

I. Answer the following questions according to the text on pages 6–7.

Write short answers. There is an example (0) at the beginning.

5 P.

0. What kind of event is the National Eisteddfod?

folk festival

1. How long does the National Eisteddfod last each year?

2. What is a very rare triumph in the history of the festival?

Lösungsvorschläge

A Listening Comprehension

Part 1

Task 1

1. Nowadays the railway transports ...
 - ☐ wood.
 - ☐ slate.
 - ☒ people.
 - ☐ sheep.
2. On the way up the valley the athletes have to ...
 - ☐ stop at each train station.
 - ☐ register at the stations.
 - ☒ run near the train track.
 - ☐ stay on the old train track.
3. The second half of the course is ...
 - ☐ easier.
 - ☒ harder.
 - ☐ shorter.
 - ☐ longer.
4. To beat the train, the athletes have to run ...
 - ☐ 4 miles in 48 min.
 - ☐ 4 miles in less than 1 hr 48 min.
 - ☐ 14 miles in 40 min.
 - ☒ 14 miles in less than 1 hr 48 min.
5. In 1984 the number of participants was ...
 - ☐ 38.
 - ☒ 48.
 - ☐ 58.
 - ☐ 84.
6. *Race the Train* also ...
 - ☐ sponsors young runners.
 - ☐ funds other competitions.
 - ☒ raises money for charity.
 - ☐ collects money for local events.



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