

Aufgabenbeispiel für GY/RS

Textvorlage und Aufgabenapparat

Teil I (Fundamentum)

Leseverstehen: Aufgabenbeispiel für Gymnasium/Realschule

„A year abroad“

The following article from 2005 deals with Johanna who after year 10 at her German school went to America to go to high school for a year.

Read the following article and answer the questions:

- First read the whole text once, trying to form a general idea of the information given.
- Then read the questions.
- Re-read the text and answer the questions.
- Finally check your answers.

Johanna wanted to go to America from the time she was 12. So when she got to 10th grade¹, she was sure she wanted to spend a year at an American high school. She started applying for a place the autumn before she went, and had to do a language test as part of her application². The cost of her stay was €5,700 including flights, plus spending money³ and about €550 for medical insurance⁴.

The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems with the father. „He was just a difficult person, even his own grown-up daughters didn't really get on with him”, says Johanna.

Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.

Going to school in the US was a very interesting experience for Johanna. „They were much stricter”, she says. „You even had to get a card signed⁵ if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.”

Some of the lessons were harder, others easier. „I thought maths was hard”, says Johanna, „but maths isn't my best subject anyway.” One thing she noticed was that teachers were generally younger than in Germany, and often friendlier to the students.

The school day is longer, from 7.45 to 14.20 at Johanna's school, with one 40-minute period for lunch – usually burgers, French fries and cakes, but with a choice of salads for the health-conscious.

Most kids stay on in the afternoons after lessons to take part in clubs or sports. There was a wide variety of activities – drama club, newspaper club, poetry, a jazz group, French and German for fun. Sports – an important part of high school life – were also on offer in the afternoons.

Johanna says her stay helped her English a lot, particularly her spoken English. „I find it really easy to talk in English lessons now”, she says. Writing is a different matter, sometimes she puts slang words she learnt in the US into written work.

After a year, Johanna says the US started feeling like home. The Americans she met were open, friendly and interested. She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat. She has kept in touch with the second family she stayed with, and even visited them at Christmas.

¹ *grade* – year, form

² *application* – to apply for sth (see ll. 2 – 3)

³ *spending money* – pocket money

⁴ *medical insurance* – „Krankenversicherung”

⁵ *to sign* – write your name (signature) on sth

Vorgehen beim Bearbeiten von Aufgaben zum Leseverstehen



Du kennst das. Die Klassenarbeit ist ausgeteilt und aufgeregt überfliegst du sie. Dein Blick fällt auf einen Text und die dazugehörigen Aufgaben. Dein Herz beginnt zu pochen...

Damit die Arbeit *kein* Krimi wird, solltest du dir einen Ablauf angewöhnen, wie du bei solchen Aufgaben vorgehst.

Neben diesem Ablauf ist es wichtig, dass du bestimmte Kniffe (*Strategien*) kennst, die dir dabei helfen auch schwierige Aufgaben zum Leseverstehen richtig lösen zu können, das heißt die Antwort zu finden, die richtig ist.

Der folgende Text bietet dir die Möglichkeit diese *Strategien* am Beispiel zu üben. Folge bei der Bearbeitung genau den vorgegebenen Aufgaben, selbst wenn dir einige Aufgaben einfach erscheinen. (Dann siehst du, dass du schon mehr kannst als du vielleicht glaubst!)



You know this situation: You're flying over your English test and the tasks you will have to do. Your heart starts beating...

In order to avoid panic you should get used to a certain routine of how to work on reading comprehension tasks. There are certain strategies that help you to find hidden information in the text and which enable you to solve even difficult tasks.

You can practise these strategies with the following text. Follow the instructions even if you think they seem to be too easy for you. (So you see that you know more than you perhaps think.)

Steps to go / Worksheet / Anleitung zur Bearbeitung der Aufgaben

You will come across with the following symbols:

- ➔ = tells you what you have to do next.
- 👉 = here you get a *hint* (=Tipp).
- 🔑 = key number (Lösung/Nr. auf Lösungsblatt)

„A year abroad“

1 Before you read the text:

- Read the instructions and the heading and the subheading.

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The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems with the father. „He was just a difficult person, even his own grown-up daughters didn't really get on with him”, says Johanna.

Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.

Going to school in the US was a very interesting experience for Johanna. „They were much stricter”, she says. „You even had to get a card signed if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.”

Some of the lessons were harder, ...

2 Are there any unknown words in the instructions/ introduction?

No? OK, go on. Yes?
 → Underline them.

👉 If you think the word is important think of the strategies you've learnt to find out the German meaning (e.g. word family, collocations...)

3 First impression
 What might the text be about?
 → Do not write more than 5 words.



„A year abroad“

The following article from 2005 deals with Johanna who after year 10 at her German school went to American to go to high school for a year.

4 Reading
 → Read the text.
 → Ignore unknown words.

Read the following article and answer the questions:

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Some of the lessons were harder, others easier. „I thought maths was hard“, says Johanna, „but maths isn't my best subject anyway.“ One thing she noticed was that teachers were generally younger than in Germany, and often friendlier to the students.

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Most kids stay on in the afternoons after lessons to take part in clubs or sports. There was a wide variety of activities – drama club, newspaper club, poetry, a jazz group, French and German for fun. Sports – an important part of high school life – were also on offer in the afternoons.

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After a year, Johanna says the US started feeling like home. The Americans she met were open, friendly and interested. She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat. She has kept in touch with the second family she stayed with, and even visited them at Christmas.

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Questions on the text:

- 1) How does Johanna feel about her stay in the US in general today?
- a) Positive
 - b) Negative
 - c) Neutral
 - d) Confused

5 Reading

→ Read the first question very carefully. Are there any unknown words?

No? OK, go on. Underline them. Look at STEP 2 gain.

6 Answering the question

Answer the question.


No problem. You are not sure?


What information are you looking for?

→ Read the question again.

→ Keywords: „How...feel about her stay...today”

→ Scan the text for positive and negative aspects.

 1

 The word of the answer (e.g. negative) is not in the text word-for-word.

→ Balance (=abwägen) the aspects (more + or – ??)

→ Tick the box.


- 2) When did she start applying for her year abroad?
- a) At the beginning of Year 11
 - b) Soon after the beginning of Year 10
 - c) When she was 12
 - d) At the end of Year 10

7 Reading


→ If there are problems about unknown words look at step 2.


8 Answering the question


What information are you looking for?

 Keywords: „when...start applying”


→ Find the text passages that have to do with applying.

 Be careful, there are many confusing *dates*.

 The information is not in the text *word for word*.

 You need to find *two* passages and *link* them with each other.

→ Read the introduction and the first paragraph.

 2

→ Tick the box.

3) How did she get on with the families she stayed with?

9 Answering the question


👉 Are there *keywords* in the question that tell you what you are looking for?

👉 „*how... get on... feel about... families in the USA*”

👉 Identify the important paragraphs/ passages that deal with guest families (paragraph 2, 3, last one)

➔ Mark information that helps you to answer the question: 👉 families (=shows you that there are two families)

➔ Try to answer the question.



4) How did she find her second host family?

- a) The organisation found the family for her.
- b) She found the family herself.
- c) A teacher helped her to find the family.
- d) She found the family by email.

10 Answering the question


👉 Are there keywords in the question/ answers that tell you what you are looking for? („*how... find...second family*)

➔ Find the text passage that has to do with the second family. (paragraph 3,) and read it.

👉 Look at the possible answers (a-d),again: The organisation...She found..., A teacher helped...)

👉 The information is not in the text word for word.

👉 Be careful, there is a confusing sentence.



➔ Tick the box.

5) What was different at the American high school, compared to Johanna's German school back home?

- a) Lessons: _____
- b) Teachers: _____
- c) School day: _____

11 Answering the question

👉 Are there keywords in the question/ answers that tell you what you are looking for?

(1 Keywords in question: „different...American high school...German”
 2 Keywords in „answer”: lessons/ teachers/ school day”)

- ➔ Find text passages that have to do with school life. (Paragraph 5,6)
- ➔ Scan the text for the words „lessons/ teachers/ school day”.
- ➔ Mark them.

👉 You can take the answers from the text.



6) What does the text say about afternoon activities at Johanna's American high school?

- a) Johanna took part in various activities.
- b) Most students do sports.
- c) Many kids learn Latin and German just for fun.
- d) You can choose from a number of activities.

12 Answering the question

👉 Keywords in the question:
 („afternoon activities...American high school”)

➔ Find the text passage that has to do with the afternoon activities. (paragraph 7,)

👉 Look at the possible answers (a-d): again. Three of them say what kids/ Johanna do.

➔ Read the paragraph again.

👉 The information is not in the text word for word.

➔ Tick the box.



7) What did Johanna like about Americans and their way of life?

a) Americans: _____

b) American way of life:

13 Answering the question

👉 Keywords in the question:
 („like...Americans...American way of life“)

➔ Find the text passage that has to do with Americans...American way of life. (last paragraph)

➔ Scan the paragraph for the words Americans/ way (of life)

➔ Mark them.

👉 You can take the answers from the text.

➔ Write down answers.



8) How has her stay abroad helped her English?

14 Answering the question

👉 Keywords in the question:
 („How...helped...stay... her English“)

➔ Which paragraph is important? (paragraph 8)

She says that her stay helped. That means that she has improved (=besser geworden).

👉 What has improved?

➔ Read the paragraph again.

➔ Answer the question.



9) What effect did her stay abroad have on her writing in English?

15 Answering the question

👉 Keywords in the question:
 („effect ...on her writing in English“)

➔ Which paragraph is important? (paragraph 8)

➔ Scan the text for the word „writing“.

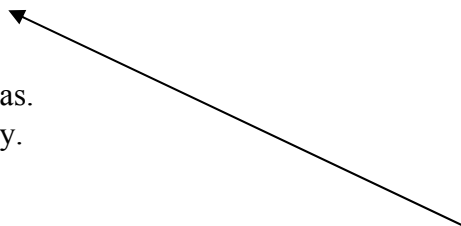
👉 What does „Writing is a different matter“ mean?

➔ Answer the question.



10) What is Johanna's situation like now?

- a) She still feels at home in the US.
- b) She visits her second family every Christmas.
- c) She is still in contact with the second family.
- d) She plans to go to America again.



16 Answering the question

Keywords in the question: „situation...now”

Which paragraph is important? (last one)

➔ Read the paragraph and mark helpful sentences.

Be careful, there is confusing information.

➔ Tick the right box.

10

11) The title of the article is „A Year Abroad“. Choose the most fitting subtitle.

- a) Friendly Americans
- b) Sweet home America
- c) Learning English the easy way
- d) New experiences



16 Answering the question

The text gave different information about Johanna’s stay in America.

Think of the aspects again (positive, negative, neutral...)

Which subtitle summarizes all these aspects best?

➔ Tick the right box.

11

**„A year abroad“ – Key**

- 1 After a year, Johanna says the US started feeling like home.
- 2 After year 10 at her German school went abroad / She started applying for a place the autumn before she went.
- 3 She liked the family at first, but then she had problems with the father; she liked the second family.
- 4 Line 18-20: Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead.
- 5 Line 30: Some of the lessons were harder, others easier.
Line 33-34: Teachers were generally younger than in Germany, and often friendlier to the students.
Line 36: The school day is longer, from 7.45 to 14.20.
- 6 Line 42/ 43: There was a wide variety of activities.
- 7 Line 53/54: The Americans she met were open, friendly and interested.
Line 54-56: She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat.
- 8 Line 48/49: I find it really easy to talk in English lessons now.
- 9 Line 50/51: Sometimes she puts slang words she learnt in the US into written work.
- 10 Line 56/57: She has kept in touch with the second family.
- 11 „d” is correct

6. Tasks with question words

Often (not always!) **question words** (when, who, where) show you that you only need a detail/details of the text.

Scan the text for **keywords** and **mark** them.

Examples:

When did she start applying for her year abroad?

➤ Look for **keywords** in the text: (*a date, a day, a year, a period or a time...*)

But be careful, it can also be a sentence that contains the information you need.

Who is the guide?

➤ Watch out for **keywords** (*people, names, clauses* (the man who worked there))

Where does the tour finish?

➤ Watch out for **keywords** (*countries, places, buildings...*).

7. Tasks without question words

The task always gives you an **idea** of what you must look for in the text.

Examples

1 „**Answering questions**“: Which two sports in American high schools are popular with boys and girls?

a Look for the **same word in the text**:

Text: „The most popular sports for boys ... For girls, the most popular sports are...”

b Or look for a **similar word or expression** in the text:

Text: „Boys likebest, whereas girls prefer...”

2 „**Right – wrong**“: Diana’s parents died last year.

Text: „Eddie’s text: „My father, who died last year, really ...”

3 „**Right – wrong**“: There are many sports in American high schools.

Text: „... in high schools because there a lot of organized sports.”

8. Information from different text passages

Check the different **paragraphs** in the text. Do they have anything to do with the **task**?
Read those paragraphs **in detail** again and **mark** necessary **information**.

Example

1 „**Complete the sentence**“: Diana practises hard for sports because...

Text: „I spend two to three hours per day –all year round – on basketball and volleyball“.

„Why? Well, the reason is I love sports. I just want to play as much as I can.“

„But if I get the chance of a scholarship for playing volleyball ...“

9. Balancing/ Judging

If you have the choice between two answers you must sometimes **balance** the information you have. Collect information for both alternatives. Are there more examples/ reasons for **one alternative**?

Example

„**Multiple Choice**“: How does the girl think of her stay in the US in general today?

- Positively
- Negatively
- Neutrally
- Confusedly

Text:

„...she liked them (= the family) at first...
 „her second family was a great success.“
 „...she says they felt like a big family.“
 „Going to school was a very interesting experience.“
 „Johanna says her stay helped her English a lot...“
 „After a year, Johanna says the US started feeling like home.“
 „Teachers at school were often friendlier to the students.“

Positive aspects

„...but after a while she had problems with the father.“
 „He was a difficult person, even his grown-up daughters „didn't really get on with him.“

Negative aspects

There are **more positive aspects** than negative aspects, so „**positive**“ is the **right answer**.

10. Drawing conclusions

Often the **answer is not in the text**. But you can only answer the question if you know **certain details** of the **text**. First you must find these details. Then you must **draw conclusions** of what you read.

Example

„Multiple Choice“: When did she start applying for her year abroad?

- At the beginning of Year 11.
- Soon after the beginning of Year 10.
(In Germany that's September/ October)
- At the end of Year 10
- When she was 12.

Text: „The following article from 2005 deals with Johanna who after Year 10 at her German school went to American to go to high school for a Year.“

Useful information

(In Germany Year 10 ends in June/ July)

German school went to American to go to high school for a year.

Text: „She started applying for a place the autumn before she went, and had to do a language test as part of her application.“

Useful information

(Autumn is from September to November)

You draw a conclusion: She applied in autumn (= soon after the beginning of Year 10)

11. Drawing Conclusions/ Balancing

Here you must use **two strategies**.

Example

„true/ false“: **Ethel is a brave girl.**

Drawing conclusions: What does it mean to be brave? (Look for **examples** (nouns, verbs, adjectives))

Balancing: Is she **brave**? Look for examples.
Are there examples for her **not** being **brave**?

Text:

- 15 years old
- Her parents were worried about their daughter, who was all alone with very little to eat.
- There was no sign of her parents.
- managed to open the heavy door.
- Finally she went out in the howling storm.
- The lighthouse lamp had to be lit.

Text:

- Ethel sat anxiously waiting for her parents to return.
- Mr and Mrs Langton were worried about their daughter,
- who was all alone with very little to eat
- To wind up the heavy weights¹ that kept the lamp turning was also
- very hard

There are more examples of being brave. So the answer is **true**.

¹ *weight* = Gewicht