



**Landesinstitut für Schule/
Qualitätsagentur**

Aufgabenbeispiele zu den Kernlehrplänen Fach Englisch

(Lernbegleitende Feststellungsaufgaben)

Nordrhein-Westfalen

<http://www.learn-line.nrw.de/angebote/kernlehrplaene>

Lernbegleitende Feststellungsaufgaben Englisch zur Konkretisierung der Kompetenzerwartungen am Ende der Jahrgangsstufe 6

Mit weniger leistungsstarken Gruppen können die folgenden Aufgaben bearbeitet werden.

Aufgabenbeispiele für die kommunikativen Teilkompetenzen:

- A) Hörverstehen
- B) Leseverstehen
- C) Zusammenhängendes Sprechen
- D) Schreiben
- E) Sprachmittlung

Handlungsbezogener Kontext

Die Aufgaben beziehen sich auf die folgenden **Themen und Inhalte**:

- Teilhabe am gesellschaftlichen Leben – Reisen (A, C und D: *Teen-E-Radio*)
- Ausbildung/Schule – Schule und Schulalltag in Großbritannien (B: *School Uniform – No, Thanks!*)
- Persönliche Lebensgestaltung – tägliches Leben (E: „Höflichkeit ist international“)

A) Hörverstehen: Die Schülerinnen und Schüler sollen aus kurzen erzählenden Hör Szenen wesentliche Informationen erschließen, d. h. sie entnehmen einem Gespräch zwischen einem Moderator und Anruferinnen bzw. Anrufern in einer Radiosendung Informationen zu Personenangaben und Ferienplänen. Die Bearbeitung des Hörtextes erfolgt auf der Grundlage einer bildgestützten *matching*-Übung und zweier *true/false*-Aufgaben.

B) Leseverstehen: Die Schülerinnen und Schüler sollen zwei kurzen didaktisierten Texten zu vertrauten, konkreten Themen wesentliche Informationen entnehmen, d. h., sie lesen zwei Briefe zum Thema "*School uniform*" und entnehmen ihnen Informationen bezüglich der Kleidung, die Schülerinnen und Schüler an deutschen bzw. englischen Schulen tragen. Die Bearbeitung des Lesetextes erfolgt auf der Grundlage von *Multiple-Choice*-Aufgaben.

C) Zusammenhängendes Sprechen: Die Schülerinnen und Schüler sollen einen mündlichen Beitrag in einer Radiosendung leisten, d.h. sich selbst und ihre Hobbys kurz vorstellen und in einfacher Form aus dem eigenen Erlebnisbereich berichten. Gestützt auf zuvor angefertigte sprachlich und thematisch vorstrukturierte Notizen, stellen sie sich vor und erzählen von ihren Hobbys, Aktivitäten, Vorlieben bzw. Abneigungen und ihren Ferienplänen.

D) Schreiben: Die Schülerinnen und Schüler sollen einen kurzen Alltagstext verfassen, d. h. sie schreiben eine E-Mail an den Moderator einer Radiosendung, in der sie von ihren Ferienaktivitäten berichten.

E) Sprachmittlung: Die Schülerinnen und Schüler sollen in vertrauten Alltagssituationen englischsprachige Äußerungen auf Deutsch so wiedergeben, dass ein allgemeines Verständnis gesichert ist, d. h. sie schreiben für sieben englische Höflichkeitsformeln jeweils eine deutsche Entsprechung auf.

Aufgabentypen zur Ermittlung von einzelnen kommunikativen Kompetenzen am Ende der Jahrgangsstufe 6

Kommunikative Kompetenzen	Text-/Materialgrundlagen/Impulse	Aufgabenstellungen	Aufgabenformate
Hörverstehen	<ul style="list-style-type: none"> • Gespräche in einer Radiosendung 	<ul style="list-style-type: none"> • einem Hörtext Informationen zu Personen und Ferienplänen entnehmen 	<ul style="list-style-type: none"> • bildgestützte <i>matching</i>-Übung • <i>true/false</i>-Aufgaben
Sprechen: zusammenhängendes Sprechen	<ul style="list-style-type: none"> • Zettel von einem Notizblock mit thematischen Vorgaben 	<ul style="list-style-type: none"> • in einem mündlichen Beitrag in einer Radiosendung sich den Zuhörerinnen und Zuhörern vorstellen 	<ul style="list-style-type: none"> • freies, durch Notizen gestütztes Sprechen
Leseverstehen	<ul style="list-style-type: none"> • Brief eines deutschen Schülers an seinen englischen Brieffreund • Antwortbrief 	<ul style="list-style-type: none"> • zwei kurzen Lesetexten Informationen zum Thema "<i>school uniform</i>" entnehmen 	<ul style="list-style-type: none"> • <i>Multiple-Choice</i>-Aufgaben
Schreiben	<ul style="list-style-type: none"> • einen kurzen Alltags-text verfassen 	<ul style="list-style-type: none"> • in einer E-Mail an den Moderator einer Radiosendung über Ferienaktivitäten berichten 	<ul style="list-style-type: none"> • freies Schreiben
Sprachmittlung	<ul style="list-style-type: none"> • englischsprachige Höflichkeitsformeln 	<ul style="list-style-type: none"> • einzelne höfliche Sätze verstehen und auf Deutsch wiedergeben 	<ul style="list-style-type: none"> • sinngemäße schriftliche Wiedergabe von Satzinhalten












A) Hörverstehen (Tasks 1 – 3)

Here you have to listen to a radio show and understand what it is about.

Students are talking to Mark, the host of a radio show on Teen-E-Radio, about their holiday plans.

- *Have a look at the pictures and read task 1.*
- *Then listen to the radio show.*
- *After you have listened to the show, do task 1.*


1) Draw lines between the persons and the activities in their holidays.

 <p>Mark Green from Teen-E-Radio</p>		
<p>Example</p>  <p>Bob's parents</p>		
 <p>Betty</p>		
 <p>Bob</p>		
 <p>Tom</p>		


You want to find out more details.

- Read tasks 2 and 3 and have a look at the sentences.
- Then listen to the radio show again.
- After you have listened to the show again, do tasks 2 and 3.

2) What does Bob tell Mark? Tick (✓) the boxes: “True” or “False”.

 <p>Bob</p>	True	False	
	<input type="checkbox"/>	<input type="checkbox"/>	“I’m from Exeter.”
	<input type="checkbox"/>	<input type="checkbox"/>	“I’m spending my holidays with my brother.”
	<input type="checkbox"/>	<input type="checkbox"/>	“I’m going to Scotland.”
	<input type="checkbox"/>	<input type="checkbox"/>	“My parents don’t like long walks.”
	<input type="checkbox"/>	<input type="checkbox"/>	“I’m taking my mountain bike with me.”

3) What will Tom do in Manchester? Tick (✓) the boxes: “True” or “False” ...

 <p>Tom</p>	True	False	
	<input type="checkbox"/>	<input type="checkbox"/>	live in a tent.
	<input type="checkbox"/>	<input type="checkbox"/>	practise football.
	<input type="checkbox"/>	<input type="checkbox"/>	go mountain-biking.
	<input type="checkbox"/>	<input type="checkbox"/>	take part in a championship.
	<input type="checkbox"/>	<input type="checkbox"/>	meet David Beckham.

Hörverstehen: Skript

Teen-E-Radio: Mark Green on air

- Mark Green: This is Mark Green from Teen-E-Radio. The holidays will begin soon and today we want to know what you are going to do during the summer break! So, run to your phone and call 0123/4567! We are waiting for your calls.
Ah, this is the first caller. Hello, who is there?
- Bob White: This is Bob White, I'm from Exeter. We are going to Loch Ness this year. I'm going with my parents and my sister Susie. Guess what: Susie thinks the Loch Ness monster is real.
- Mark: Thank you, Bob. Great idea – Scotland will be fantastic. What are you going to do there?
- Bob: Oh, er, I think my parents will be going for long walks. And I am taking my mountain-bike with me.
- Mark: So, have lots of fun, Bob! Here's our next caller on the phone. Who are you?
- Betty Miller: Hi, I'm Betty Miller.
- Mark: Well, what are your plans?
- Betty: This year I am going to Wales for three weeks. I'll stay on a pony farm. There we can look after the horses and go for long rides outside. They've got 26 ponies ...
- Mark: Aha, and that's what you like?!
- Betty: I love horses. I'm so excited. I wonder what my pony will look like.
- Mark: Oh, I see – but aren't horses dangerous?
- Betty: No, of course not. It's really great fun. Horses are ...
- Mark: Sorry, Betty, here's the next call. Bye ...
And here's the last person on the phone before we play the best music again. – Who is there?
- Tom Brown: Hello, Mark, this is Tom Brown. I'm going to Manchester – to a football camp. We'll live in tents and have a lot of football practice. On our last day David Beckham will come to see us and give us some tips.
- Mark: Is that true? David Beckham??? I can't believe that!
- Tom: Oh, yes, our team has won the school championships. And meeting David in a training camp was the first prize.
- Mark: Oh, I see, I would like to meet David Beckham, too. So, enjoy your training ... Bye, Tom.
- Tom: Bye, Mark!
- Mark: And now listen to our best music again. This is ...

B) Leseverstehen (Tasks 1 – 6)

Now you have to read two texts about school in Germany and in England.

- Read the two letters.
- Read tasks 1 – 6.
- Read the two letters again and do tasks 1 – 6.

Peter Hoppe from Minden in Germany is writing a letter to his pen-friend Mike who lives in Sutton, near London.

Letter 1:

Dear Mike,

Thank you for your last letter.

I want to ask you a question. Our English teacher says that you can't wear what you like at school. Is that really true?

In Germany pupils can wear what they like. I think this is better. In a school uniform you look all the same and we don't want that. School uniform is terrible.

When I go to school I put on my favourite clothes: my red shirt with the crocodile on it, my Italian trousers, my white American tennis shoes and when it's cold I put on a pullover. But I don't like blazers and ties. So I don't wear them at school.

What do you usually wear at school? Please write back soon.

Yours

Peter

This is Mike's answer:

Letter 2:

Dear Peter,

In your letter you asked me some questions. Here are the answers:

It is true. We wear our school uniform. Different schools have got different uniforms. But it's always a shirt, a tie, a blazer and so on.

At our school the boys must wear a grey shirt, red and gold tie, black trousers, black shoes and a red blazer.

My sister Jackie has got a school uniform, too. But it's different: a blue skirt, a white blouse with a blue blazer and black shoes.

Bye for now,

Mike

Tick (✓) the correct box.

- 1) What does **Peter** put on?
 - a) a white shirt with the crocodile on it
 - b) a tie
 - c) white shoes
 - d) German trousers

- 2) **Peter** doesn't like ...
 - a) red shirts.
 - b) blazers.
 - c) Italian trousers.
 - d) tennis shoes.

- 3) What's the best headline for **letter 1**?
 - a) School is terrible.
 - b) The English teacher is terrible.
 - c) The right clothes for a tennis match.
 - d) The right clothes for school.

- 4) What does **Mike** wear?
 - a) a white shirt
 - b) a blue and white tie
 - c) black trousers
 - d) a blue blazer

- 5) What does **Jackie** wear?
 - a) a blue skirt
 - b) a blue blouse
 - c) a black blazer
 - d) a blue shirt

- 6) What does **Mike** say about school uniforms?
 - a) They have the same colours in all schools.
 - b) His sister wears the same uniform as Mike.
 - c) Girls don't wear school uniforms.
 - d) A school uniform always has a blazer and a tie.

C) Zusammenhängendes Sprechen

Here you have to talk about yourself.

Your class wants to take part in the Teen-E-Radio show.

*The topic is "hobbies and free time activities". What can **you** tell the host?*

- *Have a look at the notes page.*
- *Fill in your notes.*
- *Tell one of your classmates what you can tell the host.*

NOTES

name / age / school _____

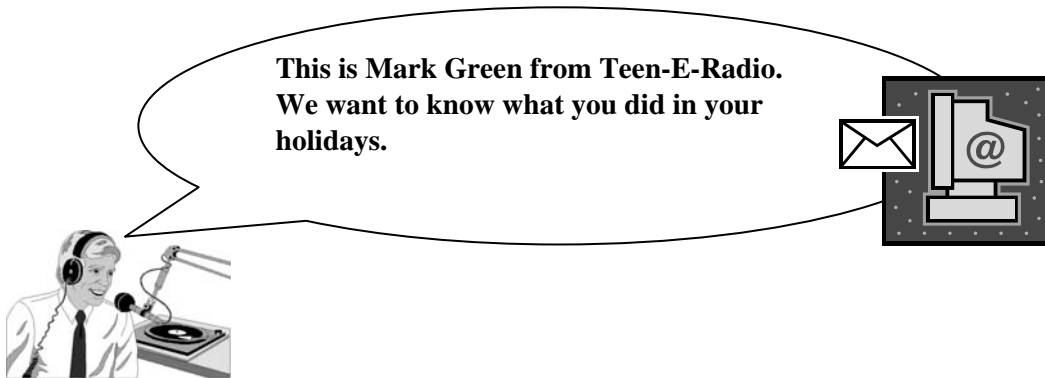
my hobbies and activities _____

my likes / dislikes _____

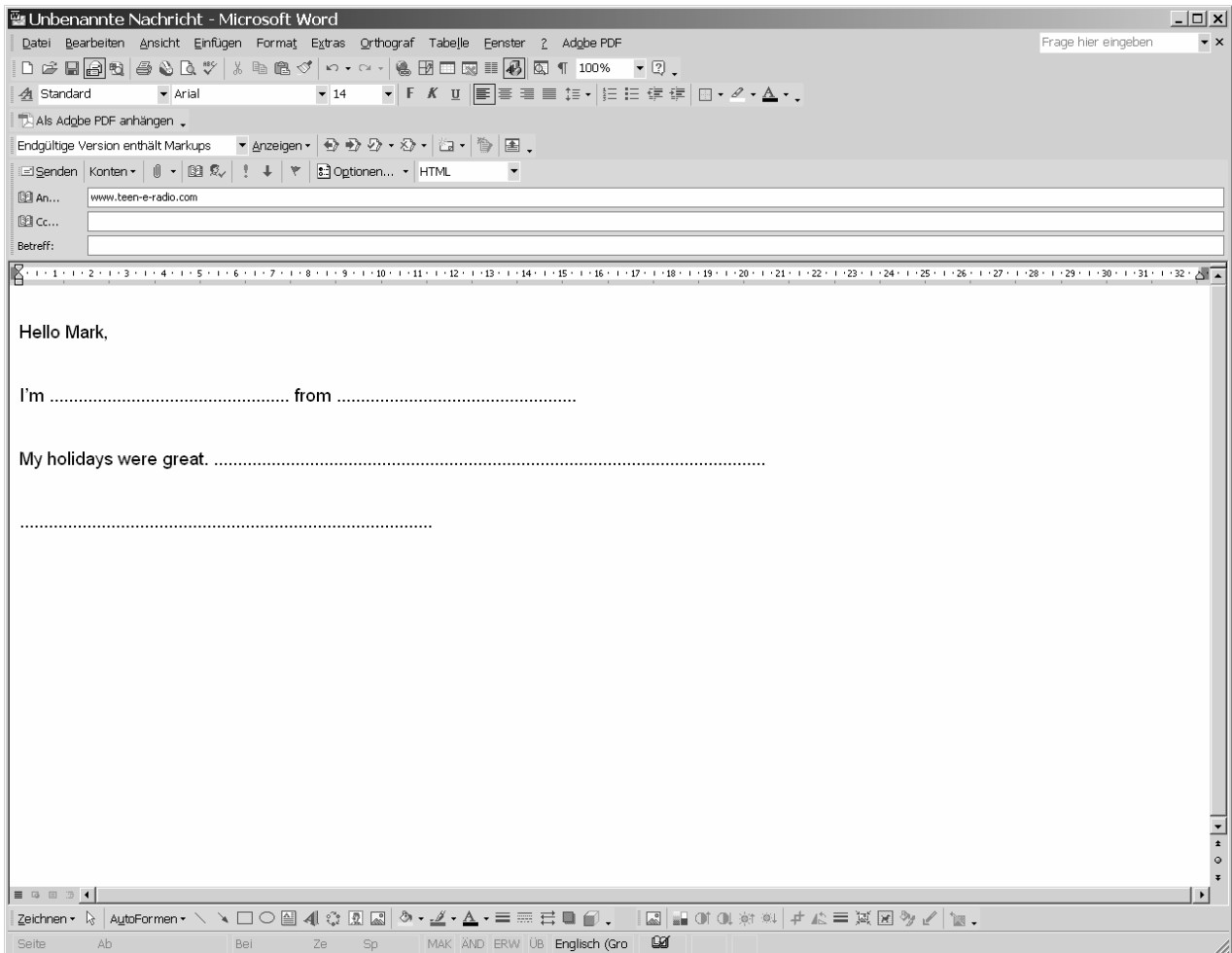
my dream holiday _____

D) Schreiben

Now you have to write an e-mail.



- Write an e-mail (about 70 words). The e-mail address is: www.teen-e-radio.com

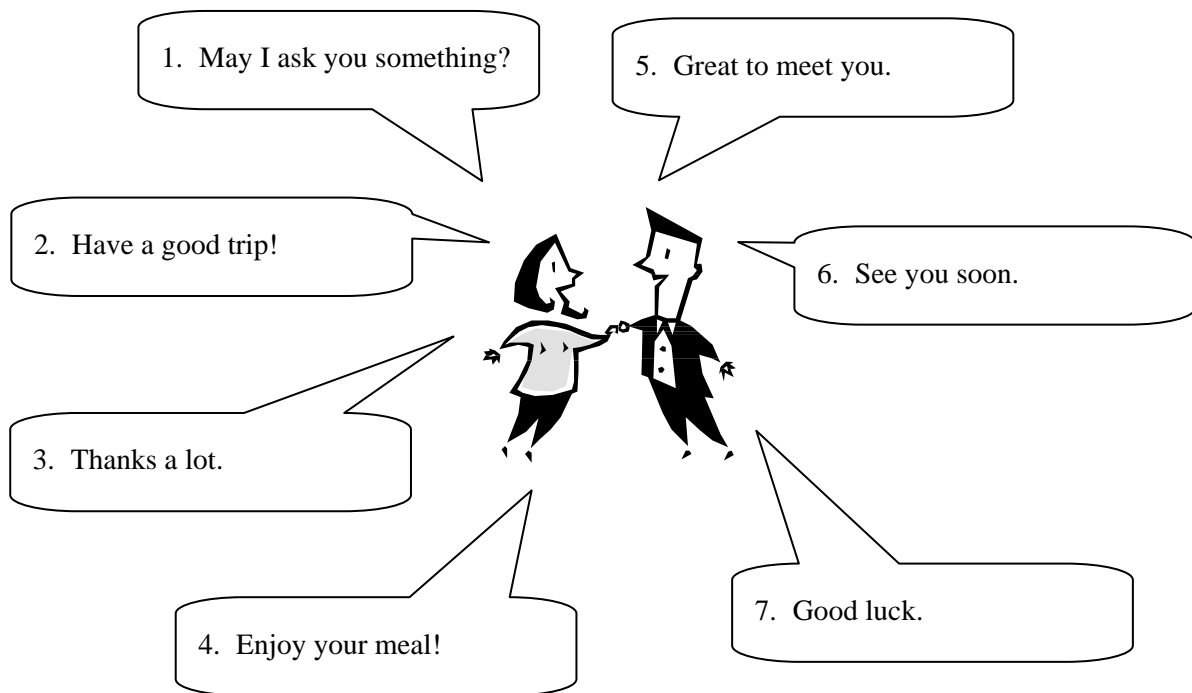


E) Sprachmittlung

Here you have to explain some English expressions in German.

Ihr habt englisch sprechende Jugendliche und Erwachsene getroffen und ihr habt viele höfliche Ausdrücke gehört, die ihr schon kennt. Für ein Projekt „Höflichkeit ist international“ wollt ihr die englischen Wörter und Ausdrücke ähnlichen deutschen Ausdrücken gegenüberstellen. Für jeden englischen Ausdruck gibt es in der Regel mehrere deutsche Ausdrücke. Welchen würdest du verwenden?

- *First look at the seven English expressions.*
- *Then write down seven German expressions that explain the seven English expressions best.*



In German:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Lernbegleitende Feststellungsaufgaben Englisch zur Konkretisierung der Kompetenzerwartungen am Ende der Jahrgangsstufe 6

Mit leistungsstärkeren Gruppen können die folgenden Aufgaben bearbeitet werden.

Aufgabenbeispiele für die kommunikativen Teilkompetenzen:

- A) Zusammenhängendes Sprechen
- B) Schreiben
- C) Leseverstehen
- D) Hörverstehen
- E) Sprachmittlung

Handlungsbezogener Kontext

Die Aufgaben beziehen sich auf die folgenden **Themen und Inhalte**:

- Familie, Freundinnen, Freunde, tägliches Leben und Tagesabläufe, Freizeit (A, D und E)
- Feste und Traditionen, exemplarische historische Persönlichkeiten und Ereignisse (B und C)

A) Zusammenhängendes Sprechen: Die Schülerinnen und Schüler sollen mithilfe der thematischen und sprachlichen Vorgaben auf einer *role card* sich selbst, ihre Familie, Freundinnen, Freunde, Hobbys und Interessen in einfacher Form vorstellen.

B) Schreiben: Die Schülerinnen und Schüler sollen einen kurzen persönlichen Alltagstext verfassen, d. h., sie schreiben eine E-Mail an ihre Austauschschülerin bzw. ihren Austauschschüler, in der sie Fragen zu dem kulturellen Ereignis des *Guy Fawkes Day* stellen.

C) Leseverstehen: Die Schülerinnen und Schüler sollen einem adaptierten Text wesentliche inhaltliche Aspekte entnehmen, d. h., sie lesen eine kurze adaptierte Geschichte und entnehmen ihr wichtige Informationen zu Guy Fawkes und dem *Guy Fawkes Day*. Die Bearbeitung des Lesetextes erfolgt auf der Grundlage von *Multiple-Choice*-Aufgaben, *sentence-completion*-Aufgaben und Aufgaben, in denen sie falsche Aussagen korrigieren müssen.

D) Hörverstehen: Die Schülerinnen und Schüler sollen aus einem didaktisierten Hörtext Informationen erschließen, d. h., in der Rolle eines Gastes auf einer *Bonfire Night Party* entnehmen sie einem Gespräch zwischen drei Personen Informationen zu den Gesprächsteilnehmern und den Inhalten des Gesprächs. Sie bearbeiten den Hörtext auf der Grundlage von *Multiple-Choice*- und *sentence-completion*-Aufgaben.

E) Sprachmittlung: Die Schülerinnen und Schüler sollen aus einem einfachen kurzen englischsprachigen Gebrauchstext die Kernaussagen erschließen und auf Deutsch wiedergeben, d. h., sie entnehmen einer Hotelbroschüre die für einen Hotelaufenthalt in England relevanten Informationen und geben diese mündlich auf Deutsch wieder.

Aufgabentypen zur Ermittlung von einzelnen kommunikativen Kompetenzen am Ende der Jahrgangsstufe 6

Kommunikative Kompetenzen	Text-/Materialgrundlagen/Impulse	Aufgabenstellungen	Aufgabenformate
Hörverstehen	<ul style="list-style-type: none"> • Gespräch auf einer Party 	<ul style="list-style-type: none"> • einem Hörtext Informationen zu Personen und Gesprächsinhalt entnehmen 	<ul style="list-style-type: none"> • Vervollständigen von Sätzen • <i>Multiple-Choice</i>-Aufgaben
Sprechen: zusammenhängendes Sprechen	<ul style="list-style-type: none"> • Rollenkarte mit thematischen und sprachlichen Vorgaben 	<ul style="list-style-type: none"> • sich den Schülerinnen und Schülern in der Klasse einer Austauschschule vorstellen 	<ul style="list-style-type: none"> • freies, durch Notizen gestütztes Sprechen
Leseverstehen	<ul style="list-style-type: none"> • Informationen zu einem typischen englischen Fest 	<ul style="list-style-type: none"> • einem Lesetext zu Guy Fawkes und dem <i>Guy Fawkes Day</i> die wichtigsten Fakten entnehmen 	<ul style="list-style-type: none"> • <i>Multiple-Choice</i>-Aufgaben • Vervollständigen von Sätzen • Korrigieren falscher Aussagen
Schreiben	<ul style="list-style-type: none"> • einen kurzen Alltags-text verfassen 	<ul style="list-style-type: none"> • eine E-Mail mit der Bitte um Informationen schreiben 	<ul style="list-style-type: none"> • freies Schreiben
Sprachmittlung	<ul style="list-style-type: none"> • englischsprachige Hotelbroschüre 	<ul style="list-style-type: none"> • den Eltern mündliche Informationen über ein Hotel liefern (auf Deutsch) 	<ul style="list-style-type: none"> • materialgestütztes Erklären

A) Zusammenhängendes Sprechen

Here you have to talk about yourself.

Your school is planning an exchange with a school in Chester.

Your teacher wants to prepare you for this exchange, so you practise talking about yourself.

- *First read the role card.*
- *Then practise talking about yourself with one of your classmates.*
- *Talk about the topics on your role card and use the expressions.*

ROLE CARD

You are in Form 8HM at Kingsway High School in Chester for one day.

The English pupils want to know something about

- your age
- your school
- your family (and perhaps pets)
- your hobbies, interests
- your home town.

Think of a good beginning and a last sentence.

Useful expressions

Hello, I'm happy to ...

I go to ...

I'd like to ...

I like ... /I don't like .../I love .../I hate ...

I'm interested in ...

I live in

B) Schreiben

Now you have to write an e-mail to get some information for a school project.

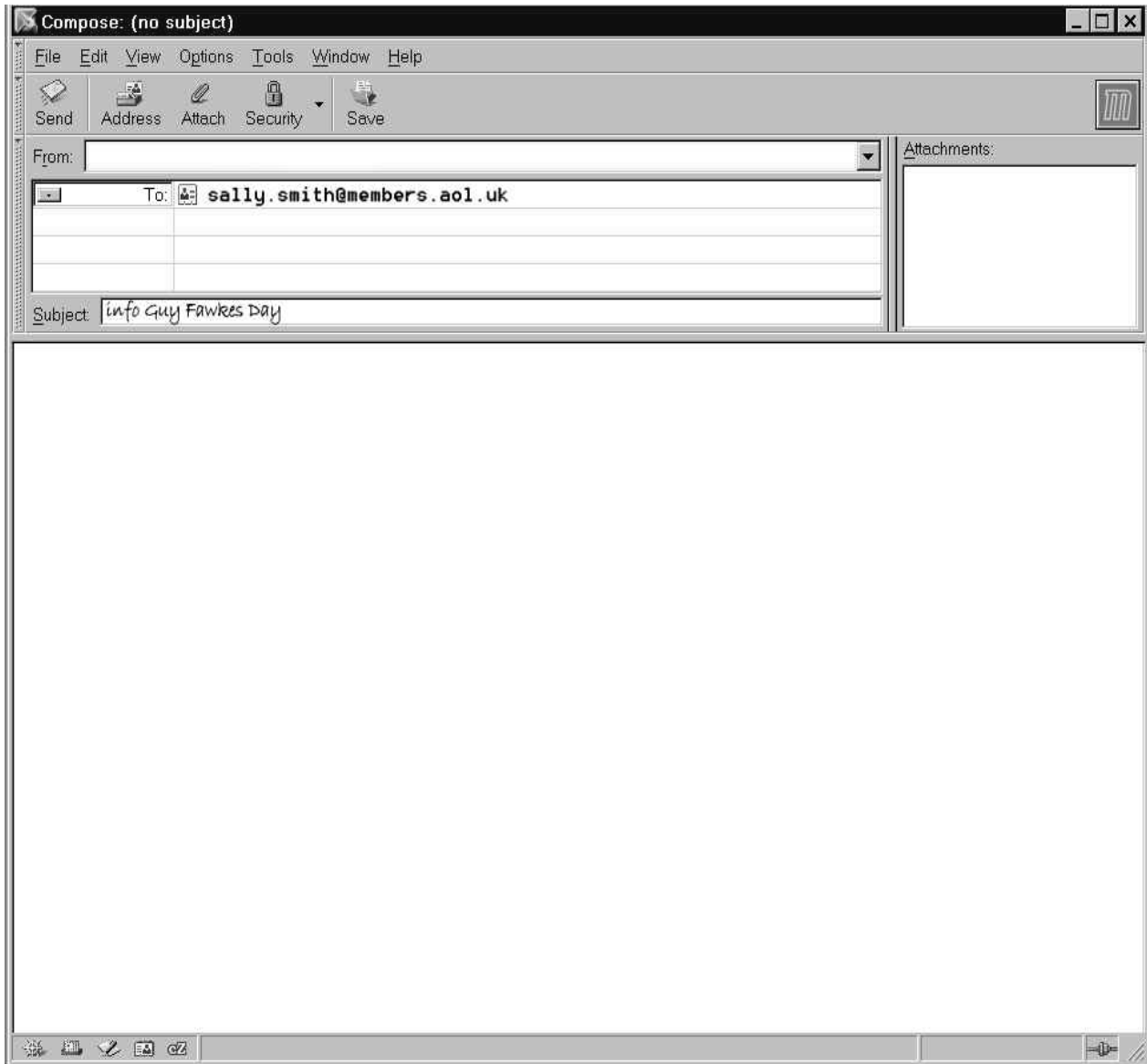
You prepare your exchange trip to Chester with some projects.

One of your projects in class is "English festivals".

Your topic is "Guy Fawkes Day".

Write an e-mail to Sally Smith, your exchange partner. In your e-mail ...

- *tell her about your project.*
- *ask her for information about Guy Fawkes Day: (When ...? Where ...? What ...? Why ...? How ...?)*



C) Leseverstehen

Here you have to read and understand a text about a famous English festival.

You have asked your exchange partner in Chester, Sally Smith, for some information about Guy Fawkes Day. You want to talk about this typical English festival in class. She has sent you the following story.

- *First read the text.*
- *Then do tasks a) – c).*

Guy Fawkes Day

If you live in England you will know the very famous story of Guy Fawkes. He was a man who tried to blow¹ up the English Houses of Parliament in 1605. Imagine that!

He and some of his friends dug² a tunnel under Parliament, which is where the laws³ are made in England. They rolled barrels of gunpowder under the rooms where the Members of Parliament and the King wanted to meet on 5th November. That was the day when Guy Fawkes and his friends wanted to blow up Parliament. But, the night before they could do it the king's men found out about the plot⁴.

They arrested Guy Fawkes and took him to the Tower of London as a prisoner. At the Tower he told them of his plan to blow up Parliament, and he also gave them the names of all the other people who had helped him.

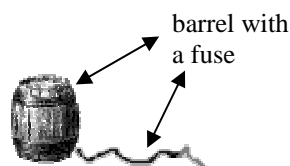
Now, every November 5th people in England celebrate Guy Fawkes Day. Boys and girls get old clothes like an old suit or so and fill them with straw to make a straw figure that looks like Guy Fawkes. If they can get a hat they use that, too. This figure is called a "Guy". It's something like a scarecrow. The children then put the guy in a wooden cart, take him from door to door and ask people for "A penny for the Guy, please."

When they have collected enough pennies they go and buy fireworks. As soon as it gets dark everyone, children and grown-ups, make a huge bonfire with wood and sticks, and they throw the straw Guy on it and set the bonfire alight.

(Quelle: <http://www.toweroflondontour.com/kids/queen.html> adapted)

words:

- blow up* = in die Luft sprengen
- dug* = gruben
- law* = Gesetz
- plot* = Verschwörung



scarecrow

Now find out the most important information with the help of the following tasks:

Task a): Tick (✓) the correct box for each item. Only one answer is correct.

- 1) Guy Fawkes was a man who ...
- a) wanted to blow up the Houses of Parliament.
 - b) was a Member of Parliament.
 - c) was the King of England.
- 2) The night before 5th November the king's men ...
- a) arrested Guy Fawkes.
 - b) arrested Guy Fawkes' friends.
 - c) arrested Guy Fawkes and his friends.

Task b): Complete the following sentences:

- 3) The king's men could to arrest all the people who were in the plot because ...



- 4) The English celebrate Guy Fawkes Day on 5th November because ...



Task c): Correct the following sentences:

- 5) Boys and girls get dresses and skirts for the "Guy".



- 6) The children collect pennies to buy a "Guy".



- 7) The grown-ups build a huge bonfire with sticks and wood.



D) Hörverstehen

Now you have to understand what people say in a conversation.

During your exchange in Chester you are a guest at a Bonfire Night Party and hear a conversation. You want to find out who the guests are.

- Listen to the conversation.
- Complete the following sentences while you are listening.
- Use the following words: friend (2 x), boyfriend (1 x), classmate (1 x)
- Check your answers.

1) Mark is Tom's ...



2) Jenny is Susan's ...



3) Anne is Susan's ...



4) Susan is Tom's ...



You want to find out more details.

- Listen to the conversation again.
- Tick (✓) the correct box while you are listening.

<p>5) Marko is ...</p> <p>a) <input type="checkbox"/> 12.</p> <p>b) <input type="checkbox"/> 13.</p> <p>c) <input type="checkbox"/> 14.</p>	<p>8) Susan's mother is coming at ...</p> <p>a) <input type="checkbox"/> 7.30.</p> <p>b) <input type="checkbox"/> 8.30.</p> <p>c) <input type="checkbox"/> 9.00.</p>
<p>6) Marko is from ...</p> <p>a) <input type="checkbox"/> Spain.</p> <p>b) <input type="checkbox"/> Italy.</p> <p>c) <input type="checkbox"/> England.</p>	<p>9) Tom wants to start ...</p> <p>a) <input type="checkbox"/> the fireworks.</p> <p>b) <input type="checkbox"/> the bonfire.</p> <p>c) <input type="checkbox"/> the dancing.</p>
<p>7) Who loves peanut butter sandwiches?</p> <p>a) <input type="checkbox"/> Tom and Susan</p> <p>b) <input type="checkbox"/> Jenny and Susan</p> <p>c) <input type="checkbox"/> Jenny and Tom</p>	<p>10) Anne is at the party with ...</p> <p>a) <input type="checkbox"/> her classmate.</p> <p>b) <input type="checkbox"/> her new boyfriend.</p> <p>c) <input type="checkbox"/> Susan's boyfriend.</p>

Hörverstehen: Skript

At a Bonfire Night party

(Music in the background, teenagers' voices)

Susan: Hi Jenny. Oh, look, it's late, let's go and get the fireworks.

Jenny: Wait a moment. Susan, can you see that boy? Next to the window.

Susan: Where?

Jenny: Look, that boy with the black hair next to the window.

Susan: I don't know him. He looks like a Spaniard.

Tom: He's only twelve. Better look at me.

Jenny: Only twelve? He looks much older, doesn't he? Like thirteen or fourteen. Do you know him, Tom?

Tom: He's in my form. His name is Mark, but we call him Marko.

Jenny: Why?

Tom: Because he looks Italian, but he's from Chester. Nice, isn't he?

Jenny: Yes. Oh, stop it, Tom. Hey, do you want a peanut butter sandwich?

Tom: Of course, my Mum made them.

(Music in the background louder)

Mmmh, have one, too, Jenny. It's great.

Jenny: I love peanut butter sandwiches.

Tom: And Marko.

Susan: Oh, shut up, you. What are you drinking?

Tom: Me? Coke and orange juice, my favourite drink. I can drink three, one after another.

Susan: Yuck, coke and orange juice, that's not very cool.

Jenny: You really must try this tropical fruit juice cocktail.

Susan: Now, this is a nice drink.

Tom: Let me try it.

(You hear Tom drinking.)

Ugh, it tastes awful, I don't like it.

(The music gets louder.)

Jenny: Listen, what's the time?

Tom: Seven thirty. Why?

Jenny: Seven thirty, good, that's OK. I have to be home at nine.

Susan: Mum's coming for me at eight thirty.

Jenny: Can I come with you at half past eight then?

Susan: Sure.

Tom: Come on now, let's start the bonfire.

Jenny: Just wait, Tom. Susan, look, there's your sister Anne. With her boyfriend.

Susan: What? She hasn't got a boyfriend.

Jenny: Well, she has now. Can't you see how they're dancing?

Susan: Who is he?

Jenny: I don't know, but he's nice, isn't he?

Susan: Let's find out. Come on Jenny. Move.

E) Sprachmittlung

Here you have to explain some information from an English brochure in German.

You are staying with an English family in Chester and your parents want to visit you. You have found a nice hotel for them and tell them on the phone about it.

- *Read the text from the brochure on Northop Hall Country House Hotel.*
- *Give your parents at least four reasons why they should would book that hotel (in German, of course).*

Northop Hall Country House Hotel



Northop Hall has everything to make your stay nice. From the moment you come in, you'll start to relax. The Hall is from 1872 and it is in a wonderful place with big quiet gardens and high trees.

The old building has been modernized. All rooms have a radio, a minibar, direct dial telephones and TV with lots of channels.



The large rooms, the wonderful furniture, the good service make Northop Hall the perfect place to stay. Our welcome is always a hearty one.



(Quelle: <http://www.hotel-chester.com>)

Lernbegleitende Feststellungsaufgaben Englisch zur Konkretisierung der Kompetenzerwartungen am Ende der Jahrgangsstufe 8

Jahrgangsstufe 8 G-Kurs Gesamtschule/Hauptschule

Aufgabenbeispiele für die kommunikativen Teilkompetenzen:

- A) Leseverstehen
- B) Schreiben
- C) Zusammenhängendes Sprechen
- D) Hörverstehen
- E) Sprachmittlung

Handlungsbezogener Kontext

Die Aufgaben beziehen sich auf die folgenden **Themen und Inhalte**:

- Persönliche Lebensgestaltung – Freundschaft, Medien in der Freizeitgestaltung (B 2: *Schreibwettbewerb*, D: *His last chance*)
- Teilhabe am gesellschaftlichen Leben – Nationale und regionale Identität am Beispiel einer Region in den USA (C: *National Parks*, B 1: *Austauschorganisation*); Migration als persönliches Schicksal (A: *The long way to a new land*, E: *Reisetagebuch*)

A) Leseverstehen: Die Schülerinnen und Schüler sollen einem adaptierten Text wesentliche Informationen entnehmen. D. h. sie lesen eine Geschichte über eine Auswanderungsfamilie und beantworten geschlossene und halboffene Fragen durch Ankreuzen von *Multiple-Choice*-Aufgaben bzw. durch Eintragen entsprechender Kurzantworten.

B) Schreiben 1: Die Schülerinnen und Schüler sollen einen knappen zusammenhängenden Text für eine Austauschorganisation verfassen. Sie sollen darin anhand von Stichworten ihre Kenntnisse über die USA darstellen und ihre individuellen Wünsche für ein entsprechendes Austauschprogramm nennen.

B) Schreiben 2: Die Schülerinnen und Schüler sollen für einen Wettbewerb eine spannende Geschichte mit einem interessanten Ende verfassen. Als Unterstützung stehen ihnen 2 Bilder sowie eine Reihe Stichpunkte zur Verfügung.

C) Zusammenhängendes Sprechen: Die Schülerinnen und Schüler sollen zusammenhängend zu einem vertrauten Thema sprechen und möglichst viele Informationen übermitteln, d. h. in einem kurzen Vortrag stellen sie ihren Mitschülern einen von zwei *National Parks* vor. Dabei stützen sie sich ggf. auf zuvor angefertigte Notizen.

D) Hörverstehen: Die Schülerinnen und Schüler sollen aus einem einfachen, aus zwei Szenen bestehenden Hörtext Informationen zu den Gesprächsteilnehmern und den Inhalten des Gespräches erschließen. Die Bearbeitung erfolgt auf der Grundlage von *Multiple-Choice*-Aufgaben.

E) Sprachmittlung: Die Schülerinnen und Schüler sollen aus kurzen englischsprachigen Alltagstexten die Kernaussagen erschließen und auf Deutsch wiedergeben. Sie entnehmen drei Reisetagebucheinträgen die relevanten Informationen über einen *National Park* und geben diese mündlich auf Deutsch ihren Geschwistern wieder.

Aufgabentypen zur Ermittlung von einzelnen kommunikativen Kompetenzen am Ende der Jahrgangsstufe 8

Kommunikative Kompetenzen	Text-/Materialgrundlagen/Impulse	Aufgabenstellungen	Aufgabenformate
Hörverstehen	<ul style="list-style-type: none"> • 2 Gespräche unter Freunden über einen Auslandsaufenthalt 	<ul style="list-style-type: none"> • Hörtexten des Lehrwerks bzw. einfachen authentischen medial vermittelten szenischen Formen unter detaillierter Anleitung wesentliche Aussagen und Fakten entnehmen 	<ul style="list-style-type: none"> • geschlossene Fragen zum Hörverstehen beantworten
Sprechen: zusammenhängendes Sprechen	<ul style="list-style-type: none"> • Informationsblätter über National Parks in den USA 	<ul style="list-style-type: none"> • zu Themen, die im Unterricht behandelt werden, aufgabenbezogen sprechen und die eigene Meinung in einfacher Form formulieren 	<ul style="list-style-type: none"> • freies, (ggf. auf Notizen gestütztes) Sprechen
Leseverstehen	<ul style="list-style-type: none"> • Erzählung über eine Auswandererschicksal 	<ul style="list-style-type: none"> • adaptierten Erzähltexten die wesentlichen Informationen entnehmen/adaptierte Erzähltexte verstehen 	<ul style="list-style-type: none"> • geschlossene und halboffene Fragen zum Text beantworten
Schreiben 1	<ul style="list-style-type: none"> • Bewerbungsbogen einer amerikanischen Austauschorganisation 	<ul style="list-style-type: none"> • einfache klar strukturierte Sachverhalte gemäß vorgegebener Textsorte darstellen 	<ul style="list-style-type: none"> • nach Stichpunkten die Kenntnisse über die USA wiedergeben und individuellen Wünsche darlegen
Schreiben 2	<ul style="list-style-type: none"> • Bilder und Stichpunkte zu einer Geschichte 	<ul style="list-style-type: none"> • einfache klar strukturierte Sachverhalte gemäß vorgegebener Textsorte darstellen 	<ul style="list-style-type: none"> • eine Geschichte für einen Wettbewerb schreiben
Sprachmittlung	<ul style="list-style-type: none"> • Reisetagebuch eines Austauschschülers 	<ul style="list-style-type: none"> • aus kurzen einfach strukturierten englischsprachigen Gebrauchstexten die Kernaussage erschließen und auf Deutsch wiedergeben 	<ul style="list-style-type: none"> • die besonders interessanten Passagen der Auszüge des Reisetagebuchs auf Deutsch wiedergeben

Aufgabenstellungen und Ausgangstexte

A) Leseverstehen

Read the following texts carefully.

The long way to a new land

Eric, his brother Sean and his Mum and Dad had no food for the long winter in Scotland.

Dad tried to buy food.

"It's hopeless", he told Mum. "There's nothing to buy. People have left their farms. I saw children begging¹."

One day a letter came from Uncle Callum in America. When Dad opened the envelope he found two letters inside, one from Uncle Callum and one from Callum's daughter Linda.

<p>Dear ones, the worst is now over. It's a new life for us here - we have built our house. Our land is good. We will have food for the winter. We think of you there in Scotland. We know how hard it must be. Your farm is small and rocky. You have two sons. What future do they have? Come! We will help you. Come to America!</p> <p style="text-align: right;">Yours Callum</p>

<p>Dear Eric We have a cow and twelve chickens. We eat wheat² bread with butter every day. And I have seen an Indian. He was very friendly. I hope you can come to America, too. Your cousin Linda</p>

"I want wheat bread with butter", said Sean. "Can we go to America?"

That night Eric could not sleep. He was too hungry. – And he was thinking of Linda's letter. He could hear Mum and Dad talking in their bed.

The next morning Dad said, "There is no future for us here. We will go to America."

Dad made a big trunk³ with a lock.

He sold their small farm and most of their things. He did not get much money. But it was enough to buy their tickets to America.

They filled the "America trunk" with clothes, tools, Dad's gun and the Bible.

Finally they left their farm on their old cart.

It took three days to reach the city of Glasgow. Dad sold the cart and bought their tickets, because now they had to take the train to Liverpool.

1 begging: betteln

2 wheat: Weizen

3 trunk: Truhe, Überseekoffer

In Liverpool port they met an emigrant agent¹. He helped them with their baggage and got them safely to the seaport.

Liverpool port was very crowded. Eric held on tightly to Dad's hand. All around he heard strange languages of other emigrants: German, Swedish, Norwegian, French.

The emigrants boarded the ship. Dad found their bunks².

"Clean straw!" said Mum and laid out the bedding.

On the 12th day someone shouted: „Land!"

Men in uniforms examined their baggage.

A doctor looked into their eyes and down their throats.

Sean whined³: "I'm hungry. I want wheat bread with butter."

Eric watched the men check Dad's papers. They asked him many questions and Dad was nervous.

Finally it was over!

"Don't move from here", said Dad. When he came back he was laughing. "Sean", he said, "look! Wheat bread with butter!" But Sean was fast asleep.

"We have got a letter, too!" said Dad. "Callum and Sara welcome us to America. Everything is arranged – and I have work for the winter! "

(by Joan Sandin, Harper & Row, 1981, NY; abbreviated)

1 emigrant agent: Helfer für Auswanderer

2 bunk: Koje (Bett in einer Schiffskabine)

3 to whine: jammern

Read the text again and do the tasks. Tick (✓) the correct answer.

- 1) What's the right headline for lines 1 – 6?
- Winter on a farm in America
 - No food for the winter
 - Three letters from America
 - Hope for a better life in Scotland
- 2) What does uncle Callum tell them in his letter?
- They can't help Eric's parents.
 - The new life is much better than in Scotland.
 - They will go back to Scotland.
 - They have no house.
- 3) What is in Linda's letter?
- They eat bread and cheese every day.
 - They have no animals.
 - Linda has seen an Indian.
 - They have friendly neighbours.
- 4) Which languages could Eric hear in Liverpool ?
-

- 5) On the way to America

Tick (✓) the correct answer.

	right	wrong	not in the text
Men in uniform checked their pockets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A doctor examined them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric wanted something to eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some men checked dad's papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dad bought wheat bread with cheese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Callum's and Sara's letter was money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dad got work on a farm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B) Schreiben 1

„People to People International“ is a famous organisation in the USA. It has a programme for young German students for a 6-weeks-stay with American families. – They’ll pay \$ 500 for interested students who write about what they know about the USA and what is most interesting for them.

Think of :

- famous cities and monuments
- people (Native Americans, Coloured People, Inuit, ...)
- famous people (music, sport, political persons, ...)
- places of interest and famous sights
- every day life, life at school
- special requests (I’d like to visit / meet / get to know /...)

To
People to People International
Head Office
Spokane
WASHINGTON

Don't forget :

sender
date
formal beginning
formal ending

I'm interested in your programme for young German students about a 6-weeks-stay in the USA.

.....

.....

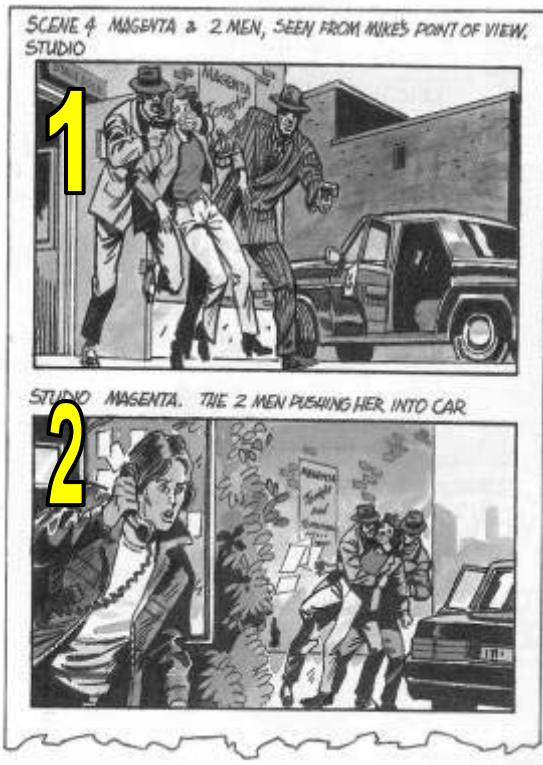
.....

B) Schreiben 2

You want to take part in a competition for young and creative authors in an international youth magazine.

Have a look at the following pictures. Write an interesting story and find an exciting ending (about 100 words).

Millionaire's Daughter Kidnapped



.....

.....

.....

.....

.....

.....

.....

.....

The following words can help you :

1 gangsters wearing and holding, coming out of a house, the girl can't, car is waiting with open door,

2 car leaving very fast, young man shouting, phoning

Bildquelle : Strange, Derek : Reading and Writing. Oxford University Press, 1996.

C) Zusammenhängendes Sprechen

Aufgabenstellung Zusammenhängendes Sprechen:

Today is presentation day at school. You have worked on a National Park Project for some time.

Choose one of the parks and give as much information as you can to your classmates.

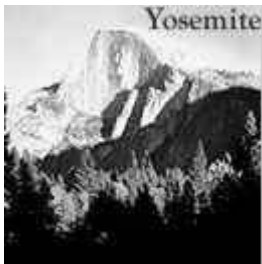
Information sheets will help you!



Operating Hours & Seasons

The park is open 365 days per year, 24 hours per day.

California, USA



Park Statistics

Total acres: 747,956

Total square miles: 1,169

Wilderness: 94.5% of the park

Activities:

- Biking
- Bird-Watching
- Boating
- Camping
- Fishing
- Climbing
- Cross Country Skiing

Entrance Fees:

Fee Schedule

Yosemite Pass: \$40 (valid one year)

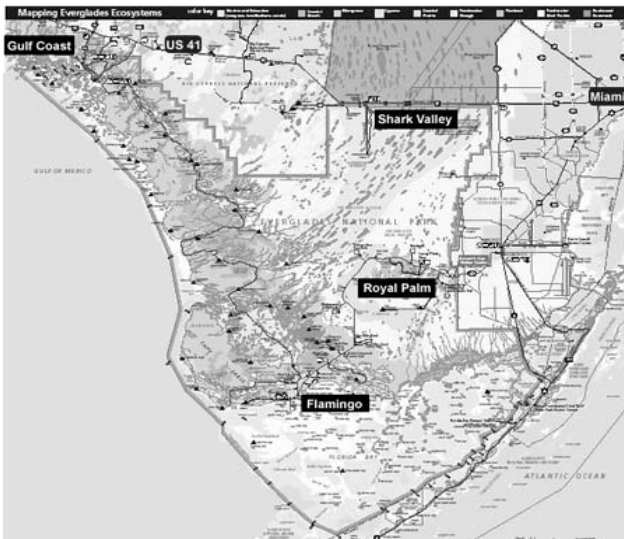
Automobiles: \$20 (valid seven days)

Individuals: \$10 (valid seven days)



Ernest F. Coe Visitor Center
 Open All Year
 12/18/05 to 04/16/06 8:00 am to 5:00 pm
 4/17/06 to 12/17/06 9:00 am to 5:00 pm

Florida, USA



Park Statistics

Total acreage including expansion (land and water): 1,509,000 acres (610,684 hectares, 2,358 square miles), in Dade, Monroe, and Collier Counties

Activities:



Entrance Fees:

Vehicle – \$10 at main entrance and Shark Valley
Individuals – \$5 at main entrance and at Shark Valley
Everglades Annual Pass – \$20

D) Hörverstehen

You are going to hear a conversation between a boy called Brian and his girlfriend Pauline, then two conversations between Brian and his friend Jason. You will hear them twice. Then you will have to answer some questions.

His last chance ... (Transkript des Hörtextes)

Scene 1

- Narrator** *In an ice-cream-parlour (typical sounds to be heard)*
- Brian: Ah, Pauline, finally you're here!
- Pauline: Oh, hi, Brian. Have you been waiting long?
- Brian: No, not really...
- Waiter: Good afternoon – your orders, please!
- Pauline: I'd like the vanilla ice-cream with strawberries.
- Brian: For me, just a Coke.
- Waiter: Thank you. Would you like your Coke with lemon?
- Brian: No, thank you.
- Pauline: There's some good news, Brian!
- Brian: Really? Did you book that campsite up in Scotland for the summer break???
- Pauline: Ehm, Brian, I ...
- Brian: Oh, that doesn't matter. I was expecting that they are already full. Never mind, we'll find another great place to spend our summer holidays. I don't care too much where I am – as long as you are around!
- Narrator Waiter brings the ice-cream and the Coke
- Waiter: Here you are. That's £ 3,80 altogether.
£ 4 is ok. Thank you.
(typical sounds to be heard, saucers, glasses etc. on the table)
- Pauline: Brian, what I really wanted to tell you ...
- Brian: Don't think about that campsite too much, dear, I'm really not disappointed.
- Pauline: *(quite upset now)* Brian, would you just listen for a moment? What I'm going to tell you is – ehm – I'm going to Germany as an au-pair.
- Brian: *(laughing)*: Pauline, you are joking!
- Pauline: No, Brian, this is definitely NO joke. I AM GOING TO GERMANY!!!
- Brian: But, ... wwww, I mean, ... when did you decide to leave Andover?
- Pauline: Well, Brian, I mean it's no secret that Andover is quite small – and really boring! Before I have to start a job and will perhaps never again have the money nor the time to stay abroad I will take my chance. It is always very good to get to know a foreign country, experience every-day-life with a family, and, of course, I will improve my German. You know, Mr Jackson always told me my German was quite poor
- Brian: Pauline, would you just stop for a moment? We're not at the travel agency here, you don't need to list all the advantages! Just tell me what will happen to us??? Have you thought of me at all???
- Pauline: Brian, it's a great chance for me! And why should anything change between us? We can phone, e-mail and perhaps you can visit me in summer ...

Scene 2

Narrator: *Four weeks later: Brian and Pauline have e-mailed nearly every day for three weeks. But during the last week, Pauline hasn't answered Brian's mails. He hasn't heard a single word from Pauline. Of course, she had given him her address written on a piece of paper, but he had lost it – well, the truth was that his mother had washed his jeans with the paper, so he couldn't write letters or phone her. He is desperate and doesn't know what to do. He still hopes there will be a happy ending.*

At school, during the break (typical sounds to be heard)

Brian: Hi, Jason, good to meet you!

Jason: Hi, Brian. How's Pauline doing? Any news from her?

Brian: That's exactly my problem – I haven't heard a single word for more than a week now! Jason, what can I do?

Jason: Keep cool, boy, just write a letter per snail-mail, or phone her ...

Brian: Good idea – if mum hadn't washed the paper with the address ...

Jason: Sounds as if you have a serious problem. See what I can do for you. My uncle spent some time in Germany, I think the place was called Herford. I remember he told me about a British radio station over there. I think its name is "BFBS". Perhaps they have a programme for young people and you can try to contact her with the help of them.

Brian: Are you sure??? Can you get me the address of this radio station?

Jason: Well, I'll ask my uncle.

Narrator: *Three days later Brian held the note with the address of BFBS-radio in Herford in his hands. No mails from Pauline so far. What could he do? He was really upset. Suddenly he had an idea: What about going to Herford?*

Listen to the first part of the text twice.

Scene 1

1) The first scene is about ...

- a) a holiday in Andover.
- b) Pauline's au-pair plans.
- c) a campsite in Germany.

2) Pauline and Brian meet ...

- a) in an ice-cream parlour.
- b) in the school cafeteria.
- c) in the travel agency.

3) Pauline is talking about ...

- a) their holiday in Scotland.
- b) her bad school report.
- c) an au-pair-job in Germany.

4) When Brian hears about Pauline's plans he ...

- a) is worried about his friendship to Pauline.
- b) is no longer interested in Pauline.
- c) is happy because he can go on a trip with Jason.

Scene 2

- 5) During the first three weeks ...
- a) they phoned daily.
 - b) they mailed daily.
 - c) they had no contact.
- 6) After four weeks Brian could not contact Pauline because
- a) she didn't give him her address.
 - b) her address in his jeans had been washed.
 - c) she had no mobile phone.
- 7) Brian is really worried because
- a) he got a wrong phone number.
 - b) doesn't know how to contact Pauline.
 - c) he got only short mails.
- 8) His best friend Jason ...
- a) has a good advice for Brian.
 - b) doesn't see the problem.
 - c) has no idea what to do.
- 9) The radio station ...
- a) has only programmes for young people.
 - b) can perhaps help Brian to contact Pauline.
 - c) invited Brian for an interview.

E) Sprachmittlung


Fred aus Dallas ist als Austauschschüler in eurer Familie.

Er hat im letzten Jahr Urlaub in Florida gemacht und den Nationalpark *Everglades* besucht. Dabei hat er ein Reisetagebuch geführt.

Deine jüngeren Geschwister können noch kein Englisch und möchten gern wissen, was dabei besonders interessant war. Deshalb bitten sie Dich, ihnen auf deutsch zu sagen, was Fred notiert hat.

Saturday,

We went to Florida early in the morning and stayed at ***Flamingo Lodge***, an excellent hotel in the Everglades National Park.



There were hundreds of flamingos everywhere.


But the hotel was very expensive. Our family paid 500 Dollars for 5 days.

Sunday,

Super airboat tour.


Finest Airboat Fleet in The Everglades!

- covered passenger compartment
- you won't get sunburned !



Monday The most exciting trip was the tour to the alligator farm.

We saw hundreds of alligators and lots of snakes. We watched the alligators and my father took a photo of me with an alligator baby. That was great.



Lernbegleitende Feststellungsaufgaben Englisch zur Konkretisierung der Kompetenzerwartungen am Ende der Jahrgangsstufe 8

Jahrgangsstufe 8 E-Kurs Gesamtschule, Hauptschule; Realschule; Gymnasium

Aufgabenbeispiele für die kommunikativen Teilkompetenzen:

- A) Leseverstehen
- B) Schreiben
- C) Zusammenhängendes Sprechen

Handlungsbezogener Kontext

Die Aufgaben beziehen sich auf die folgenden **Themen und Inhalte**:

- Persönliche Lebensgestaltung – Musik, Sport, Film (B: *Write a virtual postcard about your favourite star.* C: *Would you like to live the life of a star?*)
- Teilhabe am gesellschaftlichen Leben – Einblicke in das Leben und die Karriere eines amerikanischen Musikers (A: *Biography of Bruce Springsteen*)

A) Leseverstehen: Die Schülerinnen und Schüler sollen den Inhalt eines leicht adaptierten Internettexzes zu einem vertrauten Thema selektiv erschließen, d. h. sie lesen einen Text über den Sänger *Bruce Springsteen*, unterstreichen unter konkreten Fragestellungen die wichtigsten Informationen und tragen diese in eine vorgegebene *Scrapbook*-Seite ein.

B) Schreiben: Die Schülerinnen und Schüler sollen einen zusammenhängenden Text verfassen und darin ihre eigene Meinung darlegen, d. h. in einer virtuellen Postkarte an einen Brieffreund berichten sie über ihren Lieblingsstar und legen ihre persönlichen Einstellung zu dem Star in einer begründeten Stellungnahme dar.

C) Zusammenhängendes Sprechen: Die Schülerinnen und Schüler sollen zusammenhängend zu einem vertrauten Thema sprechen und eigene Standpunkte einbringen, d. h. in einem kurzen Vortrag äußern sie sich persönlich wertend über das Leben eines Stars. Dabei stützen sie sich ggf. auf die zuvor angefertigten vorstrukturierten Notizen.

Aufgabentypen zur Ermittlung von einzelnen kommunikativen Kompetenzen am Ende der Jahrgangsstufe 8

Kommunikative Kompetenzen	Text-/Materialgrundlagen/Impulse	Aufgabenstellungen	Aufgabenformate
Sprechen: zusammenhängendes Sprechen	<ul style="list-style-type: none"> • Raster mit von den Schülerinnen und Schülern angefertigten Notizen 	<ul style="list-style-type: none"> • persönliche Einschätzung zu dem Leben als Star abgeben 	<ul style="list-style-type: none"> • freies, auf Notizen gestütztes Sprechen
Leseverstehen	<ul style="list-style-type: none"> • Kurzbiographie eines Stars 	<ul style="list-style-type: none"> • (unter konkreten Fragestellungen) die wichtigsten Informationen eines Sach- oder Erzähltextes entnehmen 	<ul style="list-style-type: none"> • Notizen in ein vorstrukturiertes Aufgabenblatt eintragen
Schreiben	<ul style="list-style-type: none"> • Erklärung zur Struktur einer virtuellen Postkarte, grafische Hilfen 	<ul style="list-style-type: none"> • einem Brieffreund eine virtuelle Postkarte mit der eigenen Meinung über den Lieblingsstar schreiben 	<ul style="list-style-type: none"> • freies, meinungsbetontes Schreiben


A) Leseverstehen

Here you have to read a text from an internet page on Bruce Springsteen.

- First have a look at the scrapbook page below.
- Then read the text that follows and underline the facts which are important for the scrapbook page.
- Finally use the passages you have underlined to fill in the scrapbook page.

Scrapbook page:

My favourite singer



Name: _____

Facts of birth: _____

Place of birth: _____

School career: _____

Own family: _____

His skills¹: _____

His bands: _____

Albums which mark his career as a superstar (title and year):

Start of his career: _____

His breakthrough: _____

International star: _____

International superstar: _____

His comeback: _____

¹ skills = Fähigkeiten

Biography



"The Boss" started his career with the release of his first album *Greetings From Asbury Park* in 1973. It did not sell well at the beginning, but Bruce Springsteen's career had begun.

Springsteen was born in Freehold, New Jersey, on September 23, 1949. He grew up in a "normal middle class family" and first started playing around with the guitar in High School. After graduating from High School he moved to New York to try and break into the Folk Music scene. After getting nowhere on this front he returned to Asbury Park, N.J. and got together with a number of bands like 'Rogues and Dr. Zoom' and the 'Sonic Boom'.

The 1973 albums marked the beginning of Springsteen's career and since then, "The Boss" has sold tens of millions of albums and won over legions of loyal fans worldwide in his 30 plus years as a "rock and roll legend". His success came after a tour with the band Chicago. Springsteen fascinated the audiences in these live shows, and seeing a chance, the singer-songwriter came up with what is called his breakthrough effort *Born to Run* in 1974. The title song's (*Thunder Road*) continuous playing on the radio brought the album to the top five. The album received a lot of praise. Magazines and newspapers were trying to get him to appear in their publications.

The album *The River*, which came out in 1980, quickly went platinum in the United States and established Springsteen as an international star.

"The Boss's" most famous release *Born in the U.S.A.* came out in 1984. This pop style arena rock album sold 20 million copies and was followed by a massive two year long world wide tour. The new working class image of *Born in the U.S.A.* made Springsteen an international superstar. "The Boss" was born!

When Springsteen was facing marital problems he began singing of lost love, emotional confusion and other problems. After his next tour with the E-Street Band in 1989 he left the band and got divorced from his wife.

Soon after he became romantically involved with backup singer Patti Scalfia in 1990; the couple gave birth to a son, Evan, and married in 1991. Three years later he released two albums *Human Touch* and *Lucky Town* showing the influence of his new life.

Springsteen released the song *Streets of Philadelphia* for the movie *Philadelphia* which won him a Grammy award and an Oscar for "Best Song". With his career in full-comeback, he re-united with the E-Street Band for some new tracks. Among the new albums there was *The Ghost of Tom Joad*, which was a return for Springsteen to the folk music style of his early career.

After 30 years he is still going strong, "The Boss" is currently touring internationally and we can only wait and see what will be next.

(words: release – make public/marital problems – problems with wife/husband)

(Quelle: <http://www.brucespringsteen.com/>-adapted)

B) Schreiben

Here you have to write a virtual postcard via internet.

Create and send a virtual postcard to your penfriend who lives in India and can speak English well.

- *Write down the name of your favourite star (singer, actor/actress or athlete) in the empty frame.*
- *Fill in the boxes with your name, etc. and write to your penfriend about your favourite star.*
- *Tell your penfriend why you are writing this postcard, why you have chosen this star, what you like or dislike about your star and what you want him/her (your favourite star) to do next.*

Your name:

Your e-mail address:

Your pen-friend's name:

Your pen-friend's e-mail address:

Message:

C) Zusammenhängendes Sprechen

Here you have to prepare and give a short speech.

A lot of young people want to be a star like the singers Bruce Springsteen and Shakira or like the actress Nicole Kidman or the soccer player David Beckham.

Would you like to live the life of a star? (A star can be a singer, an actor/actress or a top athlete.)

Prepare a short speech for your classmates, make notes to the following points:

everyday life	room for your notes	people	room for your notes
work-place		family	
leisure time		friends	
hobbies and interests		fans	
other ideas (fame, money)		other people	

Talk to your classmates and only use your notes if you don't remember your ideas.