

Gemeinsame Abituraufgabenpools der Länder

Aufgaben für das Fach Englisch

Grundstock von Operatoren

Im Folgenden werden Operatoren erläutert, die in Aufgaben für das Fach Englisch häufig vorkommen. Die genannten Operatoren werden in Prüfungsaufgaben der jeweiligen Erläuterung entsprechend verwendet. Die Verwendung eines Operators, der nicht genannt wird, ist möglich, wenn aufgrund der standardsprachlichen Bedeutung dieses Operators in Verbindung mit der Aufgabenstellung davon auszugehen ist, dass die jeweilige Aufgabe im Sinne der Aufgabenstellung bearbeitet werden kann.

Für den Abituraufgabenpool werden gegenwärtig nur Aufgaben zu den Kompetenzbereichen Schreiben, Sprachmittlung und Hörverstehen entwickelt.

1 Kompetenzbereich Schreiben

Operator	Erläuterung	illustrierende Aufgabenbeispiele
analyze, examine	describe and explain in detail and give evidence from the text, relating the content to relevant aspects of language and form	♦ Examine how Jennifer Senior conveys her attitude towards “cancel culture” and its consequences for authors. Focus on structure and use of language. ♦ Analyze the way the protagonist is characterized. Focus on narrative techniques and use of language. ♦ Analyze how the author’s opinion on social movements is conveyed. Focus on use of language and communicative strategies as well as the function of the photo published with the article.
assess, evaluate	express a well-founded opinion on the relative value, quality or significance of sth., i.e. on the extent to which sth. is effective/true/etc., backing up one’s argumentation with evidence and examples	♦ Assess to what extent the cartoon reflects what Choudhury and his family have experienced in the US. ♦ Taking the cartoon as a starting point, evaluate the effectiveness of measures taken against discrimination in the US. ♦ Taking the quotation as a starting point, assess to what extent educational institutions can help young people realize their potential.

29. Jan. 2025
comment (on)

comment (on)	express a well-founded opinion on sth., backing up one's argumentation with evidence and examples and possibly considering counterarguments	♦ Comment on the writer's admission that his view might be seen as "anti-American" (l. 21). ♦ Comment on the message of the cartoon with respect to what makes good journalism in the 21st century.
compare	explain similarities and differences and give evidence from the text, relating the content to relevant aspects of language and form	♦ Compare how the issue of racism is presented in the two articles. Focus on communicative strategies and the use of language.
describe	give a detailed account of what sb./sth. is like	♦ Describe the old woman and her behavior.
discuss	express a well-founded opinion on sth., considering arguments for both sides of an issue, backing up one's argumentation with evidence and examples	♦ "[S]he would be the first one to join up [...] and work for the cause, bleed for the cause, make the cause the central purpose of her life." (Paul Auster, 4 3 2 1, ll. 57-60) Using Amy's plea as a starting point, discuss the idea of devoting one's life to a cause. ♦ The author talks of "the influencer game" (l. 41). Taking the article as a starting point, discuss whether the influencer phenomenon is really a "game".
explain	make sth. clear by referring to the text and its context to clarify how or why sth. is as it is	♦ Explain the protagonist's reservations about the concept of the American Dream. ♦ Explain how the statistics complement the author's point of view.
outline, summarize, sum up	give a concise account of the main points or ideas of a text, issue or topic as specified by the task	♦ Outline the information on the life of African Americans in the 1960s as presented in the text. ♦ Summarize the information on the narrator's husband. ♦ Sum up Bono's view on the European Union and his vision for its future.
point out	present the main aspects of sth. briefly	♦ Point out the effects of climate change on low-lying countries and the measures taken to deal with the situation.
write (+ text type) ¹	produce a text with characteristic features	♦ Write a letter to the editor, commenting on the author's view on technology and his vision of the future. ♦ "For me, education was power." (Michelle Obama) Former First Lady Michelle Obama is African American, a successful lawyer and the first academic in her family. Write a blog entry for the website of the international youth project <i>Knowledge – Voice – Action</i>, in which you assess to what extent Michelle Obama's claim holds true for

¹ Außer dem Operator „write“ und der zu erstellenden Textsorte präzisiert ein weiterer Operator die Anforderungen an den zu verfassenden Text.

minorities and the socially disadvantaged.

2 Kompetenzbereich Sprachmittlung

Operator	Erläuterung	illustrierende Aufgabenbeispiele
outline, present, summarize, sum up	give a concise account of the main points or ideas of a text as specified by the task, clarifying culture-related aspects if necessary	♦ Write an article for the project website, outlining the development and the goals of "Jugend forscht". ♦ Write an email to your friend in which you present the Muldestausee youth council and its accomplishments. ♦ For their blog, write an entry summing up the information on Danny Beuerbach and his initiatives.
write (+ text type) ²	produce a text with characteristic features, clarifying culture-related aspects if necessary	♦ Your American friend is active in the National Junior Firefighter Program and is interested in how other countries organize firefighting and what challenges they are facing. Write your friend an email in which you present the situation of firefighting in Germany.

3 Kompetenzbereich Hörverstehen

Operator	illustrierende Aufgabenbeispiele
answer	♦ While listening, answer the questions. You need not write complete sentences. Unless otherwise specified, name one aspect.
choose	♦ Choose the heading (A-G) that best summarizes each statement (1-6). For each statement, there is only one correct answer. There is one more heading than you need.
complete, fill in	♦ Complete the sentences below. You need not write complete sentences. ♦ While listening, fill in the missing information. You need not write complete sentences.
match	♦ While listening, match what each person says (1-6) with the headings (A-G). Choose the heading that best summarizes what each person says. For each speaker, there is only one correct answer. There is one more heading than you need.
name	♦ Why do some fish generate an electric field? Name two aspects.
tick	♦ While listening, tick (✓) the correct answer (a, b, or c). There is only one correct answer.

² Außer dem Operator „write“ und der zu erstellenden Textsorte präzisiert ein weiterer Operator die Anforderungen an den zu verfassenden Text.

4 Kompetenzbereich Leseverstehen

Operator	illustrierende Aufgabenbeispiele
complete, fill in	◆ Complete the table below. You need not write complete sentences. ◆ Fill in the missing information. You need not write complete sentences.
decide	◆ Decide whether the statements (1-6) are true or false according to the text and tick (✓) the corresponding box. ◆ Decide which heading best fits each paragraph and put the correct number into the box. There is one more heading than you need.
give evidence	◆ Read the following article on self-driving cars. Decide whether the statements (1-10) are true or false according to the text and tick (✓) the corresponding box. Always give evidence to support your decisions. You need not write complete sentences.
list, name	◆ List the reasons mentioned in the article. You need not write complete sentences. ◆ Name the arguments in favour of the proposal. You need not write complete sentences.
match	◆ Match the comments (1-5) with the headings (A-G). Choose the heading that best summarizes what each comment says. For each comment, there is only one correct answer. There are two more headings than you need.
state	◆ State the main ideas of both reviews in the table below. You need not write complete sentences.
tick	◆ Tick (✓) the correct answer.

5 Kompetenzbereich Sprechen

Operator	Erläuterung	illustrierende Aufgabenbeispiele
agree on, come to an agreement	come to one opinion or an understanding based on arguments	◆ Come to an agreement on what to be included in your presentation. ◆ Agree on two pictures which could persuade your age group most to do more for the protection of the environment.
analyze, examine	describe, explain and give evidence from the material	◆ For a youth conference on American ideals, visions and traditions, you have been asked to give an oral presentation about the cartoon. Analyze the cartoon. ◆ You are preparing a photo exhibition for an international youth convention on the topic <i>City Environments</i>. Analyze the photographs.
argue	make a case based on appropriate evidence for and/or against some given point of view	◆ In a discussion about the replacement of textbooks by portable computers at school argue for or against this proposal.
assess, evaluate	express a well-founded opinion on the relative value, quality and significance of sb./sth., i.e. arguing about the extent to which sth. is effective/true/etc., backing up one's argumentation	◆ Assess the suitability of the two cartoons to illustrate your topic. ◆ Evaluate the chances for an applicant's personal development described in the job offer at hand.

comment (on)	provide a well-founded opinion on sth., backing up one's argumentation and possibly considering counterarguments	♦ As members of your school's student council you and your partner are expected to organize a panel discussion on the importance of moral issues in today's society. Comment on the following statistics. ♦ The EU has launched a competition entitled <i>Mobility for all</i>. Entries should propose both creative and realistic regional projects. Comment on the material. ♦ Comment on the relevance of the issue covered in the cartoon for (our) society.
compare	explain similarities and differences	♦ Based on the charts, compare the job situation of young people your age in Germany and in the UK. ♦ You are preparing a photo exhibition for an international youth convention on the topic of <i>City Environments</i>. Compare the aspects of city life shown in the photos.
describe	give a detailed account of what sth./sb. is like	♦ You and your partner are participating in an international youth convention on environmental challenges. You are looking for photographs to illustrate your presentation. Describe the pictures to your partner.
discuss	give/exchange arguments or reasons for and against a particular view or idea, backing up one's argumentation and drawing a well-founded conclusion (together)	♦ You and your partner are participating in a youth convention about robotics. Together with your partner, discuss the benefits and challenges of further scientific innovations. ♦ Together with your partner, discuss whether options such as community service, gap years, or military service should be mandatory for young people. ♦ Discuss the problems shown in the photos and possible solutions.
explain	make sth. clear by referring to examples and its wider context if necessary	♦ Explain the following quotation about travelling. ♦ Explain possible reasons behind the statistics and the impact on both the individual and society.
make suggestions	propose initiatives, measures, etc. and explain why they need to be taken	♦ Make suggestions on how discrimination against marginalized groups can be fought. Rank them according to effectiveness.
relate (to)	show the relationship between materials, concepts, etc. by explaining whether/how two or more texts oppose, complement or contradict each other	♦ Relate the two cartoons to each other.