Grundtvig-Kolleg

**Kompetenzcheck**

**im Fach**

**Englisch**

**der Abendrealschule**

Aufgabenheft

Sehr geehrte Studierende,

der Englischunterricht im Zweiten Bildungsweg stellt Sie vor große Herausforderungen. Es gilt, an vielfältige Lernerfahrungen anzuknüpfen und auf der Grundlage der unterschiedlichen individuellen Leistungsprofile eine Lernumgebung zu schaffen, die Raum zur Wiederholung, Weiterentwicklung und Vertiefung Ihrer Kompetenzen bietet. Voraussetzung dafür ist, einen Einblick in Ihre persönlichen Stärken und Schwächen zu erlangen, so dass im Unterricht möglichst gezielt auf Ihr persönliches Leistungs- und unterrichtliches Erfahrungsprofil eingegangen werden kann und Sie beim Erlernen der englischen Sprache entsprechende Unterstützungsmaßnahmen erfahren können.

Die vorliegenden Aufgaben bieten Ihnen und Ihrer/m Lehrer/in die Möglichkeit, Ihr individuelles Leistungsprofil festzustellen. In diesem Sinne orientieren sich die Aufgaben an den Kompetenzerwartungen des Kernlehrplanes für die Abendrealschule Englisch und weisen ein Spektrum unterschiedlicher Anforderungsniveaus, die durch das Schlüsselsymbol (🗝) gekennzeichnet sind, auf. Die Feststellung Ihres individuellen Leistungsprofils ist ein diagnostisches Instrument für Ihre/n Englischlehrer/in sowie für Sie selbst. Daher werden Ihre Leistungen in diesem Zusammenhang auch nicht benotet.

Es gibt mehrere Aufgabenabschnitte: Hören, Lesen, Wortschatz, Schreiben und Sprechen. Am Anfang eines jeden Aufgabenabschnittes finden Sie die einfacheren Aufgaben (🗝), dann folgen die mittelschweren Aufgaben (🗝🗝) und schließlich die schwierigen Aufgaben (🗝🗝🗝).

Um aussagekräftige Rückschlüsse auf Ihr individuelles Leistungsprofil tätigen zu können, ist es erforderlich, dass Sie die Aufgaben so gut wie möglich und so vollständig wie möglich lösen. Dazu steht Ihnen ein Zeitraum von zwei Wochen zur Verfügung. Sie müssen nicht alle Aufgaben sofort bearbeiten, sondern Sie können sich die Bearbeitung dieser frei einteilen. Für die Bearbeitung der Aufgabenabschnitte Sprechen wird Zeit im Unterricht bereitgestellt.

Vielen Dank für Ihre Mithilfe!

Und vor allem „viel Erfolg bei der Bearbeitung der Aufgaben“!

Die Fachschaft Englisch des Grundtvigs-Kollegs

Inhaltsverzeichnis

[Kompetenzcheck Hörverstehen 4](#_Toc361913539)

[In a shopping centre 5](#_Toc361913540)

[Streaming 6](#_Toc361913541)

[The Great Fire of London 7](#_Toc361913542)

[Oliver Twist 9](#_Toc361913543)

[Kompetenzcheck Leseverstehen 11](#_Toc361913544)

[An evening out 12](#_Toc361913545)

[Jumbled e-mail 14](#_Toc361913546)

[Holi 15](#_Toc361913547)

[Kompetenzcheck Wortschatz 18](#_Toc361913548)

[Shopping 19](#_Toc361913549)

[Looking for a job… 20](#_Toc361913550)

[A colourful world! 21](#_Toc361913551)

[This person is … 22](#_Toc361913552)

[Kompetenzcheck Schreiben 24](#_Toc361913553)

[Eating out 25](#_Toc361913554)

[Your school homepage 26](#_Toc361913555)

[Comment on a statement 27](#_Toc361913556)

[The knitted boyfriend 28](#_Toc361913557)

[Applying for a job 29](#_Toc361913558)

[Kompetenzcheck Sprechen 30](#_Toc361913559)

[Least liked 31](#_Toc361913560)

[Giving and asking for help 32](#_Toc361913561)

[Playing video and computer games 33](#_Toc361913562)

[The world is going down the toilet 34](#_Toc361913563)

[End of term party 35](#_Toc361913564)

[Free education for everyone 36](#_Toc361913565)

🎧

# Kompetenzcheck Hörverstehen

|  |  |  |  |
| --- | --- | --- | --- |
| 🎧 | In a shopping centre | | 🗝 |
| Spezifische Details verstehen | | Öffentliche Durchsagen | |

*Sales! Sales! Sales! A shopping centre welcomes customers with announcements on special offers.*

* Read the tasks.
* For tasks 1, 2, 7, 8 and 9 decide if the statement is true or false.
* For tasks 3, 4, 5, 6, 11 and 12 fill in the missing information.
* At the end, you will hear the announcements again.
* Now read the announcements. You have 60 seconds to this.

**A**

|  |  |  |
| --- | --- | --- |
|  | **true** | **false** |
| 1. The toy shop has cut prices on all new computer games. | ⬜ | ⬜ |
| 2. The toy shop special offer is for the whole week. | ⬜ | ⬜ |

**B**

3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_offers a wide range of brands.

4. You can get anything: from t-shirts to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Customers can benefit from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on special products.

**C**

6. Need refreshment? Benefit from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bargain at Casey’s snack bar.

|  |  |  |
| --- | --- | --- |
|  | **true** | **false** |
| 7. “Top Ten” superstore cuts down prices on some CDs. | ⬜ | ⬜ |
| 8. CDs and DVDs are on special offer only today. | ⬜ | ⬜ |
| 9. You can get every third DVD for free. | ⬜ | ⬜ |

**D**

11. Buy two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ products at Boom’s Body shop and get a shower gel for free.

12. The special offer is only valid for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bottles.

|  |  |  |  |
| --- | --- | --- | --- |
| 🎧 | Streaming | | 🗝🗝 |
| Fakten und Details verstehen | | *podcast* | |

*You are going to hear a podcast on “streaming”.*

* Read the tasks.
* Listen to the podcast[[1]](#footnote-1).
* For tasks 1 and 5, tick the correct box. There is only one correct answer.
* For tasks 2, 3 and 4, fill in the missing information.
* At the end, you will hear the podcast again.
* Now read the tasks. You have 30 seconds to this.

1. Rob buys his music …

a) ⬜ as MP3.

b) ⬜ on CD.

c) ⬜ on the Internet.

2. *Streaming* is a way of watching or listening to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ online.

3. *Spotify* is a music streaming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. *Spotify* is going to …

a) ⬜ go out business.

b) ⬜ invest on the stock market.

c) ⬜ spread to reach new customers.

|  |  |  |  |
| --- | --- | --- | --- |
| 🎧 | The Great Fire of London | | 🗝🗝🗝 |
| Fakten, Details und Kernaussagen verstehen | | Radiointerview | |

*You are going to hear an interview about “The Great Fire of London”, which destroyed two thirds of the city.*

* First read the tasks.
* Then listen to the interview.
* For tasks 2, 4,7, 8 and 10 tick the correct box. There is only one correct answer.
* For tasks 1, 3, 5, 6, 9 and 11 fill in the missing information.
* At the end you will hear the interview again.
* Now read the tasks. You have 90 seconds to this.

1. The Great Fire of London started in Pudding Lane in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. At the time of *The Great Fire* …

a) ⬜ streets in London were quite wide.

b) ⬜ London was the largest city in Europe.

c) ⬜ London houses were mostly built of wood.

3. The fire started in the house of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. The exact cause of the fire …

a) ⬜ is not really known.

b) ⬜ was immediately discovered.

c) ⬜ was found out only years later.

5. The fire developed very quickly due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that night.

6. The fire was under control and put out after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. The fire mainly ended because …

a) ⬜ the weather changed.

b) ⬜ everything was already in ashes.

c) ⬜ the firemen could set up fire-breaks.

8. The majority of homeless people …

a) ⬜ had to live in the open air.

b) ⬜ eventually moved to other cities.

c) ⬜ set up new homes in the city centre.

9. The city lay in ruins. Houses, churches and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were burned down.

10. After the *Great Fire* …

a) ⬜ London became more beautiful.

b) ⬜ only few improvements could be made.

c) ⬜ the city design was completely modernized.

11. Today’s street pattern of London still shows traces of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 🎧 | Oliver Twist | | 🗝🗝🗝 |
| Details verstehen, Rückschlüsse ziehen | | Hörspiel | |

*The famous writer Charles Dickens invented the story of Oliver Twist in the early 19th century. You can enjoy Oliver’s story through films, comics and audio books. Here you are going to hear an extract from a BBC radioplay.*

* Read the tasks.
* Listen to the radioplay[[2]](#footnote-2).
* For tasks 1, 3, 5, 8 and 9 tick the correct box. There is only one correct answer.
* For tasks 2, 4, 6, 7 and 10 fill in the missing information.
* You will hear the radio play again.
* Now read the tasks. You have 90 seconds to do this.

1. When Oliver was born …

a) ⬜ he nearly died.

b) ⬜ the doctor was drunk.

c) ⬜ the baby had no name yet.

2. Kissing her new-born baby, Oliver’s mother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Oliver’s mother …

a) ⬜ lived in the City of London.

b) ⬜ was married to a poor artist.

c) ⬜ was a stranger nobody knew.

4. The narrator tells with sadness that nobody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Oliver’s fate as an orphan.

5. After his birth, Oliver …

a) ⬜ lived together with an old lady.

b) ⬜ grew up with many other orphans.

c) ⬜ was lucky to have enough to eat and drink.

6. Although often left alone and freezing from cold, Oliver had a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. One day, Oliver had to stay in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he had loudly protested.

8. One day Mr. Bumble, a visitor, is …

a) ⬜ tricked by Mrs. Mann’s behaviour.

b) ⬜ shocked because Mrs. Mann drinks.

c) ⬜ impressed by Mrs. Mann’s motherly care.

9. Oliver got his name …

a) ⬜ due to an alphabetical order.

b) ⬜ because of Mrs. Mann’s idea.

c) ⬜ according to a literary character.

10. Mr. Bumble wants to take Oliver away because he is too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the workhouse.

**📚**

# Kompetenzcheck Leseverstehen

|  |  |  |  |
| --- | --- | --- | --- |
| **📚** | An evening out | | 🗝 |
| Spezifische Details verstehen | | Diskontinuierlicher Text | |

*You are spending a night out in London and you see the following advertisement.*

1. Read the advertisement.

2. Read the tasks.

3. Choose the right answer. There is only one correct answer. Or complete the sentences with the missing information.

On Saturday Evening, May 28th, will be produced a New an Original ROMANTIC MUSICAL DRAMA in Three Acts, entitled

**THE BEAUTY STONE**

**By Arthur W. Pinero, J. Comyns CArr and Arthur Sullivan**

Produced under the personal direction of the authors and composer.

The whole of the scenery is designed and painted by Mr. W. Telhin.

On this occasion the opera will be conducted by the composer.

There will be an interval of about 12 minutes between Acts I and II, and Acts II and III. At the end of the 1st scene of Act II, the tableaux curtains will be dropped for a few moments.

NO FEES OF ANY KIND.

Programmes are provided and free of charge.

Note that the best tickets are sold at £2 and have to be booked in advance. No tickets available at the box-office.

**SAVOY RESTAURANT**

The opera supper is served in the restaurant.

The Savoy café is open to the public on Monday and Tuesday evenings.

1. **The advertisement is for people who like …**

a) ⬜ comical plays.

b) ⬜ tragedies.

c) ⬜ operas.

2. **That night, the composer team will be present.**

This statement is ⬜ right ⬜ wrong

because the text says:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Mr. Telhin is part of the composers’ team.**

This statement is ⬜ right ⬜ wrong

because the text says:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How many pauses are there between the acts?

a) ⬜ one

b) ⬜ two

c) ⬜ none

5. **Programmes for this night’s show …**

a) ⬜ can be bought at the box office.

b) ⬜ are handed out with the tickets.

c) ⬜ are offered for free.

6. **The Savoy café is exclusively open to visitors of the theatre.**

This statement is ⬜ right ⬜ wrong

because the text says:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **📚** | Jumbled e-mail | | 🗝🗝 |
| Kernaussagen verstehen | | Text der privaten Kommunikation | |

*Two emails have been mixed up.*

*Find the right order of each email and note the corresponding letters into the table below.*

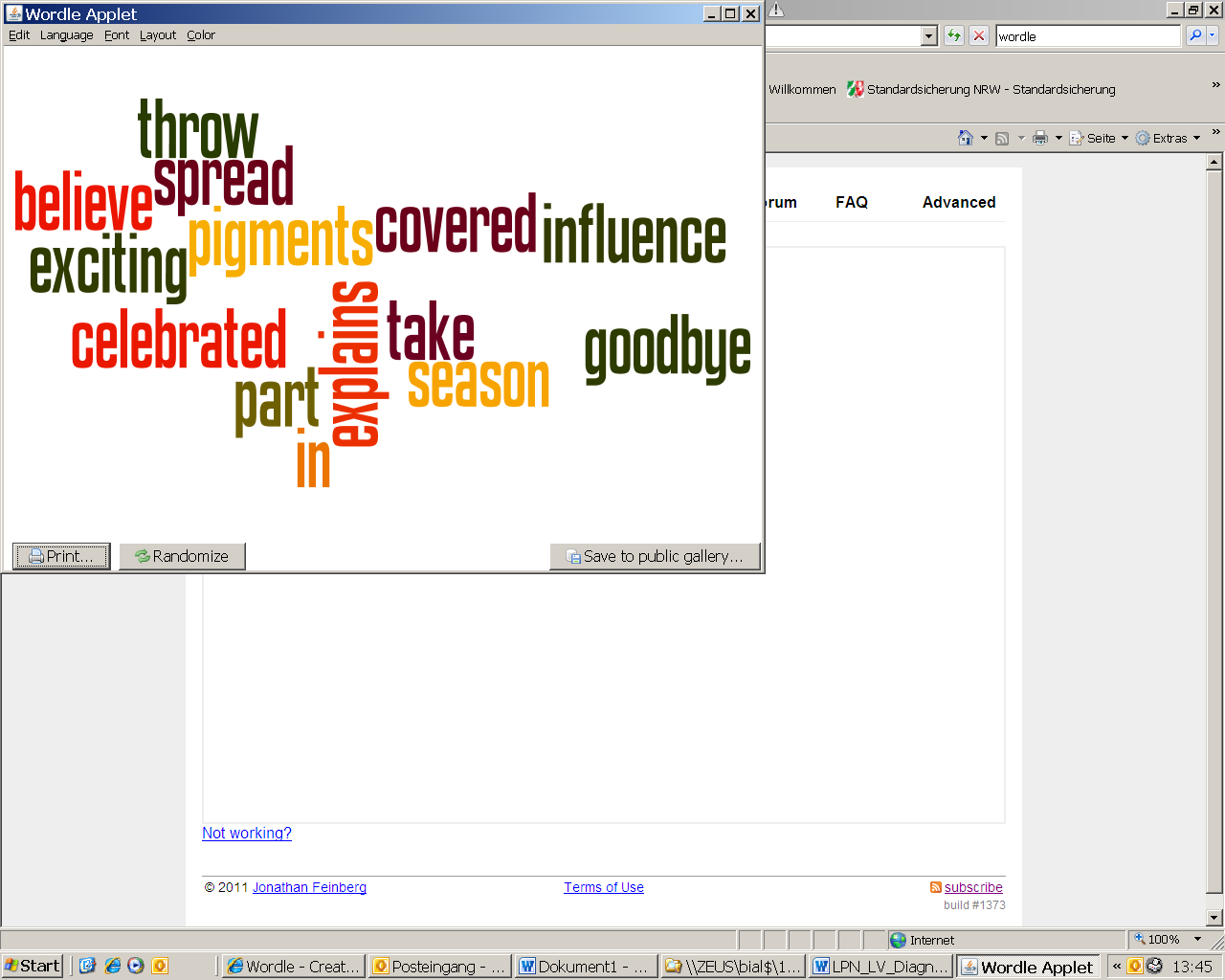
|  |  |
| --- | --- |
| **A** | I would like to come to the party. Chris is fine with that. The problem only is that I don’t have a sleeping bag. |
| **B** | You can stay at my place. |
| **C** | See you on Friday, Jared. |
| **D** | It’s my birthday in 3 days. I’m taking the clique to the bowling centre. And how about continuing the party at my place afterwards? |
| **E** | Is that a problem? Can I still come? |
| **F** | Hi Steve,  have any plans for Friday evening? |
| **G** | Great idea. I’m all for it!!! Thanks! |
| **H** | Hi there Jared, |
| **I** | Hope to see you on Friday then. And don’t forget your sneakers and sleeping bag ;-)! |
| **J** | Cheers, Steve |

|  |  |  |
| --- | --- | --- |
|  | **e-mail 1** | **e-mail 2** |
| **1** | **F** |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  | **E** |
| **5** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **📚** | Holi**[[3]](#footnote-3)** | | 🗝🗝 |
| Details aus dem Kontext erschließen | | Text der öffentlichen Kommunikation | |

*The following text is about an Indian festival that becomes more and more popular in English speaking countries.*

Carefully read the text. Some words have been deleted. Complete the text with the missing words from the word cloud below.



Holi is a religious spring festival ………………………………….. by Hindus, as a festival of colours. Every year, thousands of Hindus ………………………………….. the festival Holi. The festival has many purposes. First and foremost, it celebrates the beginning of the new ………………………………….., spring. Originally, it was a festival that commemorated good harvests and the fertile land. Hindus ………………………………….. it is a time of enjoying spring's abundant colors and saying ………………………………….. to winter. It also has a religious purpose, commemorating events present in Hindu mythology. Although it is the least religious holiday, it is probably one of the most ………………………………….. ones in existence. During this event, participants hold a bonfire, ………………………………….. colored powder at each other, and celebrate wildly.

Color in Motion and Color Me Rad 5k color runs and are starting to ………………………………….. over the United States. They combine the bright colors of Holi with the intensity of a 5k race. Runners show up wearing white running outfits and every kilometer they run they are ………………………………….. in a different color.

In the music video for their song "The Catalyst", American rock band Linkin Park incorporated scenes of band members throwing powdered color at one another. The videos director, band turntablist Joe Hahn, identifies Holi as a direct ………………………………….. on the visual style of the video. Hahn states that "The irony of making the video was that the inspiration for the colors came from the Color Festival in India called Holi." Mr Hahn further ………………………………….. the religious significance of the colors, "People collect these ………………………………….. throughout the year to release them in this festival as a celebration of life and tribute to Vishnu."

|  |  |  |  |
| --- | --- | --- | --- |
| **📚** | **Snow[[4]](#footnote-4)** | | 🗝🗝🗝 |
| Zusammenhänge und Details verstehen, Details aus dem Kontext erschließen | | Einen literarischen Text verstehen | |

*The short story you are about to read is about a young girl’s school experience at a time of war.*

1. Read the short story *Snow* by Julia Alvarez.

2. Then read the tasks.

2. For items 1, 3 and 5, decide if the statements are correct **or** wrong.

a) If the statement is correct, give proof of where to find the answer in the text. You can copy the sentence(s) from the text.

b) If the statement is wrong, correct the statement and give proof of where you found this information in the text. You can copy the sentence(s) from the text.

3. For items 2, 4, 6 and 7, fill in the missing information.

1. Yolanda was taught by nuns.

|  |  |  |
| --- | --- | --- |
| **correct** | **wrong** | **Proof (Give lines to prove the statement.)** |
| ⬜ | ⬜ |  |
| Correction:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

2. Yolanda gets a special treatment, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Proof (Give lines to prove the statement.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3. Yolanda and the class were taught about the peace movement.

|  |  |  |
| --- | --- | --- |
| **correct** | **wrong** | **Proof (Give lines to prove the statement.)** |
| ⬜ | ⬜ |  |
| Correction:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

4. School life is affected by war in many different ways. How. Give an example.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proof (Give lines to prove the statement.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5. Sister Zoe explains nuclear weapons technically.

|  |  |  |
| --- | --- | --- |
| **correct** | **wrong** | **Proof (Give lines to prove the statement.)** |
| ⬜ | ⬜ |  |
| Correction:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

6. Yolanda thinks that snow is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Proof (Give lines to prove the statement.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

7. Yolanda’s first impression of snow is negative, but Sister Zoe explains that \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Proof (Give lines to prove the statement.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**♒**

# Kompetenzcheck Wortschatz

|  |  |  |
| --- | --- | --- |
| **♒** | Shopping | 🗝 |
| Themenwortschatz: Einkaufen | | |

*If you spend some time in an English speaking country, it’s good to have a good knowledge of words used in the context of shopping. The following task focuses entirely on expressions used in that context.*

*1. Find the right expressions for the definitions.*

1. You can write the things you want to buy down on a … \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. You take one when you enter a shop to carry your goods:  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Black and white stripes on a product:  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A practical thing in which you keep your money:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Person who serves customers in a shop:  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. You can buy something with it when you do not have any cash:  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A piece of paper which tells you how much something costs:  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. This is where you pay your shopping: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. You get one when you have paid:   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Find another word with the same meaning.

1. reduction   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. the person who has a shop:   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. paper money   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Find a word with the opposite meaning.

1. to buy  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. to order

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. expensive

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **♒** | Looking for a job… | 🗝 |
| Themenwortschatz: Berufsorientierung | | |

*The following text gives people some useful tips on what to do or remember when looking for a job.*

* Read the text (sentences 1- 8).
* For sentences 1,2, 4, 6 and 7 tick the box of the correct word. There is only one correct solution for each sentence.
* For sentences 3, 5 and 8 fill in the missing information.

1. If you want to decide on a job, you can go to the …   
a) ⬜ job centre. b) ⬜ work office.

c) ⬜ bureau of labour. d) ⬜ work force department.

2. The counsellor gives you advice on the jobs. If you want take care of sick people in a hospital, for example, you could become

a) ⬜ a host. b) ⬜ a nurse.

c) ⬜ an educator. d) ⬜ a researcher.

3. If you enjoy repairing technical gadgets, perhaps becoming a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

could be the right thing for you.

4. Or you prefer to work in an office? Then becoming …

a) ⬜ a clerk b) ⬜ a hairdresser

c) ⬜ a tourist guide d) ⬜ a dental assistant

is an option.

5. After having decided on a job you should read the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of your local newspapers and search the internet.

1. When you have found an interesting offer you need to write …

a) ⬜ an application form. b) ⬜ a letter of application.

c) ⬜ an application procedure. d) ⬜ an application candidature.

7. Don't forget to include a …

a) ⬜ CV. b) ⬜ life cycle.

c) ⬜ life story. d) ⬜ course of life.

8. When you are invited to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ make sure to wear smart clothes and to arrive on time.

Good luck!

|  |  |  |
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| **♒** | A colourful world! | 🗝🗝 |
| Themenwortschatz: Einwanderung, kulturelle Vielfalt | | |

*We live in a colourful world! The following people talk about how immigration concerns them and their lives.*

1. Read the statements and fill in the missing words.

2. Unfortunately, immigrants sometimes suffer from

\_ \_ \_ \_ \_ \_ M\_ \_ \_ \_ I \_ \_ but more and more people speak up against this every day and show that such behaviour is wrong!

1. The streets in my neighbourhood have taken on a new \_ D \_ \_ \_ \_ \_ Y because people from different countries have moved there and with them lots of traces of their cultural

\_ \_ C \_ \_ \_ O \_ \_ D.

6. Especially older immigrants find it hard to deal with the cultural \_ I \_ \_ E \_ \_ \_ \_ \_ \_ of their new home country!° This is why they prefer building their own cultural

\_ \_ \_ \_ U \_ \_ \_ Y . This way, they do not need to – or want to – have contact with the people of this country.

3. Things have changed a lot for me. I am living in a place which is my home although it is not. Sometimes I feel like a S \_ \_ \_ \_ G \_ \_ in my new home country.

5. There are some parts in the UK - like everywhere in the world - where the

\_ \_ J \_ R \_ \_ \_ of townspeople come from another country

\_ U \_ \_ \_ \_ \_the UK.

4. Some immigrants have found their place in their new home country. They are well

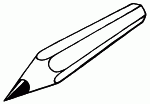
\_ \_ T \_ \_ \_ \_T \_ \_ into society. Others however, find it very hard to \_ \_ \_ P \_ to the new way of life and environment.

|  |  |  |
| --- | --- | --- |
| **♒** | This person is … | 🗝🗝🗝 |
| Themenwortschatz: Charakterisierung | | |

*People like to talk or write about other people. This task focusses on words used to characterize people.*

*Look at the words and find out what they have in common.*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| 1. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | 2. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
|  |  |  |  |
| 3. | This person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | 4. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
|  |  |  |  |
| 5. | This person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | 6. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
|  |  |  |  |
| 7. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | 8. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
|  |  |  |  |
| 9. | This person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | 10. | This person  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |



# Kompetenzcheck Schreiben

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| --- | --- | --- | --- |
| Stift | Eating out | | 🗝 |
| Anwendungsorientiertes Schreiben | | Die eigene Meinung äußern | |

You visited a friend in London and he took you to a new restaurant, which had just opened the night before. As you (didn’t) like the restaurant, you want to post a recommendation[[5]](#footnote-5) online over *Qype*.

Include the following aspects in your recommendation:

1. type of restaurant
2. type of food / drinks
3. who is in the restaurant
4. service
5. pricing
6. three reasons why you would (not) like to go again

|  |  |  |  |
| --- | --- | --- | --- |
| Stift | Your school homepage | | 🗝🗝 |
| Anwendungsorientierte Text verfassen | | Informative Texte verfassen | |

You are back from a semester abroad. Your German school has just created a homepage for your school. The school asks you to design a section for foreign students in English. This section should include the following important facts:

* Name of school and (deputy) headmaster
* Where?
* When? school times/ shifts/ terms
* For whom? What is necessary to be accepted at your school?
* What kinds of exams are possible? How long does it take to graduate?
* Subjects
* Extracurricular activities
* Counseling hours/ teachers

Write a text for this section. Include headings and subheadings. Make sure foreign students can understand how your school works!

|  |  |  |  |
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| Stift | Comment on a statement | | 🗝  🗝🗝  🗝🗝 🗝 |
| Anwendungsorientiertes Schreiben | | Die eigene Meinung äußern | |

You are working abroad for an English magazine. You joined the editor’s magazine team. The magazine always has a comment section, where people are asked to give their opinions on up-to-date topics.

1. Comment on the statement.
2. Decide which version (easy/ medium/ advanced) of the comment you can do.

**Statement:**

“Smart phones are a waste of time – they isolate people and are not smart at all.”

🗝 **Easy version:** *Write in full sentences!*

Find arguments – 2 for each side – and rank them. Finally, write your own opinion.

🗝🗝 **Medium version:**

Write a support-or-criticism only comment using three arguments to support your opinion. Use a minimum of 100 words. Make use of the word/ phrases bank!

🗝🗝🗝**Advanced version:**

Point out your different perspective as a German including your experience in your German school.

Use the **hourglass-structure** and include **three arguments for each side**. (minimum of 150 words)

|  |  |  |  |
| --- | --- | --- | --- |
| Stift | The knitted boyfriend | | 🗝🗝🗝 |
| Kreatives Schreiben | | Einen kreativen Texte nach bestimmten Vorgaben verfassen | |

1. Watch the video about a knitted boyfriend (<http://vimeo.com/39497405>).

2. The knitted boyfriend and his girlfriend are going on a short break to London, England. Write a fictional text about the knitted boyfriend and his girlfriend going on this holiday. Write at least 200 words.

Include the following points into your story:

- How do they get to London?

- How does the couple get through customs?

- How do other people react to the knitted boyfriend?

- What do they do in London? What do they see?

|  |  |  |  |
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| Stift | Applying for a job | | 🗝🗝🗝 |
| Anwendungsorientierte Texte verfassen | | ein Bewerbungsschreiben verfassen | |

*English is a global language and more and more people want to work abroad. So being able to apply for a job in English can be very important.*

1. Use the following link and choose a job advertisement that you find interesting: [http://www.e4s.co.uk/search/jobdescription/id/772184/css/p/act/p - e4s.co.uk](http://www.e4s.co.uk/search/jobdescription/id/772184/css/p/act/p%20-%20e4s.co.uk) /

2. Follow the instructions below.

Apply for a job of your choice. Include the following information:

* say where you saw the ad
* state your qualifications
* give details of experience
* mention further qualifications and documentation (CV, references)

You really want the job, so make sure you make your application interesting!

**🗣**

# Kompetenzcheck Sprechen

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| **🗣** | Least liked | | 🗝 |
| Zusammenhängendes Sprechen | | Über Abneigungen sprechen  Abneigungen begründen | |

*Everybody knows Top Ten lists of popular music or films. But what are the things people like least? Create your own personalized list of things you really hate.*

* Work with a partner.
* Have a look at the following ten aspects.
* For each aspect, present what you do not like at all.
* Explain why you hate it.
* You can take your notes in the grid below.

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Your personalized list** | **Your reasons** |
| 1. film |  |  |
| 2. song |  |  |
| 3. actor/actress |  |  |
| 4. meal |  |  |
| 5. outfit |  |  |
| 6. saying |  |  |
| 7. holiday activity / destination |  |  |
| 8. thing about school |  |  |
| 9. English |  |  |
| 10. world |  |  |

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| **🗣** | Giving and asking for help | | 🗝 |
| An Gesprächen teilnehmen | | Auskünfte einholen  Auskünfte erteilen | |

*Being able to communicate in English can be very helpful in many everyday situations. You might have to help a foreign tourist in Germany or you might need to ask for help in English because this is the only language you and the person you ask for help can speak.*

* Work with a partner.
* Choose your role (Partner A or Partner B).
* Ask either for help or give help.

|  |  |
| --- | --- |
| **Partner A** | **Partner B** |
| **Ask your partner for help:**  You need to call the police because someone has broken into your car. | **Help your partner and give directions:**  Tell your partner how to contact the police by telephone. |
| **Help your partner and give directions:**  Explain to your partner how to separate waste in Germany. | **Ask your partner for help:**  You are on holiday in Germany and want to throw away all your household waste. You are confused when you see three different dustbins. |
| **Ask your partner for help:**  You are in a supermarket and want to buy some fresh fruit. But you do not know where to weigh the apples and bananas. | **Help your partner and give directions:**  Explain to your partner what to do when buying fruit in a supermarket where there are no scales in the fruit and vegetable section. |
| **Help your partner and give directions:**  Explain to your partner how to pay for a parking ticket in Germany. | **Ask your partner for help:**  You’ve parked in the wrong place and got a ticket. You do not understand what that means and what to do. |
| **Ask your partner for help:**  It’s the third of October and you need to buy some food for today. The problem is: all supermarkets and shops are closed. You do not know what to do. | **Help your partner and give directions:**  Because it’s the third of October all shops are closed. Explain to your partner why this is so and tell him where to buy food on a bank holiday. |
| **Help your partner and give directions:**  Explain to your partner what to do to get a shopping bag. | **Ask your partner for help:**  You have just bought a lot of things in a store but the salesperson does not give you any shopping bags. You are confused. |

|  |  |  |  |
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| **🗣** | Playing video and computer games | | 🗝🗝 |
| An Gesprächen teilnehmen | | Private Kommunikation  Problematisieren  Ratschläge erteilen | |

*Playing video and computer games often is a popular free-time activity. Spending too much time in these fantasy worlds can have negative consequences.*

You are going to talk about to friend about this problem.

* Choose your role.
* Partner A: Prepare your arguments and think about how to start the conversation. You want to convince your friend to spend less time playing video games. Only take notes.
* Partner B: Think about arguments your friend might have and prepare your answers. Think about how to present your point of view. Only take notes.
* On your own: Practice presenting your position.
* Work with your partner and do the roles.

Do the conversation a second time. This time change roles and follow the same procedure.

**Role Cards**

|  |  |
| --- | --- |
| **Partner A** | **Partner B** |
| You have a friend, you do not see very often as he is playing video games a lot.   * You want to see your friend more often. * You think your friend is addicted to video and computer games. Explain why. * Convince your friend to do something against the “addiction”.   You start the discussion. | You have a friend who thinks you are addicted to computer and video games.   * You do not understand why he/she thinks so. * You give reasons why it is important for you to play these games. * You give reasons why you are not addicted.   Your partner starts the discussion. |

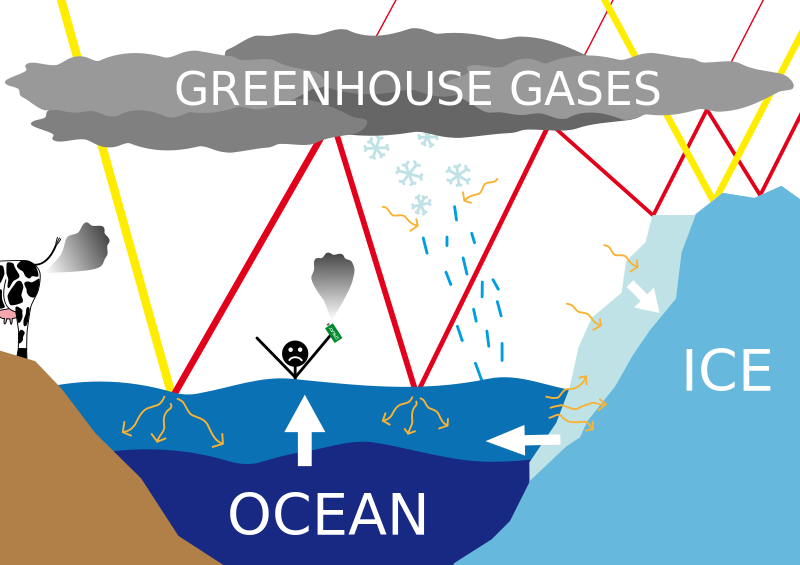
|  |  |  |  |
| --- | --- | --- | --- |
| **🗣** | The world is going down the toilet**[[6]](#footnote-6)** | | 🗝🗝🗝 |
| Zusammenhängendes Sprechen | | Einen informierenden Kurzvortrag halten | |

*Talk, talk, talk! Everybody is against climate change, but nobody really does anything to stop the world from „going down the toilet“.*

You are going to give a 2 -minutes-speech at the youth conference “Save our planet”. Talk about the following aspects:

* give one example of things that go wrong on planet earth (e.g. pollution, climate change, animals dying out)
* give at least 3 examples of things that people do wrong in everyday life
* give at least 3 examples of things people should do to “save our planet”

You can use the graphic below. Make sure, you sound convincing!

[](http://upload.wikimedia.org/wikipedia/commons/d/d6/Sea-level-rise_scheme.s)

|  |  |  |  |
| --- | --- | --- | --- |
| **🗣** | End of term party | | 🗝🗝🗝 |
| An Gesprächen teilnehmen | | Etwas aushandeln | |

*A group of English students has just spent two weeks at your school. You and your English partner need to arrange a (British - German style) end of term party together. Half the jobs that need to be done to prepare for the party are written below with the time that it will take. Without telling your partner the exact time needed, persuade your partner to do some of the jobs below and accept doing some of their jobs in return.*

* *Choose your role.*
* *Decide which of the jobs you want your partner to do.*
* *Be persuasive and try to talk your partner into doing these jobs.*



**Partner A**

- Clean up after the party **3 hours**

- Go and buy the food and prepare snacks and finger food. **3 hours**

- Buy paper party hats , etc. **50 minutes**

- Hang up lights, tinsel and other decorations **45 minutes**

- Give a German / English speech at the beginning of the party **10 minutes**

- Buy presents for the teachers **4 hours**

**Partner B**

- Drive or walk people home **60 minutes**

- Make sure everyone leases the school building at the

end of the party. **60 minutes**

- Organise a surprise guest **2 hours**

- Go out and buy beverages, mixers, ice cubes and soft drinks for the party **75 minutes**

- Think up a German/ English speech to the (English and German)

teachers to thank them **2 hours**

- Work as a DJ the entire evening **6 hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **🗣** | Free education for everyone | | 🗝🗝🗝 |
| Zusammenhängendes Sprechen | | Einen Sachverhalt problematisieren, seine Meinung zum Ausdruck bringen und an jemanden appellieren | |

*Everyone has the right to free school education. Unfortunately, this is not the most natural thing in some parts of the world.*

You want to draw attention to this situation and upload a vlog to demand direct action.

In your vlog you should…

* address a certain group of people that should take action to change the situation
* present the general situation and give some specific examples
* express your personal opinion on this situation
* make an urgent call to the group of people of your choice to change the situation.

1. Das Audiodokument kann unter folgendem Link abgerufen werden : <http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2013/04/130418_6_min_streaming_130418_6min_rise_of_streaming_audio_au_bb.mp3>

   Die Aufgaben beziehen sich auf die Tonspur 0-1:40. [↑](#footnote-ref-1)
2. Das Audiodokument kann unter folgendem Link abgerufen werden : <http://www.bbc.co.uk/learning/schoolradio/subjects/english/oliver_twist/episodes/episode_1> Die Aufgaben beziehen sich auf die Episode 1, Tonspur 0:00-5:00. [↑](#footnote-ref-2)
3. **Quelle:** http://en.wikipedia.org/wiki/Holi (06.03.2013) [↑](#footnote-ref-3)
4. Die der Aufgabe zu Grunde liegende Kurzgeschichte von Julia Alvarez kann unter dem folgenden Link abgerufen werden: <http://deltafye.wikispaces.com/file/view/Flash+Fiction.pdf> [↑](#footnote-ref-4)
5. a recommendation : the act of telling sb that sth is good or useful [↑](#footnote-ref-5)
6. **Quelle:** http://commons.wikimedia.org/wiki/File:Sea-level-rise\_scheme.svg (06.03.2013) [↑](#footnote-ref-6)