

Beispiel für eine mündliche Prüfung als Ersatz für eine Klassenarbeit in Klasse 8 (Englisch)

ESTHER DRAMMER – *Humboldt-Gymnasium Solingen*

Zur Konzeption des Tests

- Dieser Test ersetzte die letzte Klassenarbeit.
- Er deckte den Stoff des gesamten Schuljahrs (Cornelsen, English G 2000, Units 3 und 4, Klett, Green Line 1, Units 1-5) ab, d.h. die Vorbereitung auf den Test war sogleich Wiederholung von Themen und Vokabeln, was die Schüler aber als sehr positiv bewerteten
- Die Schüler wurden i.d.R. in Vierergruppen geprüft, die sie selbst bilden konnten.
- Der Test bestand aus drei Prüfungsteilen:
 1. monologisches Sprechen: persönliche Fragen (warm-up)
Die Schüler zogen reihum eine Karte mit einer eher persönlichen Frage (z.B. „What is your favourite film? Give reasons“) und beantworteten sie ca. eine Minute lang.
 2. monologisches Sprechen: Bildbeschreibung + Bezug zur eigenen Welt:
Die Schüler zogen in umgekehrter Reihenfolge eine Aufgabenkarte mit Bildimpuls, beschrieben und kommentierten das Bild bzw. die Bilder
 3. Rollenspiel:
Alle Schüler zogen Karten für ein Rollenspiel, lasen kurz die Anweisungen durch und spielten es vor.
Alle Karten wurden nach jeder Prüfungsrunde wieder in den Aufgabenpool zurückgelegt, so dass keine Themen ausschieden.

Zur Durchführung des Tests

- Für jede Prüfung waren 30 Minuten (pro Vierergruppe) angesetzt, die aber in den seltensten Fällen komplett ausgeschöpft wurden. Die meisten Gruppen waren nach 15-20 Minuten fertig.
- Die Schüler hatten am Prüfungstag normal Unterricht von der 1. - 6. Stunde. Diesen verließen sie für die Prüfung nach einem gesonderten Plan. Dies war mit

den Kollegen besprochen und wurde nicht als störend empfunden, da die Schüler den Unterricht leise verließen bzw. wieder aufsuchten.

- Für die Durchführung des Tests wurde die Lehrkraft für einen Vormittag von Unterrichtsverpflichtungen befreit. Dazu wurde ein Tag mit Springstunden und Unterrichtsausfall (9er-Schüler im Praktikum) gewählt, so dass möglichst wenig Stunden vertreten werden mussten.
- Die Prüfungen wurden mit einem MP3-Player aufgezeichnet, da ein bloßes Ankreuzen der Kriterien im Raster während der Prüfung ohne Möglichkeit des wiederholten Hörens als zu schwer empfunden wurde.

Zur Bewertung der Tests

- Die Tests wurden mit Hilfe des beigegeführten Rasters bewertet.
- Das Raster war recht umfangreich und in viele verschiedene Bereiche unterteilt, ermöglichte damit aber auch eine spezifischere Diagnose der speaking skills.
- Zum Teil war ein mehrfaches Anhören des Mitschnitts erforderlich. Die Aufzeichnung war also sehr sinnvoll.

Zur Vorbereitung des Tests

- Der Test war langfristig angekündigt, die Formate und Bewertungskriterien mit den Schülern besprochen und gründlich erprobt
- Zur Vorbereitung wurde schon bei der normalen Lehrbucharbeit mit den letzten beiden Units verstärkt der Fokus auf Sprechen gelegt (1-minute-talks zu Stichworten und Fragen zu Texten, Bildbeschreibungen, Rollenspiele)
- In den letzten 2-3 Wochen vor dem Test standen den Schülern alle Prüfungsaufgaben zum Üben zur Verfügung. Sie übten mit wechselnden Partnern in „geschützten Räumen“, das heißt ohne Bewertung. Die Lehrperson stand zur Unterstützung und Beratung bereit. Immer wieder wurde dann auch im Plenum geübt. Dabei füllten die zuhörenden Schüler Bewertungsbögen aus. Anschließend wurde über die einzelnen Beiträge gesprochen (was war gut, was könnte man noch verbessern?)
- Durch das aktive Ausprobieren der Prüfungsaufgaben stellten die Schüler schnell eigene Defizite i.B.a. Vokabeln und Strategien fest, denen z.B. mit mind maps zu bestimmten Themenkomplexen oder der Sammlung spezifischer Redemittel bzw.

dem Trainieren bestimmter Strategien (z.B. Umschreiben fehlender Vokabeln, Umgang mit Schwierigkeiten) entgegen gewirkt wurde.

Evaluation

- Die Schüler haben sich sehr intensiv und motiviert auf den Test vorbereitet (insgesamt sicherlich intensiver als auf eine „normale“ Klassenarbeit). Dazu trug auch ein „sanfter Gruppendruck“ bei, denn die Gruppen zogen auch einzelne schwächere Mitglieder mit und übten immer wieder mit ihnen.
- Die Ergebnisse waren fast alle sehr gut bis befriedigend, einige wenige ausreichend, was auf die gute Vorbereitung der Schüler, nicht auf zu niedrige Prüfungsanforderungen zurückzuführen war. Nur ein Schüler hatte eine völlige Sprechblockade, die auch durch Hilfen der Mitschüler („You haven't said anything so far. What is your opinion on ... ?“) oder der Lehrperson („Come on, try again“) nicht aufgehoben werden konnte. Gerade dieser Vorfall zeigt aber, wie wichtig das Trainieren von speaking skills ist, da es sonst erstmals im mündlichen Abitur zu einer solchen Anspannung kommt.
- Die Schüler bewerteten die Vorbereitung durch Üben mit Partnern in geschützten Räumen, das Vorsprechen bzw. Vorspielen und Bewerten im Plenum als sehr hilfreich
- Die Schüler waren vor den Tests aufgeregt, während der Tests aber waren die meisten eher entspannt.

Übungs- und Prüfungsmaterial:

- Das folgende Material wurde zu Zwecken des Trainings und der Prüfung erstellt.
- Es basiert auf den Themen, Geschichten und Charakteren des 4. Bandes zum Lehrwerk kann aber in ähnlicher Form für alle Lehrwerke abgewandelt werden.
- Den Schülern standen bereits vor der Prüfung alle Aufgabenkarten zu Übungszwecken zur Verfügung. Bei der Fülle von Aufgaben war es unwahrscheinlich, dass sie alle tatsächlichen Prüfungsaufgaben vorher geübt und ihre Beiträge auswendig gelernt hatten.
- Das Material war auf farbiges Papier kopiert und laminiert worden.
- Die Schüler zogen während der Prüfung verdeckt Aufgaben aus dem Pool.

- Für die Aufgabenkarten mit Bildimpuls (Teil II) habe ich aus nicht benötigten Büchern (alte Exemplare, Prüfexemplare) passende Bilder herausgesucht und auf die Karten geklebt.
- Für die Karten mit Bildimpuls müssen eigene Bilder aufgeklebt werden.

Part I: warm-up, personal interests („One minute on ...“)

<p>What is your favourite film? Give reasons.</p>	<p>What is your favourite subject? And what subject do you not like at all? Give reasons.</p>
<p>Who is your favourite actor/actress? Give reasons.</p>	<p>What is your favourite book? What is it about? What do you like about it?</p>
<p>What is your favourite song? What is it about? What do you like about it?</p>	<p>What is your favourite sport? How often do you practise it? What do you like about it?</p>
<p>What is your favourite band or who is your favourite singer? Give reasons.</p>	<p>What do you like about your school? And what would you like to change? Give reasons.</p>
<p>Have you got a pet? If so, talk about it. If not: Would you like to have one? If so, what kind of pet? If not: Why not?</p>	<p>What is your favourite TV series? What is it about? What do you like about it?</p>
<p>What is your favourite food? And what do you not like at all? Give reasons.</p>	<p>What do you like to do in your free time? Say how often you do things, where, and with whom.</p>
<p>What are your favourite clothes? And what clothes don't you like at all? Give reasons.</p>	<p>Talk about your family and/ or your friends.</p>

strategy paper

Well, ...

... , you know.

You see, ...

..., but ...

You may think it's ..., but I like / don't like ...

Hang on, ...

Wait a minute ...

You've just that ...

You've said yourself that ...

If you ask me ...

Okay, ...

All right, so you think ..., but ...

See what I'm saying?

Come on, ...

Hey, what about ...?

How about ...?

Why don't we ...?

I think we could / should ...

I think you're right / wrong.

I think so, too.

That's a very good idea / suggestion.

... 's idea / suggestion is better than ...

I don't think so.

I don't think that's a good idea.

It's not necessarily a good idea to ...

Your idea is not bad, but I think we should ...

Any other suggestions?

Why do you think so?

How do you know?

I explained that to you a few minutes ago.

What do you think about it?

What's your opinion?

In my opinion ...

As I see it ...

I fully agree with ...

Let's sum it up.

Up to now we've decided on ...

In short, ...

To cut a long story short, ...

Who'd like to go to ... with me?

After all, ...

Part II: Blanko-Karten für Bildimpulse

Describe the picture(s) in as much detail as possible.
What do you think about it/them? Do you like the scene(s)? Why? Why not?
Also say something about yourself in connection with this picture / topic.

Describe the picture(s) in as much detail as possible.

What do you think about it/them? Do you like the scene(s)? Why? Why not?

Also say something about yourself in connection with this picture / topic.

Üben: one-minute-statements zum Thema einer Unit

<p>What do you know about American schools? Can you compare them to German schools / your own school?</p>	<p>What do you know about sports at American schools? What sports are played at your school? What's your favourite sport at school? Why?</p>
<p>What do you know about school politics at American schools? Is there anything like it at your own school? Would you like to be part of such a student council?</p>	<p>What do you know about music at American schools? What music clubs/activities are offered at your school? Do you / Would you like to take part in a music club?</p>
<p>What do you know about rules at American schools? Can you compare them to the rules at your own school? What do you think about school rules in general?</p>	<p>What do you know about the dress code at Berry Middle School? Is there a dress code at your own school? What do you think about a dress code for schools in general?</p>
<p>Students at Berry Middle School may work one evening per week. Do you think students should be allowed to work? If so, how often? In what kind of jobs? Have you got a job?</p>	<p>At American schools, there is always the American flag and the state's flag. Students must say a pledge of allegiance to them every morning. What do you think about this ritual?</p>
<p>What do you like about your school? What don't you like about it? What would you change, if you could?</p>	<p>Would you like to go to an American (or Canadian, Australian, ...) high school for a few months or even a year in Year 10? Why? Why not?</p>

Üben: one-minute-statements zum Thema einer Unit

<p>Explain the term “El Dorado“ (where does it come from? what does it mean?) and what it has got to do with California.</p>	<p>Sum up what you have learnt about the “Hispanics“: Who are they? Where are they from? Where are they now? Why? What can you say about their lives? What problems must they face?</p>
<p>Sum up what you have learnt about California so far. Mention and explain as many different aspects as possible.</p>	<p>Sum up what you have read about Drew Barrymore: Who is she? What did she become famous for? What can you say about her life?</p>
<p>Why is California so attractive for US-Americans as well as four immigrants?</p>	<p>What were Drew Barrymore’s problems? Describe the main events before her breakdown.</p>
<p>Say if you could imagine moving to and living in California. Give reasons.</p>	<p>What are your feelings towards child stars like Drew Barrymore. Do you admire them or do you feel sorry for them? Give reasons.</p>
<p>Explain the term “rags-to-riches“ and what it has got to do with the “American Dream“.</p>	<p>What child or teenage stars are in the movies today? What do you know about their lives? Do they have problems like Drew Barrymore’s?</p>

Part III: Roleplay-Karten

<p>You are an American family of four. Your topic is "Spending a year abroad".</p> <p>You are the mother. Your daughter would like to spend a year at a school in Germany. You are against it.</p> <p>Think of arguments against it and try to convince the others.</p> <p>Finally agree on a solution.</p>	<p>You are an American family of four. Your topic is "Spending a year abroad".</p> <p>You are the father. Your daughter would like to spend a year at a school in Germany. You think it's a good idea.</p> <p>Think of arguments for it and try to convince the others.</p> <p>Finally agree on a solution.</p>
<p>You are an American family of four. Your topic is "Spending a year abroad".</p> <p>You are the daughter. You would like to spend a year at a school in Germany.</p> <p>Think of good arguments and try to convince the others.</p> <p>Finally agree on a solution.</p>	<p>You are an American family of four. Your topic is "Spending a year abroad".</p> <p>You are the son. Your sister would like to spend a year at a school in Germany. You think it's a stupid idea.</p> <p>Think of some arguments and try to convince the others.</p> <p>Finally agree on a solution.</p>

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more – a language. The four of you want to start learning a language together – but you haven't decided on one yet.

You would like to learn Latin.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more – a language. The four of you want to start learning a language together – but you haven't decided on one yet.

You would like to learn Spanish.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more – a language. The four of you want to start learning a language together – but you haven't decided on one yet.

You would like to learn German.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more – a language. The four of you want to start learning a language together – but you haven't decided on one yet.

You would like to learn Chinese.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more. The four of you want to take the same subject – but you haven't decided on one yet.

You would like to do "jewellery making" (this is really a subject in the US!!)

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more. The four of you want to take the same subject – but you haven't decided on one yet.

You would like to choose "driving" (this is really a subject in the US!!)

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more. The four of you want to take the same subject – but you haven't decided on one yet.

You would like to do "drama" (this is really a subject in the US!!)

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are four friends at an American high school. You have chosen most of your subjects for the next school year, but you can take one more. The four of you want to take the same subject – but you haven't decided on one yet.

You would like to do "cooking" (this is really a subject in the US!!)

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. You want to raise money for people in need – but how?

You're idea is to sell charity pencils for 50 cents.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. You want to raise money for people in need – but how?

You're idea is to sell cakes at school.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. You want to raise money for people in need – but how?

You're idea is to organize a School Dance.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. You want to raise money for people in need – but how?

You're idea is to organize a charity walk.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss the rules at your school.

You would like to discuss about a new dress code. You don't think a dress code is a good idea.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss the rules at your school.

You would like to discuss about after-school detention. You think the rules are too strict.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss the rules at your school.

You would like to discuss about student jobs. You think that students should only work during the holidays.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss the rules at your school.

You think that you should discuss about the ritual of saying the pledge of allegiance every morning and then having a minute of silence. You think it's a waste of time.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss about a new dress code.

You think that all students should wear a uniform like in Britain.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss about a new dress code.

You think that all students should wear a kind of school T-shirt or sweatshirt in the school colours, but no uniform.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Today you want to discuss about a new dress code.

You think that students should wear normal, but decent clothes:

- no baggy trousers or torn jeans
- girls shouldn't show their bellies
- boys' hair should not be longer than their shirt collar at the back

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school for people in need. You want to raise money – but how?

You think that every student should be allowed to wear what he / she likes.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Your school has just received 10,000 dollars from the local government. What should it be spent on?

You're idea is to buy books and computers for the school library.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Your school has just received 10,000 dollars from the local government. What should it be spent on?

You're idea is to improve the equipment in the gyms and on the sports fields.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Your school has just received 10,000 dollars from the local government. What should it be spent on?

You're idea is to support students whose families are too poor to buy school books or pay for school trips.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are part of the Student Council at an American high school. Your school has just received 10,000 dollars from the local government. What should it be spent on?

You're idea is to invest the money in after-school activities like clubs or trips.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are a British family of four and would like to spend your summer holidays in the United States.

You are the mother.
You would love to go to New York.
You HATE camping and sports.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are a British family of four and would like to spend your summer holidays in the United States.

You are the father.
You would love to see some historical places (like Virginia) and some National Parks.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are a British family of four and would like to spend your summer holidays in the United States.

You are the daughter.
You would love to go to California. You love swimming and surfing, but don't like any extreme sports.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are a British family of four and would like to spend your summer holidays in the United States.

You are the son.
You would love to go on a camping and hiking trip and do some extreme sports like wild water rafting. You hate shops and museums.

Think of arguments for it and try to convince the others.

Finally agree on a solution.

You are an American family living in New York. But the father has got the chance to get a well-paid job in a tiny village in Wyoming. Now you're discussing about your future.

You are the mother.
You don't mind leaving New York, but you don't want to move to a tiny village in the middle of nowhere without any shops.

Think of arguments against moving and try to convince the others.

Finally agree on a solution

You are an American family living in New York. But the father has got the chance to get a well-paid job in a tiny village in Wyoming. Now you're discussing about your future.

You are the father.
Your new job will be much better and better-paid than your old one.
You don't like New York very much.

Think of arguments for moving and try to convince the others.

Finally agree on a solution.

You are an American family living in New York. But the father has got the chance to get a well-paid job in a tiny village in Wyoming. Now you're discussing about your future.

You are the daughter.
You have never liked life in the big city and would love to live in the country.

Think of arguments for moving and try to convince the others.

Finally agree on a solution.

You are an American family living in New York. But the father has got the chance to get a well-paid job in a tiny village in Wyoming. Now you're discussing about your future.

You are the brother.
You play basketball in your school team and have a lot of friends you don't want to lose.
You think life in Wyoming is boring.

Think of arguments against moving and try to convince the others.

Finally agree on a solution.

You are a British family living in the 17th century. You are very poor, but are offered the chance to move to America. Discuss about your future!

You are the mother.

You don't want to leave England and your big family there.

Think of arguments against moving to America and try to convince the others.

Finally agree on a solution.

You are a British family living in the 17th century. You are very poor, but are offered the chance to move to America. Discuss about your future!

You are the father.

You are pretty much in favour of moving to America and starting a new life.

Think of arguments for moving to America and try to convince the others.

Finally agree on a solution.

You are a British family living in the 17th century. You are very poor, but are offered the chance to move to America. Discuss about your future!

You are the daughter.
You hate travelling by boat and apart from that you are very much in love with Johnny, the boy from next door.

Think of good arguments against moving and try to convince the others.

Finally agree on a solution.

You are a British family living in the 17th century. You are very poor, but are offered the chance to move to America. Discuss about your future!

You are the son.
You think life in England is rotten, but you don't know if it will be easier in America.

Think of some arguments for and against moving and discuss them with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the mother.

You think slaves are very useful, especially in the house. However, you think they should be treated fairly.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the father.

You need all your slaves to work on the fields. You don't think they are real humans, but can be kept like animals.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the daughter.

You feel pity for the slaves in the house and especially on the fields. You think they should be treated fairly.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the son.

You are totally against slavery, but of course you wouldn't like to work on the fields either.

Discuss with the others.

Finally agree on a solution.

You are a Native American living in a reservation which is part of a National Park. Now people want to build a big hotel and other tourist attractions there.

You are totally against it.

Discuss with the others.

Finally agree on a solution.

You are a business man from Seattle and want to build a big hotel and other tourist attractions living in a reservation which is part of a National Park. Some of the Native Americans living there don't want to sell the land to you.

You are totally against it.

Discuss with the others.

Finally agree on a solution.

You are a Native American living in a reservation which is part of a National Park. Now people want to build a big hotel and other tourist attractions there.

You think this may be a good idea to get some money for your tribe.

Discuss with the others.

Finally agree on a solution.

You are a politician from the Green Party and don't want a big hotel and other tourist attractions in a National Park. You think the area should be reserved for the Native Americans.

Discuss with the others.

Finally agree on a solution.

You are an American family. Your daughter (13) has just been offered a role in a Hollywood movie. Discuss if she should accept it.

You are the mother and would love your daughter to be famous.

Discuss with the others.

Finally agree on a solution.

You are an American family. Your daughter (13) has just been offered a role in a Hollywood movie. Discuss if she should accept it.

You are the father and totally against it.

Discuss with the others.

Finally agree on a solution.

You are an American girl aged 13 and have just been offered a role in a Hollywood movie. Ask your parents for the permission to accept it. You really, really want this job!

Discuss with the others.

Finally agree on a solution.

You are the son of an American family. Your sister (13) has just been offered a role in a Hollywood movie. Discuss if she should accept it.

You are worried about the consequences for your own life if your sister becomes a star.

Discuss with the others.

Finally agree on a solution.

You are four friends planning to watch a film at the cinema.

You like romantic love stories.

Discuss your ideas with the others.

Finally agree on a solution.

You are four friends planning to watch a film at the cinema.

You like cruel horror films.

Discuss your ideas with the others.

Finally agree on a solution.

You are four friends planning to watch a film at the cinema.

You like thrillers and action movies, but they shouldn't be too brutal.

Discuss your ideas with the others.

Finally agree on a solution.

You are four friends planning to watch a film at the cinema.

You like funny films.

Discuss your ideas with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the mother.

You think slaves are very useful, especially in the house. However, you think they should be treated fairly.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the father.

You need all your slaves to work on the fields. You don't think they are real humans, but can be kept like animals.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the daughter.

You feel pity for the slaves in the house and especially on the fields. You think they should be treated fairly.

Discuss with the others.

Finally agree on a solution.

You are a family living in the American south in the 18th century. You are very rich, have got a big plantation and lots of slaves. Discuss about slavery.

You are the son.

You are totally against slavery, but of course you wouldn't like to work on the fields either.

Discuss with the others.

Finally agree on a solution.

speaking test 8b – groups

The speaking test will take place in room _____.
Make sure you are there on time!!!

After the test, you must go back to your actual lesson immediately.

8.05 – 8.35	Schüler 1	Schüler 2	usw.	
8.35 – 9.05				
9.05 – 9.35				
9.35 – 10.05				
11.00 – 11.30				
11.50 – 12.20				
12.20 – 12.50				
12.50 – 13.20				

Liebe Kolleginnen und Kollegen,

ich führe in der **Klasse 8b am Freitag, 5. Juni 2009**, eine **mündliche Prüfung** als Ersatz einer Klassenarbeit im Fach Englisch durch.

Dazu ist es leider notwendig, die Schüler auch außerhalb des regulären Englischunterrichts in Dreier- oder Vierergruppen zu prüfen.

Ich bitte daher herzlich darum, die **Schüler nach untenstehendem Plan vom Regelunterricht zu befreien**. Im Anschluss an die Prüfung werden sie sofort wieder dazu stoßen. Ich hoffe, dies geschieht ohne Störungen für den Unterricht.

Die mit (S) gekennzeichneten Schüler sind zudem für einen Schwimmwettbewerb beurlaubt und kehren daher ggf. nicht in den Unterricht zurück.

Vielen Dank für Ihr / euer Verständnis

8.05 – 8.35				
8.35 – 9.05				
9.05 – 9.35				
9.35 – 10.05				
11.00 – 11.30				
11.50 – 12.20				
12.20 – 12.50				
12.50 – 13.20				

Bewertungsraster speaking test 8 für _____

task 1: Talk about yourself, topic:

Aspekt: persönliche Frage	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt	6-5	4-2	1-0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
Gesamtpunktzahl	26			

task 2: Description of and comment upon picture; topic:

Aspekt: Bildimpuls	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt: Bildbeschreibung	4-3	2-1	0	
Inhalt: Kommentar	2	1	0	
Inhalt: persönliche Stellungn.	4-3	2-1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
Gesamtpunktzahl	30			

task 3: Discussion; topic:

Aspekt: Diskussion	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt: Eröffnung	2	1	0	
“: eigener Standpunkt	4-3	2-1	0	
“: Argumente	4-3	2-1	0	
“: eingehen a. Gegenargument	4-3	2-1	0	
“: absch. Vorschlag/Entschl.	2	1	0	
ggf. Sonderpunkte	2	1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but,	4-3	2-1	0	

because, ...)				
Flüssigkeit	4-3	2-1	0	
Eingehen auf andere	2	1	0	
Gesamtpunktzahl	44			

Gesamtpunktzahl 1-3	100			
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