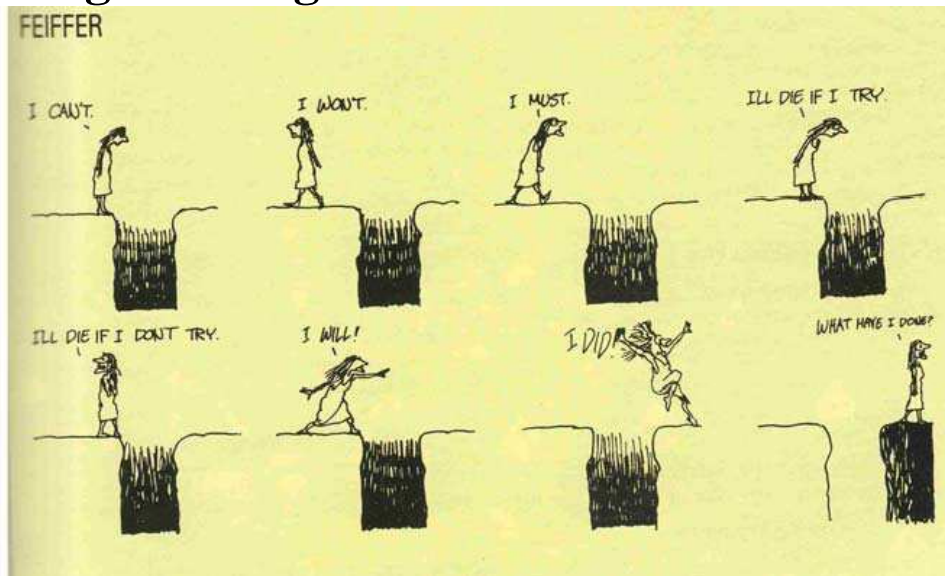


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1. Umfang: "Weniger ist oft mehr."



Es ist unerlässlich, den Umfang schriftlicher Arbeiten dem Arbeitstempo und der Konzentrationsfähigkeit der jeweiligen Altersstufe anzupassen. Eine ruhige Arbeitsatmosphäre und das Bewusstsein, dass bei Beherrschen des Stoffes kein zeitliches Problem entstehen wird, erhöhen die Leistungsfähigkeit der Schüler und Schülerinnen.

Es hat sich in der Praxis bewährt, die Länge der einzelnen Aufgabenstellungen so zu bemessen, dass die **reine Arbeitszeit** ca. 30 - 40 Minuten nicht überschreitet: Es soll genug Zeit für die Besprechung der Aufgabenstellungen bleiben. Weiters ist zu bedenken, dass die Schüler Zeit brauchen, die *tasks* genau durchzulesen.

Last but not least muss der Schüler ausreichend Zeit haben, **eigenständige Texte**

a) zu **konzipieren**, d.h. Stoffsammlungen wie *outlines* oder *mind-maps* zu entwickeln, den Gesamtaufbau und eine textsortenadäquate Gestaltung zu planen und die dafür nötigen sprachlichen Bausteine sammeln

b) in Ruhe zu **verfassen**

c) zu **überarbeiten** und auf **Fehler** hin durchzulesen

Leistungsfeststellungen müssen in ihrer Form die Lernziele und die zu deren Vermittlung gewählten Unterrichts- und Übungsformen widerspiegeln. Es ist ein immanenter Bestandteil der Schulung von Schreibfertigkeit, unsere Schüler zum sog. *editing* ihrer Texte im Sinne der oben skizzierten Schritte anzuleiten und dies

auch bei Hausübungen zu verlangen. Daher muss auch bei Schularbeiten Zeit sein, nicht nur auswendig gelernte Versatzstücke in rasendem Tempo zu reproduzieren, sondern Texte unter annäherungsweise realistischen Arbeitsbedingungen in der oben beschriebenen Form zu produzieren. Dies hat notwendigerweise Konsequenzen für die Länge von schriftlichen Arbeiten.

Die **Gesamtanzahl der Aufgabenstellungen** ergibt sich natürlich aus dem Wesen des zu überprüfenden

Stoffes und aus der Natur der einzelnen Arbeitsaufträge. Es ist jedenfalls zu berücksichtigen, dass die Schüler Zeit brauchen, um sich auf die einzelnen Arbeitsaufträge einzustellen. Insbesondere die Umstellung von einer *Listening* oder *Reading Comprehension* auf die anderen Teile der Schularbeit ist für viele Schüler schwierig.

Hierbei ist auch zu bedenken, dass der Zeitaufwand für Hörtexte deutlich mehr als das zweimalige Abspielen der CD beträgt: Das Durchlesen der *tasks*, das Zurückspulen, die sprachliche Umsetzung der Aufgaben und deren Korrektur nehmen ebenfalls Zeit in Anspruch.

2. Test design / Inhalt

Im Hinblick auf die kommunikative Ausrichtung eines modernen Englischunterrichts sollten **im Laufe des Jahres alle Fertigkeiten** in ausgewogenem Verhältnis überprüft werden, wobei bei einzelnen Arbeiten **Schwerpunkte in einzelnen Teilbereichen** in Einklang mit dem jeweiligen Lehrstoff gesetzt werden können, ja sollen:

Es ist sinnvoller, wenige Fertigkeiten valide abzutesten als jede Schularbeit mit Aufgabenstellungen in allen Fertigungsbereichen zu überfrachten.

Fertigkeiten

Listening Comprehension

Reading Comprehension

English in use: - Wortschatzarbeit
- Grammatik

Text production

Schularbeiten sollten ein altersstufen- und lernjahrgemäßes Verhältnis zwischen diesen Elementen widerspiegeln. Hierbei werden **Eigenständigkeit und Transferleistung** im Verlauf der Unterstufe zunehmend größeres Gewicht bekommen können und müssen. In den **ersten beiden** Lernjahren sind rezeptive Überprüfungsformen (Listening, Reading) und Aufgabenstellungen zum Wortschatz und zur kontextualisierten Grammatik besser geeignet, um die eigentliche Sprachkompetenz zu bewerten als so genannte freie Texte, die keine wirkliche Sprachproduktion darstellen, sondern hauptsächlich die Gedächtnisleistung überprüfen. Das heißt in der 1. und 2. Klasse kommt der Textproduktion geringere, wenn auch wachsende Bedeutung zu. Dabei soll der Kompetenzorientierung (siehe Seite 4) zunehmend höheres Gewicht beigemessen werden.

Dies steht auch in Einklang mit **den Lernzielen der jeweiligen Jahrgänge, denen die Überprüfungsformen entsprechen müssen**. Selbstverständlich müssen die Aufgabenstellungen eine **repräsentative Auswahl** des behandelten Lehrstoffes (Kern- und Erweiterungsstoff) darstellen.

Die **Art und der Schwierigkeitsgrad der Aufgabenstellungen** sollten dem **durchschnittlichen Niveau** der vorangegangenen Unterrichtsarbeit (auch Hausübungen) entsprechen und **ausreichend** geübt worden sein.

Weiters sollten **Aufgabenstellungen klar (eventuell auch auf Deutsch) formuliert und eindeutig in ihrer Zielsetzung** sein. So sollte z. B. der Grammatikteil keine neuen Vokabeln enthalten, die den Schüler vom eigentlichen Inhalt der Aufgabe ablenken könnten. Dies entspricht dem übergeordneten Prinzip aller Überprüfungsformen – jenem der **Validität: Testformate** müssen auf jene Teilkompetenzen oder Wissenssegmente abzielen, die sinnvoller Weise überprüft werden sollen: *Test what is worth testing* Siehe dazu auch „An excursion into theory“ auf Seiten 4 und 5.

Das **Layout** der Schularbeit sollte übersichtlich, altersgemäß und eindeutig sein. Es ist empfehlenswert, „Papierschlachten“

zu vermeiden, zugleich aber ausreichend Platz für jene Aufgabenstellungen vorzusehen, die direkt auf dem Angabeblatt zu erfüllen sind.

Kapitel 4 dieser Empfehlungen enthält grundsätzliche Überlegungen und Richtlinien zur Erstellung von Aufgabenstellungen in den einzelnen Fertigungsbereichen sowie einen Kanon konkreter Beispiele für *tasks*, die dem neuesten Erkenntnisstand der Testforschung entsprechen und daher eine valide Überprüfung von echten Kompetenzen im Sinne eines handlungsorientierten und kommunikativen Fremdsprachenunterrichtes ermöglichen.

An excursion into theory

Any form of testing must meet the following four criteria:

1. **Validity**
2. **Reliability**
3. **Impact**
4. **Practicability**

1. Validity

If a test is valid, it tests what it is supposed to test. The main questions we should ask ourselves in this context are: Do we test what we really want to test (e.g. not memorization or reading comprehension in a test of speaking) and is what we test worth testing (e.g. Do we test language items students are liable to need frequently)?

We distinguish between **various forms of validity**:

- **Content validity** means that the test tests what has been taught/what went before.
- **Construct validity** is given when a test does not assess the KOW (knowledge of the world) factor or the students' capacity for learning by heart (studying to the test, reproducing stories from the test book), but language awareness and competence. Avoid tasks that allow for common sense or KOW-factor guessing.
- **Predictive validity** means that the test gives us reliable information and helps us draw relevant conclusions about our students' competence in the language and thus allows us to plan future classroom work.

2. Reliability

- **Test reliability:** If a test is reliable, it is consistent, in other words it will produce the same results over the years when set on the same level at about the same stage of curriculum coverage. Ways to check this are to look over past papers, to re-mark them, to double-mark them or to examine a blind sample.
- **Marker reliability:**
Intra-reliability means that there is consistency within the teacher's own marking
Inter-reliability guarantees consistency within a team of markers

3. Impact: The underlying purpose of classroom tests is to foster learning (James Dean Brown, 1992)

Another criterion that should guide the teacher when designing a test is its potential **wash back effect (Rückkoppelungseffekt)** both on his/her teaching (content + methodology of a course), and on our students' attitude towards learning.

4. Practicability or Markability:

Test economy is important both for the teacher's and objectivity's sake: Markability implies that ideally we can be quick and efficient at the same time and that, ideally, there is just one answer to a question or a small variety of possible solutions.

Competence-oriented tasks & achievement-oriented tasks

Beim Erstellen von Tests muss sich der Lehrer darüber im Klaren sein, ob er mit der gestellten Aufgabe die erreichte **Sprachkompetenz** der jeweiligen Niveaustufe oder die **Beherrschung des vorangegangenen Lernstoffes** testet. Reine Beschränkung auf *competence-oriented tasks* benachteiligt Schüler, die sich durch und Üben des vorangegangenen Lernstoffes vorbereitet haben, deren allgemeine sprachliche Kompetenz jedoch noch Mängel aufweist. Schüler mit einer gewissen Sprachbegabung sind hier im Vorteil, da sie sich nicht eingehender auf die Schularbeit vorbereiten müssen. Umgekehrt begünstigt die Beschränkung auf *achievement-oriented tasks* Schüler, die Lerninhalte bloß auswendig lernen bzw. im Kurzzeitgedächtnis speichern, wohingegen Schüler mit höherer Sprachkompetenz nicht zeigen können, was sie zu leisten imstande wären. Um dem Prinzip der *predictive validity* gerecht zu werden, sollten Schularbeiten daher eine Mischung aus beiden Arten von Aufgabenstellungen beinhalten.

Criterion-referenced versus norm-referenced testing

Criterion-referenced testing:

When our testing is criterion-referenced, the test results are based on how well a candidate fulfils set standards (criteria). In other words, "test scores report a candidate's ability in relation to the criterion, i.e. what the candidate can and cannot do, rather than comparing his/her performance with that of other candidates..." (p.38). To put it differently still, every individual is measured according to predefined criteria. These criteria meet individual teachers', institutional or regional needs and pass/ fail rate is not an issue.

Norm-referenced testing:

This means that test results are based on how well a candidate does compared with others who take the test. "Candidates' scores are interpreted with reference to the performance of the other candidates. Thus the quality of each performance is judged not in its own right, or with reference to some external criterion, but according to the standard of the group as a whole." (p. 130)

All quotations are from Davies A. et al (1999) Dictionary of language testing ; Cambridge University Press

Last but not least we should always be aware that **the purpose of testing** can be either **formative** (preferably !!!!) or **summative**

The aims of formative testing are

- to give feedback
- to diagnose (grammar, vocab, skills)
- to check
- to provide a needs analysis
- to confirm
- to motivate

The aims of summative testing are

- to provide marks
- to rank order
- to reward achievement
- to measure progress:
- to act as a gatekeeper
- to select
- to exclude

3. Beurteilung

3.1. Größtmögliche Transparenz des Korrektursystems

Der Lehrplan 2004 fordert im Dritten Teil, Punkt 4 ausdrücklich:

„Die Lehrerinnen und Lehrer haben ihr Gesamtkonzept der Rückmeldung und Leistungsbeurteilung den Schülerinnen und Schülern sowie den Erziehungsberechtigten in geeigneter Weise zu Beginn jedes Schuljahres bekannt zu geben.“

Demnach sind die **Beurteilungskriterien und Korrektursysteme** für alle Formen der schriftlichen und mündlichen

Leistungsfeststellung ebenso wie der **Stellenwert der einzelnen Leistungsmessungen** (Schularbeiten, verschiedenste Formen der Mitarbeit) für die **Gesamtnote** nachweislich und nachvollziehbar offenzulegen.

3.2. Hören, Lesen, English in Use: *Objectivity and Markability*

Um in diesen Fertigungsbereichen höchstmögliche Objektivität der Beurteilung zu garantieren und den Arbeitsaufwand

bei der Korrektur möglichst gering zu halten, empfiehlt sich, bei der Erstellung der Aufgaben das Prinzip des *discrete item testing* zu beachten. Demnach sind *tasks* so zu gestalten, dass nur eine oder eine möglichst geringe Bandbreite an richtigen Antworten möglich ist. Die im Kapitel 4 vorgeschlagenen Testbeispiele erfüllen dieses Qualitätsmerkmal.

3.3. Textproduktion

Im Sinne eines **kommunikativen** und **handlungsorientierten**, auch im Bereich schriftlicher Leistungsfeststellungen

auf **mehrere Fertigkeiten** ausgerichteten Englischunterrichts, wird **reines Fehlerzählen** den Schülerleistungen nicht gerecht. Sprachliche Richtigkeit in den Bereichen Lexik und Grammatik ist zweifellos ein wichtiges Kriterium. Ebenso sind jedoch die **lexikalische und syntaktische Vielfalt und Komplexität**, das Kriterium *task fulfillment* (Qualität der **Bewältigung der Textsorte** in ihren inhaltlichen, sprachlichen und formalen Gesetzmäßigkeiten), **Textkohärenz** und **Anwendungsbereitschaft** zu honorieren und - sinnstörenden – Verstößen gegen die Sprachrichtigkeit gegenüberzustellen. Dies sollte dem Schüler bewusst sein.

Der beigelegte **Assessment Scale** ermöglicht eine erprobte, effiziente, valide und objektive Beurteilung von freien Texten, die den hier skizzierten Kriterien Rechnung trägt und eignet sich vor allem für die 3. und 4. Klasse

Bei der Beurteilung von *paragraphs* oder kurzen Texten, wie sie vor allem in den ersten Lernjahren verlangt werden, wird man diesen Assessment Scale aufgrund des geringen Textumfangs und unterschiedlicher Schwerpunktsetzungen bei den Aufgaben nicht immer in vollem Umfang anwenden können, dennoch gibt dieser Scale die Richtung an, wie bei der Beurteilung zu verfahren ist: **Adapt it, don't adopt it!** (Als Beispiel für eine solche Adaptierung dient der beigelegte Assessment Scale für die ersten beiden Lernjahre, Seite 9)

Einige Anmerkungen zum Assessment Scale:

a) Die Zahlen **1 – 5 sind Punkte** und entsprechen nicht der umgekehrten Notenskala. Der 3 Punkte-Level entspricht einer „genügenden“ Leistung in jedem Teilbereich. Wird ein Teilbereich unterschritten, muss in einer anderen Kategorie kompensiert werden.

b) **Veto category**: Eine Themenverfehlung oder eindeutige Missachtung der Textsorte bewirkt null Punkte für den gesamten Text.

c) Die **Gewichtung** der Kategorien *task fulfillment* und *organisation* ist flexibel: Erreichbar sind 5 Punkte bzw.

2,5 Punkte – je nach Stellenwert dieser Kategorien in der jeweiligen Aufgabenstellung.

d) **Notenverteilung**:

NOTE	20 Punkte	15 Punkte
sehr gut	18 - 20	13,5 - 15
gut	16, 17	12 - 13
befriedigend	14,15	10,5 – 11,5
genügend	12, 13	9, 10
nicht genügend	0 - 11	0 – 8

ASSESSMENT SCALE for WRITING

VOCABULARY Range and choice of words Accuracy Spelling Comprehensibility		GRAMMAR Accuracy Errors Comprehensibility, Variety Readiness to use new/complex structures		TASK FULFILLMENT Content and variety Subject knowledge Relevancy Text format, length and register		ORGANIZATION Structure Paragraphing and legibility Cohesion and coherence Editing and punctuation	
5	<ul style="list-style-type: none"> • Wide range of vocabulary; very good choice of words • accurate form and usage; • hardly any errors or spelling mistakes; • meaning clear. 	5	<ul style="list-style-type: none"> • Accurate use of grammar and structures; • hardly any errors of agreement, tense, word order, articles, pronouns, etc.; • meaning clear; • great variety of structures • big readiness to use complex structures 	5/ 2,5	<ul style="list-style-type: none"> • Task fully achieved; • great variety of ideas and arguments; • very good knowledge of subject; • text entirely relevant to the topic; • appropriate format, length and register. 	5/ 2,5	<ul style="list-style-type: none"> • Clear overall structure; • meaningful paragraphing and legible; • very good use of connectives; • no editing mistakes, conventions of punctuation observed.
4	<ul style="list-style-type: none"> • Good range of vocabulary; good choice of words, • mostly accurate form and usage; • few errors or spelling mistakes; • meaning mostly clear. 	4	<ul style="list-style-type: none"> • Mostly accurate use of grammar and structures; • few errors of agreement, etc.; • meaning mostly clear; • good variety of structures • readiness to use complex structures. 	4/ 2	<ul style="list-style-type: none"> • Task almost fully achieved; • good variety of ideas and arguments; • good knowledge of subject; • text mostly relevant to the topic; • mostly appropriate format, length and register. 	4/ 2	<ul style="list-style-type: none"> • Mostly clear overall structured; • good paragraphing and legible; • good use of connectives; • hardly any editing mistakes, conventions of punctuation mostly observed.
3	<ul style="list-style-type: none"> • Adequate range of vocabulary and choice of words; • some errors of form and usage; • some errors or spelling mistakes; • meaning sometimes not clear. 	3	<ul style="list-style-type: none"> • Adequate use of grammar and structures; • some errors of agreement, etc.; • meaning sometimes not clear; • adequate variety of structures • some readiness to use complex structures. 	3/ 1,5	<ul style="list-style-type: none"> • Task adequately achieved; • adequate variety of ideas and arguments; • adequate knowledge of subject; • some gaps or redundant information; • acceptable format, length and register. 	3/ 1,5	<ul style="list-style-type: none"> • Adequately structured, not always wellorganized; • paragraphing misleading at times, intelligible on the whole • adequate use of connectives; • some editing and punctuation errors.
2	<ul style="list-style-type: none"> • Limited range of vocabulary and choice of words; • frequent errors of form and usage; • frequent errors or spelling mistakes; • meaning often not clear. 	2	<ul style="list-style-type: none"> • Limited use of grammar and structures; • frequent errors of agreement, etc.; • meaning often not clear; • limited variety of structures • limited readiness to use complex structures 	2/ 1	<ul style="list-style-type: none"> • Task achieved only in a limited sense; • limited variety of ideas and arguments; • limited knowledge of subject; • frequent gaps or redundant information; • often inadequate format, length and register. 	2/ 1	<ul style="list-style-type: none"> • Limited overall structuring; • frequent mistakes in paragraphing, difficult to read • limited use of connectives; • frequent editing and punctuation errors.
1	<ul style="list-style-type: none"> • Poor range of vocabulary and choice of words ; repetitive • numerous errors of form and usage; • numerous errors or spelling mistakes; • meaning very often not clear. 	1	<ul style="list-style-type: none"> • Poor use of grammar and structures; • numerous errors of agreement, etc.; • meaning very often not clear; • poor variety of structures. 	1	<ul style="list-style-type: none"> • Task poorly achieved • poor variety of ideas and arguments; • poor knowledge of subject; • major gaps or pointless repetition; • inadequate format, length and register. 	1	<ul style="list-style-type: none"> • Poor overall structuring; • no meaningful paragraphing, nearly impossible to read; • poor use of connectives; • numerous editing and punctuation errors.
0	0 not enough to evaluate						

Beurteilung der Textproduktion in der Unterstufe

AUSDRUCK Wortwahl und Verwendung richtige Anwendung Rechtschreibung Verständlichkeit	GRAMMATIK richtige Anwendung Fehler Verständlichkeit Vielfalt an Strukturen, Risikobereitschaft	INHALT Berücksichtigung der Aufgabenstellung Sachwissen Relevanz Textformat. Länge, Sprachniveau	AUFBAU Absätze, Lesbarkeit Satzlogik Satzverbindungen Bearbeitung, Interpunktion
5 <ul style="list-style-type: none"> • Sehr großer Wortschatz; • sehr gute Wortwahl; • Richtige und idiomatische Form, Auswahl und Anwendung des Vokabulars; • kaum Rechtschreibfehler; • Bedeutung der Wortwahl immer klar. 	5 <ul style="list-style-type: none"> • Sicherer Gebrauch der passenden Strukturen und Formen, sehr guter Satzbau; • kaum Fehler bei Verbformen, Gebrauch der Zeiten, Plural, Wortstellung, Präpositionen, etc.; • Bedeutung des Satzes immer klar; • sehr große Vielfalt an Strukturen; • sehr große Anwendungsbereitschaft. 	5/ 2,5 <ul style="list-style-type: none"> • Die Aufgabe wurde umfassend und eigenständig gelöst; • sehr großer Ideenreichtum und Anzahl an schlüssigen Argumenten; • sehr gute Sachkenntnis; • Text bezieht sich auf Themenstellung; • immer richtiges Format, Länge und Register. 	5/ 2,5 <ul style="list-style-type: none"> • Sehr guter Aufbau; • sinnvolle Absätze, eindeutig lesbar; • sehr guter und variantenreicher Gebrauch von Satzverbindungen; • keine Flüchtigkeitsfehler; • richtige Interpunktion,
4 <ul style="list-style-type: none"> • Großer Wortschatz; • gute Wortwahl; • meistens richtige und idiomatische Form, Auswahl und Anwendung des Vokabulars; • wenige Rechtschreibfehler; • Bedeutung der Wortwahl meistens klar. 	4 <ul style="list-style-type: none"> • meistens richtiger Gebrauch der passenden Strukturen und Formen, guter Satzbau; • wenige Fehler bei Verbformen, etc.; • Bedeutung des Satzes meistens klar; • große Vielfalt an Strukturen; • große Anwendungsbereitschaft. 	4/ 2 <ul style="list-style-type: none"> • Die Aufgabe wurde nahezu eigenständig gelöst; • großer Ideenreichtum und Anzahl an schlüssigen Argumenten; • gute Sachkenntnis; • Text bezieht sich fast immer auf Themenstellung; • richtiges Format, Länge und Register. 	4/ 2 <ul style="list-style-type: none"> • Guter Aufbau; • meist sinnvolle Absätze, eindeutig lesbar; • guter Gebrauch von Satzverbindungen; • kaum Flüchtigkeitsfehler; • meistens richtige Interpunktion.
3 <ul style="list-style-type: none"> • Angemessener Wortschatz und Wortwahl; • einige Fehler in der Idiomatik, Auswahl und Anwendung des Vokabulars; • einige Rechtschreibfehler; • Bedeutung der Wortwahl manchmal unklar. 	3 <ul style="list-style-type: none"> • einige Fehler im Gebrauch der Strukturen und Formen, nicht immer dem Stil entsprechender Satzbau; • einige Fehler bei Verbformen, etc.; • Bedeutung des Satzes leicht beeinträchtigt; • mäßige Vielfalt an Strukturen; • mäßige Anwendungsbereitschaft. 	3/ 1,5 <ul style="list-style-type: none"> • Die Aufgabe wurde angemessen gelöst; • angemessener Ideenreichtum und Anzahl an schlüssigen Argumenten; • angemessenes Sachkenntnis; • Text bezieht sich meistens auf Themenstellung; • meistens richtiges Format, Länge und Register. 	3/ 1,5 <ul style="list-style-type: none"> • Etwas holprig, jedoch logischer Aufbau; • Absätze vergessen oder nicht sinnvoll, lesbar; • Gebrauch von Satzverbindungen nicht immer klar; • einige Flüchtigkeitsfehler; • wenige Fehler in der Interpunktion.
2 <ul style="list-style-type: none"> • beschränkter Wortschatz und Wortwahl; • häufige Fehler in der Idiomatik, Auswahl und Anwendung des Vokabulars; • häufige Rechtschreibfehler; 	2 <ul style="list-style-type: none"> • Bedeutung der Wortwahl oft unklar. • häufige Fehler im Gebrauch der Strukturen und Formen, einfacher Satzbau; • häufige Fehler bei Verbformen, etc.; • Bedeutung des Satzes manchmal unklar; • geringe Vielfalt an Strukturen; • geringe Anwendungsbereitschaft. 	2/ 1 <ul style="list-style-type: none"> • Die Aufgabe wurde nicht angemessen gelöst; • geringer Ideenreichtum und geringe Anzahl an schlüssigen Argumenten; • wenig Sachkenntnis; • Text bezieht sich nicht immer auf Themenstellung; • Format, Länge und Register manchmal unzureichend. 	2/ 1 <ul style="list-style-type: none"> • Nicht angemessener Aufbau; • Absätze falsch gesetzt, stellenweise unlesbar; • wenige und teilweise falsche Satzverbindungen; • viele Flüchtigkeitsfehler; • viele Fehler in der Interpunktion.
1 <ul style="list-style-type: none"> • sehr beschränkter Wortschatz; • viele Fehler in der Idiomatik, Auswahl und Anwendung des Vokabulars; • viele Rechtschreibfehler; • Bedeutung der Wortwahl meistens unklar; • Übersetzung aus dem Deutschen. 	1 <ul style="list-style-type: none"> • viele Fehler im Gebrauch der Strukturen, Formen, und Satzbau; • viele Fehler bei Verbformen, etc.; • Bedeutung meistens unklar, Übersetzung aus dem Deutschen; • keine Vielfalt an Strukturen; • keine Anwendungsbereitschaft. 	1/ 0,5 <ul style="list-style-type: none"> • Die Aufgabe wurde nicht eigenständig gelöst; • Mangel an Ideen, irrelevante Argumentation; • keine Sachkenntnis; • Text bezieht sich selten auf Themenstellung; • Format, Länge und Register oft unzureichend. 	1/ 0,5 <ul style="list-style-type: none"> • Unlogisch, unzusammenhängend in Aufbau; • keine Strukturierung durch Absätze, unlesbar; • falsch verwendete Satzverbindungen; • sehr viele Flüchtigkeitsfehler; • sehr viele Fehler in Interpunktion.
0 <p style="text-align: center;">0 genügt nicht einmal den einfachsten Anforderungen</p>			

ASSESSMENT SCALE for WRITING

(Unterstufe, 1. und 2. Klasse)

VOCABULARY Accuracy Range and use Spelling Comprehensibility	GRAMMAR Accuracy Variety	TASK FULFILLMENT & ORGANIZATION Content Format / text type Length Punctuation	
Wide range of vocabulary appropriately used Good spelling Meaning clear	Accurate grammar Great variety of structures Meaning clear	Task fully achieved Text entirely relevant to the task Appropriate format and length Clear organization Great variety of sentence starters and connectives	5
Some elements of 5 and some elements of 3			4
Adequate range of vocabulary Some errors Meaning sometimes not clear	Adequate variety of structures Some errors Meaning sometimes not clear	Task sufficiently achieved Some gaps and / or redundant information Adequate length / structure Some variety of sentence starters and connectives	3
Some elements of 3 and some elements of 1			2
Poor range of vocabulary Numerous errors Meaning often not clear	Poor grammar Numerous errors Meaning often not clear	Limited treatment of task Limited variety of ideas / major gaps Inadequate format / length Confused, disconnected	1

3.4. Sprachrichtigkeit (*accuracy*)

Ein Verstoß gegen die Sprachrichtigkeit wird in einer **Grammatikaufgabe** in jedem Einzelfall ins Kalkül einfließen. Im Rahmen einer **Textproduktion** wird die wiederholte falsche Anwendung in gleichen oder ähnlichen Sinnzusammenhängen jedoch als **Wiederholungsfehler** gelten. Leichte Verstöße gegen die grammatikalische Richtigkeit fließen nur **in Summe** in dieser Kategorie in die Gesamtnote ein.

3.4.1. Zum Thema „grober Fehler“

Gravierende Verstöße gegen die **grammatikalische Sprachrichtigkeit** sind per definitionem **sinn- und kommunikationsstörende** Anwendungen von **wesentlichen** syntaktischen Strukturen (*frequency factor!*).

Mit anderen Worten Fehler sind dann *grave mistakes*, wenn sie die **Verständlichkeit eines Textes beeinträchtigen** und/oder maßgeblich **gegen die Gesetzmäßigkeiten der Aufgabestellung** verstoßen (aufgabenspezifische, registerbezogene Fehlergewichtung). Solche Mängel fließen ab dem Zeitpunkt, zu dem sie unterrichtet und ausreichend geübt wurden, mit entsprechendem Gewicht im Teilbereich *accuracy* in die Berechnung mit ein.

Gleichermaßen werden Fehler im Bereich des unmittelbar zuvor durchgenommenen themenspezifischen **Wortschatzes** bei der betreffenden Schularbeit schwerer wiegen als später. Die falsche Anwendung eines *lexical item* ist bei Kontextgleichheit jedoch immer als Wiederholungsfehler zu rechnen. Auch die Gewichtung von Wortschatzfehlern ist selbstverständlich nach kommunikativen Kriterien (Verständlichkeit und Angemessenheit) vorzunehmen.

Im Bereich **Rechtschreibung** sind sinnstörende (phonemische) Verwechslungen zweier bekannter Wörter (*food/foot, who/how, where/were, etc*) immer zu ahnden. Auch leichte Verstöße gegen die Schreibrichtigkeit beeinträchtigen jedoch in Summe die Beurteilung eines Textes im Teilbereich Sprachrichtigkeit.

3.5. Gesamtbeurteilung

Bei der Verwendung eines **Punktesystems oder Prozentsystems bzw. einer Kombination aus beiden - die wir sehr empfehlen** - sollte durch die Zuteilung der Punkteanzahl oder die Festlegung des prozentuellen Anteiles der einzelnen Aufgaben deren Gewichtung für die Notenfindung erkennbar gemacht werden. (siehe Seite 10)

Die Nachvollziehbarkeit der Wertigkeit der einzelnen Teile einer Leistungsfeststellung ist ein Recht des Schülers, hat einen wichtigen Steuerungseffekt und bewahrt vor Missverständnissen und Beschwerden.

Gedankensplitter 1

Aus dem Leben gegriffen:

Eine Schularbeit besteht aus 8 Teilen.

Die Übungen zum Hör- und Leseverständnis (Teile 1 +2) sind positiv.

Die 5 Grammatikteile sind positiv.

Teil 8 (Textproduktion) ist klar negativ.

Die Schularbeit wird mit Nicht genügend beurteilt.

Kommentar:

Ein Nicht genügend auf diese Schularbeit ist für alle Beteiligten nur dann nachvollziehbar, wenn von vornherein Punkt 8 mit mehr als 60% (zumindest 50%) gewichtet wird oder einen entsprechend hohen Punktwert hat (Z.B. Punkte 1- 7: insgesamt 20 Punkte, Punkt 8: 30 Punkte) Diese Gewichtung muss allerdings auch sachlich gerechtfertigt sein (7 Punkte gegenüber 1) also dem Schwierigkeitsgrad (Kompetenz, Eigenständigkeit) und Zeitaufwand entsprechen. Ansonsten ist die Frage, warum 7 von 8 Punkten nichts oder sehr wenig wert sind, völlig berechtigt.

Das kombinierte Punkte/Prozentsystem und seine Vorteile

1. Man ist nicht an eine vorgegebene Punkteanzahl gebunden. Wenn man insgesamt 60 Punkte erreichen kann, dann entsprechen 60 Punkte 100 Prozent.

2. Durch die Angabe der erreichbaren Punkte und des erreichbaren Prozentsatzes in jedem Teil der Schularbeit wird dessen Gewichtung transparent.

Wenn man jeden Schularbeitsteil separat benotet, läuft man Gefahr, das Endergebnis zu verzerren, weil Noten so genannte *band grades* darstellen, das heißt: sie geben eine bestimmte Niveaustufe an, die wiederum eine bestimmte Bandbreite abdeckt (Innerhalb von „Gut“ gibt es „gutes Gut“ genauso wie „schlechtes Gut“, oder innerhalb von „Genügend“ gibt es „gutes Genügend“ genauso wie „schlechtes Genügend“). Die Methode, aus einzelnen Noten eine Gesamtnote zu ermitteln, birgt jedoch nicht nur die Gefahr der Ungenauigkeit, auch die Gewichtung der einzelnen Teile einer Arbeit ist wesentlich komplizierter und kann für andere undurchschaubar sein.

Durch Gewichtung der einzelnen Teile und durch Umsetzen in Prozente gibt es diese Verzerrung nicht mehr.

Für das Umrechnen gibt es eine einfache Formel:

erreichte Punkte ÷ maximale Punkte × maximale Prozente = erreichte Prozente der Arbeit

Ein Beispiel:

	maximale Punkte	erreichte Punkte	Gewichtung max. %	Rechnung (erreichte Punkte : maximale Punkte x max. Prozente)	Resultat % der Arbeit
Hörübung	10	5	20 %	5:10 = 0,5x 20= 10%	10 %
Grammatik	30	20	40 %	20:30= 0,66 x 40 = 26,66	26,7 %
Text	20	20	40 %	20: 20=1 x 40 = 40	40 %
gesamt			100%		76,7 %
Note					befriedigend

Die Notenskala:

90 – 100 % Sehr gut (very good)

80 – 89 % Gut (good)

70 – 79 % Befriedigend (fair)

60 – 69 % Genügend (poor)

3. Die Methode ist rasch, genau, es sind keine Irrtümer möglich, und sie ist abwandelbar. Wird zum Errechnen das Tabellenkalkulationsprogramm Excel verwendet, braucht man sich nur einmal im Jahr eine Klassenliste anlegen und hat bei jeder Schularbeit schnell und ohne Rechenfehler eine Ergebnisliste zur Hand.

Untenstehend eine Excel Liste für eine Schularbeit, bestehend aus den Teilen:

LC= Listening Comprehension max. Punkte: 14 Gewichtung in der Arbeit: 25 % (=max. Prozente)

Grammar/Structures : max. Punkte: 30 Gewichtung in der Arbeit: 15 % (=max. Prozente)

RC= Reading comprehension max. Punkte: 12 Gewichtung in der Arbeit: 25 % (=max. Prozente)

Writing max. Punkte: 20 Gewichtung in der Arbeit: 35 % (=max. Prozente)

Task	LC		Grammar		RC		Writing					total		
max. %	25		15		25		35					100		
max. Punkte	14		30		12		20							
	P	%A	P	%A	P	%A	Voc	Gr	TF	0	P	%A	total %	Note
Kontrolle	14	25	30	15	12	25	5	5	5	5	20	35	100	
Marco	7	12,5	15	7,5	6	12,5	2	2	4	2	10	17,5	50	5
Sabine	14	25	30	15	12	25	5	5	5	5	20	35	100	1
Rebecca	10	18	10	5	10	20,8	4	4	5	4	17	30	73,4	3
Lisa	12	21	28	14	10	20,8	4	4	5	5	18	32	87,8	2

4. Richtlinien und Beispiele für Testformate

Im folgenden Abschnitt, der sich in **Hör- und Leseverstehen, English in Use und Textproduktion** aufgliedert, folgt allgemeinen Ausführungen zum jeweiligen Kompetenzbereich ein so genannter Kanon, in dem sinnvolle, zu zuverlässigen Ergebnissen führende Testformate in Form von praktischen Beispielen vorgestellt werden.

Einige praktische Tipps, die die Verlässlichkeit der Testformate erhöhen

- a. **KOW factor** (= *knowledge of the world* (Allgemeinwissen) vermeiden
- b. Bei *matching tasks*: ungleiche Anzahl an *items* (*distractors*) um Raten und Folgefehler (*double jeopardy*) zu verringern
- c. Bei *True/False tasks* die Kategorie *Not in the text* hinzufügen

4.1. Hör- und Leseverstehen

4.1.1. Validität

Um dem **Prinzip der Validität** gerecht zu werden, empfehlen sich hier ausschließlich Überprüfungsformen, die eine objektive, eindeutige Bewertung der Fertigkeiten Hören oder Lesen ermöglichen. Das sind Überprüfungsformen, bei denen die sprachliche Produktion auf ein Minimum reduziert und der Erwartungshorizont bezüglich der vom Schüler wiederzugebenden Informationen möglichst eindeutig ist.

4.1.2. Kanon an Testformaten für Hör- und Leseverstehen:

Testformate	geeignet für	listening	example	reading
Fill in grids		✓	4.1.2.1.a	✓
Complete the sentences		✓	4.1.2.1.b	✓
Matching sentence halves		✓	4.1.2.1.c	✓
Answering questions		✓	4.1.2.1.d	✓
Short answers		✓	4.1.2.1.e	✓
True/ false/ not in the text		✓	4.1.2.1.f	✓
Put the sentences into the correct order to make a summary		✓	4.1.2.1.g	✓
Multiple choice		✓	4.1.2.1.h	✓
Summarizing a text with a text skeleton		✓	4.1.2.1.i	✓
Summarizing a text with sentence chunks		✓	4.1.2.1.j	✓
Picture matching		✓	4.1.2.1.k	✓
Filling in missing information		✓	4.1.2.1.l	✓
Multiple matching		✓	4.1.2.1.m	✓
Sequencing text and pictures		✓	4.1.2.1.n	✓
Diagrams, maps, pictures		✓	4.1.2.1.o	✓
Matching information to pictures		✓	4.1.2.1.p	✓
Note taking		✓	4.1.2.1.q	
Dictation		✓	4.1.2.1. r	
Spot and underline the errors		✓	4.1.2.1.s	✓
Writing a summary			4.1.2.2.a	✓
Finding an ending/a title to a story				✓
Finding first sentences to paragraphs			4.1.2.2.c	✓
Matching headings to paragraphs			4.1.2.2.d	✓
Understanding real world notices			4.1.2.2.e	✓
Finding the gist of a text			4.1.2.2.f	✓
Answering detailed questions			4.1.2.2.g	✓
Reconstruction of a text			4.1.2.2. h	✓
Finding out sentences that do not belong to the text			4.1.2.2. i	✓
Correcting mistakes			4.1.2.2.j	✓
Matching descriptions			4.1.2.2.k	✓

4.1.2.1. Testing listening

a) Fill in grids

Listen to the interviews about shopping and fill in the grid. Write three things into each box (no sentences)
What did they buy? And who for?

	What?	Who for?
Arya		
Oliver		

YouMe 3, Enriched course, Aufgabensammlung 2

Tell the students how many items you expect

b) Complete the sentences

Listen to Steven talking to a policeman. Then complete the sentences as spoken.

- When Steven was at the corner of Shakespeare Avenue, he _____
- He knew at once _____

YouMe 3, Enriched course, Aufgabensammlung 1

Give the students either an approximate number of words or ask them to complete the sentences as spoken.

c) Matching sentence halves

Listen to Mrs Kemp talking to her children, June and Richard. Then match the sentence halves.
There are only 10 correct answers!

- | | |
|---|--|
| 1 Mrs Kemp's sister, Annie, has invited | a) her brother Paul. |
| 2 June thinks that it is | b) playing Monopoly at Aunt Annie's. |
| 3 Richard thinks that it is | c) Paul is a little pest. |
| 4 Richard wants | d) great at Aunt Annie's cottage. |
| 5 June thinks that | e) Aunt Annie hasn't got a TV set. |
| 6 June is unhappy that | f) it is their last summer holiday. |
| 7 June tells her mother | g) that she cannot stay at home on her own. |
| 8 Mrs Kemp tells June | h) the family to spend their weekend in the country. |
| 9 The Kemps went to Paris | i) boring in the country. |
| 10 June hates | k) that she doesn't want to go. |
| | j) his friend Paul to come too. |
| | l) for their last summer holidays. |
| | m) in June. |

Correct sentences:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

YouMe 3, Enriched course, Aufgabensammlung 1(altered)

Remember not to offer a matching number of sentence halves in order to eliminate guessing. Give distractors.

d) Answering questions

Listen to the interview with Nancy and answer the questions in complete sentences.

- Why does Nancy think we should protect bats?
- Why has the number of bats gone down dramatically?.....

YouMe 3, Enriched course, Aufgabensammlung 1

Make it clear exactly what you want the students to do. Either have them formulate complete sentences or have them answer in notes.

e) Short answers

Write no more than four words for each answer.

1. What is Astrid good at?

2. What was Adam's book about?.....

IELTS, Testbuilder, Macmillan, 2003

Make it clear exactly what you want students to do. Either have them formulate complete sentences or have them answer in notes.

f) True / false / not in the text

Listen to the interview with Michael and tick the sentences true/false or not in the text (=NT)

	true	false	NT
1 Michael knows a lot about vampires			
2 Vampires come from Transsylvania			
3 Most of the time he is on the side of vampires.			
4. He doesn't like books in which the vampires win.			
5 He thinks vampires lead a boring life, because all they do is hunt for blood.			
6. He says, " I know all about the tricks of vampire hunters.			
7 He says, " I have a girlfriend who is interested in vampires too.			
8 Michael doesn't believe in vampires			

YouMe 3, Enriched course , Aufgabensammlung 2 (changed)

If only true / false: Guessing element 50%; Variation: True/ false/ not in the text:guessing element 33%

g) Put the sentences into the correct order to make a summary

Listen to the story a man tells about a waiter who is not very polite. Then put 9 sentences into the correct order to make a summary. (There are three sentences that do not fit)

- But he brought the menu and waited while they ordered their food.
- One day the waiter made them wait a long time.
- Suddenly he offered them some tea.
- So when the man goes there with his wife they are always very polite.
- 1 The story is about a man who knows a really good restaurant where it is often difficult to get a table.
- They found an empty table and sat down.
- The man was afraid that the waiter would be angry and not take their order.
- The man's wife decided not to be polite any more and told the waiter to take their order right away.
- The waiter there makes you wait if you are not very polite and friendly.
- They asked very politely again and the waiter told them not very politely that he was very busy.
- They asked politely for the menu but the waiter didn't bring it.
- They asked politely for some tea but the waiter told them that he was very busy.

YouMe 3, Enriched course , Aufgabensammlung 3 (changed)

Offer more sentences than necessary for the summary to reduce the guessing element. (distractors!)

h) Multiple choice

Listen to the interview with Tina about San Francisco and tick the correct boxes.

- 1. Tina has been to San Francisco
 - three times.
 - twice.
 - five times.
- 2. She likes it because
 - it's so very American.
 - it's like a European city
 - it's both American and European.
- 3. She also likes
 - walking around the city.
 - the cable cars.
 - going up and down the hills in a car.

YouMe 3, Enriched course , Aufgabensammlung 4

There should be at least 3 to 4 choices

i) Summarizing a text with a text skeleton

Listen to the story "The burning chair" and sum it up. Use the skeleton text

One of the chairs at the Round Table had been empty....
 It belonged to Gawain who.....
 One day, a knight came to Arthur's castle, Camelot. He
 They helped the knight
 At first the knight didn't remember ..., but then he told Arthur
 One day Arthur asked him
 At first he didn't want to, but then
 The chair ..., and Arthur
 The knight was a ...who... Gawain
 When people heard the story.....

YouMe 3, Enriched course, Aufgabensammlung 4

Tell the students either to complete the sentences as spoken or to use their own words.

j) Summarizing a text with sentence chunks

Listen to the radio play "Moments of Danger". Then try to find the eight sentences in the box below to get a summary of the story. The beginning of the sentences are in correct order in the first column.

<i>It was</i>	<i>a sunny</i>	<i>but</i>	<i>another car.</i>
<i>Mrs. Collins was</i>	<i>a stone and</i>	<i>a fox in front</i>	<i>evening.</i>
<i>Suddenly</i>	<i>driving home</i>	<i>get out of</i>	<i>of her.</i>
<i>Mrs Collins tried</i>	<i>couldn't</i>	<i>crashed into</i>	<i>of her house.</i>
<i>She lost control</i>	<i>of the fox</i>	<i>from Shavermill</i>	<i>she couldn't.</i>
<i>Mrs. Collins</i>	<i>a rainy</i>	<i>and</i>	<i>birthday party.</i>
<i>Two</i>	<i>Mrs. Collins saw</i>	<i>and foggy</i>	<i>a tree.</i>
<i>They picked up</i>	<i>young people</i>	<i>get into</i>	<i>afternoon.</i>
	<i>a stick and</i>	<i>a fox behind</i>	<i>office party.</i>
	<i>of her car</i>	<i>from Haverhill</i>	<i>saw the burning car.</i>
	<i>young people</i>	<i>smashed the</i>	<i>a stone.</i>
	<i>to stop,</i>	<i>from a children's</i>	<i>side window.</i>

YouMe 3, Unit 1

Give more variations in columns 2, 3, and 4 to avoid guessing element. (Give distractors.) Explain that column 1 is the beginning of each sentence.

k) Picture matching

- There are seven questions in this Part
- For each question there are four pictures and a short recording.
- You will hear each recording twice
- For each question, look at the pictures and listen to the recording.
- Choose the correct picture and put a tick (✓) in the box below.

Example: How did the woman get to work?



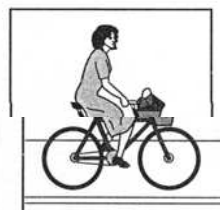
A



B



C



D

PET, Cambridge, Examination Papers, December 2001
 Use several rows of pictures for this exercise

l) Filling in missing information

- * Look at the notes about a summer camp
- * Some information is missing
- * You will hear a radio presenter talking about summer jobs at the camp.
- * For each question fill in the missing information in the numbered space.

SUMMERCAMP AMERICA
INFORMATION

Jobs available as:

- youth workers
- (14) organisers
- cooks

Length of stay at camp: • minimum (15)

Travel arrangements: • free ticket from London to (16)

Pocket money: • from (17) \$ to \$450

Youth workers must:

- be available from (18) until August 20th
- be aged 18+
- be fluent in English
- be able to (19)

PET, Cambridge, Examination Papers, December 2001

m) Multiple matching

According to the text, what are the **three** drawbacks of e-learning?
Choose three letters A-G and circle them

- A. The cheapness of learning by computer
- B. The cost of training teachers
- C. Not having enough personnel.
- D. Not being able to cater for everybody.
- E. The cost of keeping materials up-to-date.
- F. Not having sufficient video-conferencing facilities.
- G. Not having contact with people.

IELTS, Testbuilder, Macmillan, 2003

Unlike in a multiple choice exercise there are 3 possible answers in this type of exercise

n) Sequencing text and pictures

2 Listen to the story and put the pictures in the correct order.
Write 1 to 10 in the pictures.

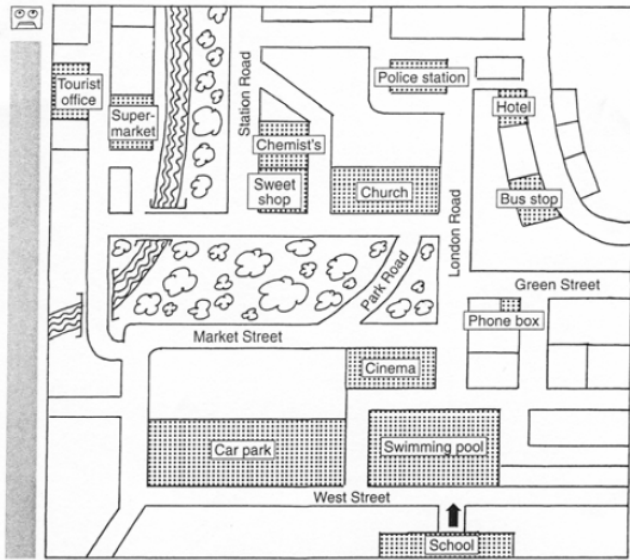


YouMe 2, Enriched course, Aufgabensammlung 2

o) Diagrams, maps, pictures

Label the places on the map:

2 Listen to Sylvia, Steven and Pam talking about how they get home from their school. Mark the routes on the map and write the children's names in their houses.



YouMe 2,

p) Matching information to pictures

3 Listen and find out where American children Kathleen, George, Jessica and David live. Write the name below the correct picture.



YouMe 2, Enriched course , Aufgabensammlung 5

Better: The number of children and the number of houses should not correspond to avoid guessing. Give distractors

q) Note taking

Take notes and hand in a clearly legible, edited version. No complete sentences!

r) Dictation

a) Listen to the text and fill in blanks:

" Monkey, monkey" the circus says. " is the?"

b) Listen and write every word that you hear

s) Spot and underline errors

Listen to the story on the cassette. Nine words in the text below are wrong. They do not belong to the story. Underline them.

4.1.2.2. Testing reading

(For more sample test items see. 4.1.2.1: Testing Listening)

a) Writing a summary

Read the text and write a summary in no more than 100 words.
The number of words you expect should be stated.

b) Finding a title/an ending to a story

c) Finding first sentences to paragraphs

The first sentence of each paragraph has been removed. Decide which of the given sentences begins each paragraph.

Make your Way Ahead 5, Unit 3 p. 50
Give more first sentences than paragraphs

d) Matching headings to paragraphs

A reading passage has six paragraphs labelled A-F.
Choose the most suitable headings for each paragraph from a list of headings.

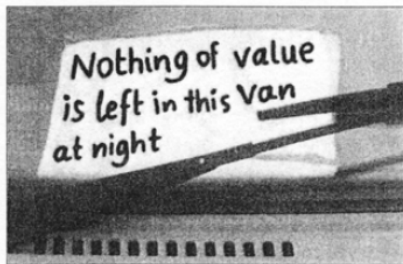
IELTS, Testbuilder, Macmillan p. 115
There should be more headings than paragraphs.

e) Understanding real world notices with the help of pictures

- Look at the sign in each question.
- Someone asks you what it means.
- Mark the letter next to the correct explanation – A, B, C or D – on your answer sheet.

Example:

0



- A Valuable objects are removed at night.
- B This van is not valuable.
- C Valuables should not be left in the van.
- D This van is locked at night.

Example answer:

Part 1				
0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PET, Cambridge, Examination Papers, December 2001

f) Finding the gist of a text

Students have to find the gist of a text
What is the text about? Find three (four, five,...) main ideas of the text and write them down in complete sentences by using your own words .

g) Answering detailed questions

Read the text and answer detailed questions.
Give guided questions so that the students know what they have to look for.

h) Reconstruction of a text

13 The text below is taken from a school magazine. It is about the five Rs (Refuse², Reduce, Reuse, Repair, Recycle). Put it into the correct order.

- about the five Rs. Refuse = Don't
- 10 Don't buy too much stuff in the
- and not china cups. And the plastic stuff is
- cans. I say people should think more
- clothes for recycling.
- plates or in plastic cups. Even in some
- first place. Reuse = Buy drinks in bottles
- not recycled, but just fills the garbage
- things away. See if you can repair them.
- often you get food and drink on plastic
- Recycle = Collect bottles, cans, paper and
- 1 What makes me really mad is that very
- buy stuff in large boxes. Reduce =
- restaurants they only have plastic cups
- that can be reused. Repair = Don't throw

verringern 2 verweigern, ablehnen

YouMe4, Workbook, p.49

Remember to insert distractors (at least three not more than five)

Variation 1) Students are given a jumbled text. They are asked to reconstruct the text by putting the paragraphs into the correct order.

Remember to insert distractors (two more paragraphs)

Variation 2) In a given interview all the questions are missing. Complete the text by finding the appropriate questions.

(cf. Make Your Way Ahead 5, Unit 1, p.9)

i) Finding out sentences that do not belong to the text

(cf. YouMe 3, Unit 9, p.75)

j) Correcting mistakes


k) Matching descriptions


Match descriptions to short texts (*PET, Cambridge, Examination Papers, December 2001*)


● The people below all want to buy a book.
 ● On the opposite page there are descriptions of eight books.
 ● Decide which book letters A-H would be the most suitable for each person (numbers 6 – 10).
 ● For each of these numbers mark the correct letter on your answer sheet.


Example answer:


Part 2
0 A B C D E F G H

6  Matthew Taylor likes reading many kinds of books. He is going on holiday soon and is looking for a funny novel about people and how they behave towards each other.

7  Linda Phillips is interested in learning about life in different countries. She especially wants to find out about events in the modern world and the influence they have on people's lives.

8  Julia Richards works long hours and only has time to read on holiday. She wants a modern-day thriller which is full of action and which she can read easily while relaxing on the beach.

9  Simon Brenton is interested in history and would like a book that describes what daily life was like for ordinary people in the past.

10  Barbara Milton is studying science at school. She is interested in reading about how animals behave because she would like to have a career working with animals.

POPULAR BOOKS

A Animals in Art
A classic collection of paintings and drawings, suitable for specialists and non-specialists alike. This book gives over 200 examples of how artists have represented animals, from cave paintings in pre-historic times, to some of this century's most famous works.

B The Lost Heart of Asia
The writer continues his love affair with this part of the world. By plane, by bus and on foot, he explores the countries of central Asia and talks to people who are living through a period of great change – history is being made here. This book shows us just how fascinating travel writing can be.

C Free to Trade
A fast-moving and highly-readable story about computer crime, by a popular novelist. When a woman colleague disappears and is found drowned in the river, Paul Murray begins to search for answers to her murder. He soon finds himself in a very dangerous situation.

D The Kingmaking
It is 15th-century Britain and the young Arthur has to fight to become King. This is the well-known story of his love for Princess Gwenhyfar and how he defeated his enemies to win the crown.

E The Tennis Party
This is a comedy about how people can become jealous even during a friendly game of tennis. Although the game is supposed to be 'just for fun', it often brings out people's darker sides. The story is well-written and will make you laugh.

F Queen of the Elephants
In his last book Mark Stand introduced us to Tara, a beautiful elephant who was his transport across India. This new book on Parbati Barua, Asia's only female elephant trainer, gives us much more information about the Asian elephant through the detailed studies which this remarkable woman has made.

G The Wreck of the Zanzibar
A story of hard times and high hopes from a 16-year-old's diary written nearly a century ago. Life on the Scilly Isles in 1907 was anything but easy – especially when the islanders' homes were damaged by winter storms and their farm animals were lost.

H Son of the Circus
The main character in this long and rather demanding novel, Doctor Faouk Durravalla, has a happy new life in Canada. But police look again at a murder which took place many years before and he has to return to India. What follows seems amusing to him at first but he soon becomes very frightened.

Auszug aus dem Europäischen Referenzrahmen

UNTERSTUFE

Hörverstehen allgemein:

A1	Kann verstehen, wenn sehr langsam und sorgfältig gesprochen wird und wenn lange Pausen Zeit lassen, den Sinn zu erfassen.
A2	Kann [...] verstehen, wenn es um Dinge von ganz unmittelbarer Bedeutung geht (z. B. [...] Informationen zu Person, Familie, Einkaufen, Arbeit, nähere Umgebung) sofern deutlich und langsam gesprochen wird.
B1	Kann unkomplizierte Sachinformationen über gewöhnliche alltags- oder berufsbezogene Themen verstehen und dabei die Hauptaussagen und Einzelinformationen erkennen, sofern klar artikuliert und mit vertrautem Akzent gesprochen wird. Kann die Hauptpunkte verstehen, wenn in deutlich artikulierter Standardsprache über vertraute Dinge gesprochen wird, denen man... bei der Arbeit, in der Ausbildung oder der Freizeit begegnet; auch kurze Erzählungen verstehen.

Gespräche zwischen Muttersprachlern:

A1	keine Deskriptoren vorhanden
A2	Kann im Allgemeinen das Thema von Gesprächen, die in seiner/ihrer Gegenwart geführt werden, erkennen, wenn langsam und deutlich gesprochen wird.
B1	Kann im Allgemeinen den Hauptpunkten von längeren Gesprächen folgen, die in seiner/ihrer Gegenwart geführt werden, sofern deutlich artikuliert und in der Standardsprache gesprochen wird.

Radiosendungen und Tonaufnahmen verstehen

A1	keine Deskriptoren vorhanden
A2	Kann kurzen, langsam und deutlich gesprochenen Tonaufnahmen über vorhersehbare alltägliche Dinge die wesentliche Information entnehmen.
B1	Kann den Informationsgehalt der meisten Tonaufnahmen oder Rundfunksendungen über Themen von persönlichem Interesse verstehen, wenn deutlich und in der Standardsprache gesprochen wird.

Leseverstehen allgemein

A1	Kann sehr kurze, einfache Texte Satz für Satz lesen und verstehen, indem er/sie bekannte Namen, Wörter und einfachste Wendungen herausucht und, wenn nötig, den Text mehrmals liest.
A2	Kann kurze, einfache Texte zu vertrauten konkreten Themen verstehen, in denen gängige alltags- oder berufsbezogene Sprache verwendet wird.[...]
B1	Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.

Zur Orientierung lesen

A1	Kann vertraute Namen, Wörter und ganz elementare Wendungen in einfachen Mitteilungen in Zusammenhang mit den üblichsten Alltagssituationen erkennen.
A2	Kann konkrete, voraussagbare Informationen in einfachen Alltagstexten auffinden, z. B. in Anzeigen, Prospekten, Speisekarten, Literaturverzeichnissen und Fahrplänen. Kann gebräuchliche Zeichen und Schilder an öffentlichen Orten wie Straßen, Restaurants, Bahnstationen oder am Arbeitsplatz verstehen, z. B. Wegweiser, Gebotsschilder, Warnungen vor Gefahr.
B1	Kann längere Texte nach gewünschten Informationen durchsuchen und Informationen aus verschiedenen Texten oder Textteilen zusammentragen, um eine bestimmte Aufgabe zu lösen. Kann in einfachen Alltagstexten wie Briefen, Informationsbroschüren und kurzen offiziellen Dokumenten wichtige Informationen auffinden und verstehen.

Information und Argumentation verstehen

A1	Kann sich bei einfacherem Informationsmaterial und kurzen einfachen Beschreibungen eine Vorstellung vom Inhalt machen, besonders wenn es visuelle Hilfen gibt.
A2	Kann aus einfacheren schriftlichen Materialien wie Briefen, Broschüren oder Zeitungsartikeln, in denen Ereignisse beschrieben werden, spezifische Informationen herausfinden.
B1	Kann in klar geschriebenen argumentativen Texten die wesentlichen Schlussfolgerungen erkennen. Kann bei der Behandlung eines Themas die Argumentation erfassen, wenn auch nicht unbedingt im Detail. Kann Artikel und Berichte zu aktuellen Fragen lesen und verstehen, in denen die Schreibenden eine bestimmte Haltung oder einen bestimmten Standpunkt vertreten.

4.2. English in Use: Wortschatz und Grammatik

4.2.1. The frequency and real life factor

Bei der Erstellung von Testformaten, die Wortschatz und Grammatikwissen betreffen, gilt wiederum, dass Unterrichtsgestaltung und Leistungsfeststellung in Einklang stehen müssen. In einem **handlungsorientierten Fremdsprachenunterricht** werden **Grammatik und Wortschatz überwiegend anwendungsorientiert und kompetenzorientiert, d.h. kontextualisiert und nach dem Prinzip der Nützlichkeit** unterrichtet und geübt. Daher müssen auch Testformate die Fähigkeit überprüfen, Vokabel und Grammatik im Kontext/ in einer konkreten Kommunikationssituation anzuwenden, die der Schüler auch wirklich bewältigen lernen muss. Selbstverständlich gelten darüber hinaus auch hier die im Theorieblock skizzierten vier Qualitätsmerkmale der *validity, reliability, impact (Steuerungseffekt) und markability*. Im Sinne der Validität ist daher die Konzentration auf besonders ausgefallene Strukturen oder Wortschatzelemente (z.B. schwierige Ausnahmen oder sehr seltene *items*) zu vermeiden. Mit anderen Worten: ***Let's test what students are liable to encounter and need!!!!***

Last but not least, ist **Altersgemäßheit**, im Sinne der lernpsychologischen Entwicklung (kognitive Fähigkeiten) ein unerlässliches Kriterium, insbesondere im Bereich der Syntax. Siehe dazu auch Punkt 4.2.4: „Gedankensplitter“

4.2.2. Definitionen

Cloze test

A cloze test consists of a text in which a number of words have been blanked out. These might be chosen at random, for instance every 7th word, or they might be chosen as a means of testing a specific linguistic knowledge. Students are given the text with blanks and asked to fill them in, usually in a set period of time.

- **Open cloze** = gaps at set intervals (nth word deletion = every 5th, 6th,9th, 10th ... word is deleted; eg beginners = every 10th, pre-intermediate = every 7th, 9th ...)
- **Modified cloze** = gaps not at set intervals (= gap filling at sentence level without a bank: pre-selected words within a sentence are deleted)
- **Banked cloze** = open or modified cloze + a bank (= box of words); In the word bank, there must be more words than gaps, eg 5 gaps – 8 words, 9 gaps – 14 words, ...)

Word formation cloze = modified cloze + bank (*see above*) or individual words given at sentence level

C-Test

A C-test is a type of language test in which the students read a brief paragraph in the target language. The first two sentences are left intact. Thereafter, every other word is printed intact. But for each alternate word, only the first half of the word is written, and the second half is indicated by a blank space representing each letter.

Gap filling

Gap filling is a task without set intervals. There is a bank of words. (*see above*)

... **at sentence level** = delete pre-selected words from a sentence

... **at paragraph level** = delete pre-selected sentences or parts of sentences from a paragraph

... **at text level** = delete pre-selected paragraphs or parts of paragraphs from a text

Multiple choice

A multiple choice task is a task with at least 3 choices.

Multiple matching

A multiple matching task is a matching task with twice as many choices as gaps.

Editing

Proof-reading = marking each line right or wrong, and if there is a mistake writing the correct form or the missing word; there should be no more than one mistake per line.

Re-ordering

Re-ordering is a task asking the student to re-order, unjumble, unscramble, ... jumbled lists of words, sentences and texts in order to establish lists of words or grammar categories (such as complete sentences, etc)

Transformation

A task to finish a sentence or to fill a gap within a sentence so that it means the same as the original version

True /false /not in the text

A T/F task is a task asking students to mark statements true or false. Add a “not in the text” column to avoid guessing.

Dictation

- **Dictation of a modified cloze or a gapped text**
- **Partial dictation** = construct missing parts of a text (for practice in class!)
- **Transcription** = running dictation (for practice in class!)
- **Dictogloss** = reconstruction of a fairly long dictated sentence / short paragraph read only once

4.2.3. Kanon an Testformaten für English in Use

	Vocab	Grammar	example	format
Cloze tests				
Open cloze	✓		4.2.3.a.1	9th word deleted
Modified cloze	✓	✓	4.2.3.a.2	link words deleted
Banked cloze	✓		4.2.3.a.3	box + every 9th word deleted
Banked modified cloze	✓		4.2.3.a.4	box + special words
Banked modified cloze		✓	4.2.3.a.5	box + prepositions
Word formation cloze			4.2.3.a.6	changing nouns into adjectives
Word formation cloze		✓	4.2.3.a.7	use of tenses
Banked word formation cloze		✓	4.2.3.a.8	
C-test	✓	✓	4.2.3.b	
Gap filling				
- at sentence level	✓		4.2.3.c.1	at sentence level + bank
- at paragraph level		✓	4.2.3.c.2	at paragraph level + bank
Multiple choice				
	✓		4.2.3.d.1	
		✓	4.2.3.d.2	
		✓	4.2.3.d.3	
Multiple matching				
	✓		4.2.3.e.1	
	✓		4.2.3.e.2	
		✓	4.2.3.e.3	
Editing/proof reading				
	✓	✓	4.2.3.f.1	
	✓		4.2.3.f.2	
Re-ordering	✓		4.2.3.g	
True/false/NT	✓		4.2.3.h	
Dictation	✓	✓		

a.1) Open cloze

Killer bees on their way to the USA?

Fears are rising in the southern US following death of a rancher in Texas last week. Johnson died after an attack by the so-..... killer bee. His death was the first one this kind in the United States, and now..... and more people are scared that swarms of very aggressive insects could move north.

In 1956, in Brazil tried to breed bees that were suited to a hot climate. They brought in from Africa for their experiments. Some of these escaped. Since then, articles in some newspapers have unbelievable stories about swarms of killer bees spreading Latin America at a speed of 200 to 300 miles year. Will these swarms of deadly insects soon people in the US by the thousands? Biologist Stephen Golding says this is very unlikely. "Killer are not really more dangerous than normal honeybees. think that Hank Johnson died because of an to the poison of bees." Others say, however, killer bees are more dangerous

because they react from normal bees and very often attack in

Focus, format: Vocabulary, open cloze (9th word deleted)

Taken from: YouMe 3, Textbook, Enriched course

a.2) Modified cloze

Fill the gaps in this text with suitable link words or phrases.

By the time we set up camp on the second day there were already tensions between us. I was exhausted and wanted to stop, (1) Pete wanted to continue for another four or five miles. (2) , after a bit of an argument, we did decide to stop at this point and pitch our tents. We managed to do this (3) the hard ground and a strong wind.

The atmosphere between us was really quite unpleasant. (4) we were worried about the weather, which was getting worse. Anyway, I built a fire and started preparing dinner. Pete, (5) decided he'd had enough and went off to find a pub serving hot food. We never spoke to each other again (6) we worked in the same office for another six months.

Focus, format: Vocabulary, modified cloze

Taken from: Test your English Vocabulary in Use (pre-intermediate and intermediate)

a.3) Banked cloze

Killer bees on their way to the USA?

Fears are rising in the southern US following death of a rancher in Texas last week. Johnson died after an attack by the so-..... killer bee. His death was the first one this kind in the United States, and now..... and more people are scared that swarms of very aggressive insects could move north.

In 1956, in Brazil tried to breed bees that were suited to a hot climate. They brought in from Africa for their experiments. Some of these escaped. Since then, articles in some newspapers have unbelievable stories about swarms of killer bees spreading Latin America at a speed of 200 to 300 miles year. Will these swarms of deadly insects soon people in the US by the thousands? Biologist Stephen Golding says this is very unlikely. "Killer are not really more dangerous than normal honeybees. think that Hank Johnson died because of an to the poison of bees." Others say, however, killer bees are more dangerous

because they react from normal bees and very often attack in

poison, better, react, per, differently, the, allergy, swarms, arrival, normal, distance called, bees, that, scientists, through, of, I, seconds, European, these, bees, sting, facts, more, kill, told, Hank, Dr., believe

Focus, format: Vocabulary, banked open cloze (9th word deleted)

Taken from: YouMe 3, Textbook, Enriched course

a.4) Banked cloze

Fill in the gaps in the text with the suitable words from the box. (There are more words in the box than you need.)

I spent the weekend camping with friends but it wasn't very successful. Sally is not very (1)..... and we had to wait for an hour for her to turn up. Apparently she had a problem with the train, but didn't have the common (2)..... to ring me on my mobile and warn me that she would be late. Then, when she finally arrived, she had a friend with her, called Jill. She was quite nice, but so (3)..... that she didn't really speak to anyone for the first day. She'd got a bit more self- (4)..... by the end of the weekend. However, she didn't really seem to have much (5)..... : we were only 400 metres away from a farm but Jill said she couldn't make tea because we had no water! Bill got angry at that, for no real reason, and poor Jill almost started crying. Bill's problem was that he never really wanted to go camping in the first place, so he was pretty (6)..... most of the time.

sense	punctual	confident	trust	initiative	miserable
timid	sensible	sensitive	shy	cheerful	reserved

Focus, format: Vocabulary, banked modified cloze

Taken from: Test your English Vocabulary in Use (pre-intermediate and intermediate)

a.5) Banked cloze

Fill in the gaps in the text with the suitable prepositions from the box. (There are more words in the box than you need.)

I spent the weekend camping friends but it wasn't very successful. Sally is not very punctual and we had to wait an hour for her to turn up. Apparently she had a problem the train, but didn't have the common sense to ring me my mobile and warn me that she would be late. Then, when she finally arrived, she had a friend her, called Jill. She was quite nice, but so shy that she didn't really speak anyone for the first day. She'd got a bit more self-confident the end of the weekend. However, she didn't really seem to have much initiative: we were only 400 metres away a farm but Jill said she couldn't make tea because we had no water! Bill got angry that, for no real reason, and poor Jill almost started crying. Bill's problem was that he never really wanted to go camping the first place, so he was pretty sensitive most the time.

Focus, format: Grammar, banked modified cloze

Taken from: Test your English Vocabulary in Use (pre-intermediate and intermediate)

a.6) Word formation cloze

Complete the sentences using the correct form of the word on the right.

1. Some people feel that towns are too to live in.
2. Generally, the countryside is less than towns.
3. Living in cities can be very for some people.
4. The countryside is much less than towns.
5. Some people enjoy the countryside more because it's
6. I always feel in town than in the countryside.
7. However, life in town is certainly more
8. Some people believe it is more to live in town.

NOISE
POLLUTE
STRESS
CROWD
PEACE
SAFE
EXCITE
DANGER

Focus, format: Vocabulary, word formation cloze (at sentence level)

Taken from: Test your English Vocabulary in Use (pre-intermediate and intermediate)

a.7) Word formation cloze

Complete the text using the correct form of the verb in brackets next to the gap.

Yesterday (be) a great day. I (go) to my friend's house. There we (listen) to CDs and (play) computer games. Then we (go) to the fast-food restaurant and (eat) cheeseburgers. Yummy! After that, we (find) £3,00 in the park, so we (buy) some ice cream. Back home again, we (be) in the living room and (do) our homework together. After some hours, I (run) home because I was late. My friend and I (have) a lot of fun.

Focus, format: Grammar, word formation cloze (at sentence level)

Taken from: own source

a.8) Word formation cloze

Fill in the verbs from the box in the past simple. (Same text as above, but more demanding; only for practice!)

Yesterday a great day. I to my friend's house. There we to CDs and computer games. Then we to the fast-food restaurant and cheeseburgers. Yummy! After that, we £3,00 in the park, so we some ice cream. Back home again, we in the living room and our homework together. After some hours, I home because I was late. My friend and I a lot of fun.

be	be	buy	do	do	drink	eat	find	get	give	go	go
have	hide	jump	listen	play	play	read	run	sit	think	wait	want

Focus, format: Grammar, banked word formation cloze (at text/paragraph level)

Taken from: own source

b) C-Test

An architectural feature that is basically a mass of fine sculpture is the Sinhalese staircase. It includes an intricately decorated flight of steps flanked by ornate balustrades with a frontal stand formed by a pair of guardstones.

(1) The elabo_ _ _ moonstone a_ its ba_ _ is i_ itself /_ / distinctive ele_ _ _ of anc_ _ _ sculpture i_ the isl_ _ . (2) These se_ _ -circular sto_ _ acquired increa_ _ _ complex ba_ _ of decor_ _ _ over t_ _ years. (3) Th_ _ range fr_ _ the abst_ _ _ —tongues o_ fire a_ bands o_ creeper vi_ _ _ —to symb_ _ _ interpretations o_ the fo_ _ perils o_ life. (4) T_ _ latter con_ _ _ of t_ _ elephant. /_ / symbol o_ birth; t_ _ bull, indic_ _ _ of de_ _ ; the li_ _ representing dis_ _ _ ; and t_ _ horse. /_ / symbol o_ death. (5) So_ _ also ha_ _ a ba_ _ of ge_ _ , which repre_ _ _ the disti_ _ _ between go_ _ and ev_ _ . (6) At t_ _ heart o_ many moons_ _ _ is /_ / lotus pe_ _ . (7) Buddhists reg_ _ the lo_ _ as /_ / sacred flo_ _ , and i_ the moon_ _ _ it repre_ _ _ the cen_ _ crowning se_ _ of suc_ _ _ .

Focus, format: Vocabulary + Grammar, C-test

Taken from: Carol Spoettel, course handout

c.1) Gap filling at sentence level

William Shakespeare was in 1564 in Stratford upon-Avon. When he left school, he first worked for his father, who was a glove maker and also a William wasn't really interested in his father's work. He liked books. And he wanted to become a When William was eighteen, he Anne Hathaway and in the same year their daughter, Susanna, was born. Three years later, Hamnet and Judith, followed. William wasn't very happy in He didn't find life there very But there was something that he really He loved going to the and seeing in London. He loved talking to the and started dreaming of becoming an actor and of writing plays himself. His wife didn't like the very much, but when Shakespeare was 23, he decided to go to He became an actor and, at the same time, he wrote a lot of

dangerous, interesting, plays, writer, shouted, real, actors, dances, Stratford, married, butcher, twins, theatre, fights, songs, London, work, everybody, idea, plays, born, enjoyed

Focus, format: Vocabulary, gap at sentence level + bank
Taken from: YouMe 3, Textbook, Enriched course

c.2) Gap filling at paragraph level

William Shakespeare was born in 1564 in Stratford upon-Avon. When he left school,, who was a glovemaker and also a butcher. William wasn't really interested in his father's work. He liked books. And he wanted to become a writer., he married Anne Hathaway and in the same year their daughter, Susanna, was born. William wasn't very happy in Stratford. He didn't find But there was something that he really enjoyed. He loved going to the theatre and seeing plays in London. He loved talking to the actors and started dreaming of becoming an actor and plays himself. His wife didn't like the idea very much, but, he decided to go to London. He became an actor and, at the same time, a lot of plays.

he first worked for his father
he wrote
three years later twins, Hamnet and Judith, followed
his father gave him his first job
when William was eighteen
it hard to work for his father
of writing
when Shakespeare was 23
life there very interesting
to write

Focus, format: Grammar + Reading, gap at paragraph level + bank
Taken from: You Me 3, Textbook, Enriched course

d.1) Multiple choice .

Questions 1 – 5

- Where can you see these notices?
- For questions 1 to 5, mark **one** letter **A, B** or **C** on your Answer Sheet.

1	<p>You can look, but don't touch the pictures.</p>	<p>A in an office B in a cinema C in a museum</p>
2	<p>Please give the right money to the driver.</p>	<p>A in a bank B on a bus C in a cinema</p>
3	<p>NO PARKING PLEASE</p>	<p>A in a street B on a book C on a table</p>
4	<p>CROSS BRIDGE FOR TRAINS TO EDINBURGH</p>	<p>A in a bank B in a garage C in a station</p>
5	<p>KEEP IN A COLD PLACE</p>	<p>A on clothes B on furniture C on food</p>

Focus, format: Vocabulary, multiple choice

Taken from: Carol Spoettel, course handout

d.2) Multiple choice

Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark **one** letter **A, B,** or **C** on your Answer Sheet.

THE STARS

There are millions of stars in the sky. If you look (6) the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really (7) big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars (8) born and old stars die. All the stars are very far away. The light from the nearest star takes more (9) four years to reach Earth. Hundreds of years ago, people (10) stars, like the North Star, to know which direction to travel in. Today you can still see that star.

6	A at	B up	C on
7	A very	B too	C much
8	A is	B be	C are
9	A that	B of	C than
10	A use	B used	C using

Focus, format: Grammar, multiple choice

Taken from: Carol Spoettel, course handout

d.3) Multiple choice

Read the dialogue and (✓)tick the correct tense.

Max: Sue, what did you do? have you done? have you been doing?
 I try I tried I've been trying to ring you for three hours now!

Sue: Well, I have switched off switched off was switching off my mobile phone
hours ago and read have been reading have read since then.

Max: What are you reading do you read did you read at the moment?

Sue: The story of the legendary King Arthur.

Max: Tell me about him!

Sue: Arthur probably has lived lived had lived in the 6th century.
We do not know what he looks was looking looked like,
but we certainly know that he is not was not has not been such an important king as
in the stories.
Still, the stories of King Arthur have survived survived survive over
hundreds of years.
By the end of the 12th century, people in many countries sang have sung were singing
songs about him.
Ever since then people wrote have written write about King Arthur.
In our time, he becomes has become became the hero of a number of
comics, books and films.

Focus, format: Grammar, multiple choice

Taken from You Me 3, Schularbeitsmappe; modifiziert und erweitert

e.1) Multiple matching

Version 1: The 3,000-word level

- | | |
|--------------|--|
| 1. belt | |
| 2. climate | _____ idea |
| 3. executive | _____ inner surface of your hand |
| 4. notion | _____ strip of leather worn around the waist |
| 5. palm | |
| 6. victim | |

- | | |
|--------------|---------------------------------|
| 1. acid | |
| 2. bishop | _____ cold feeling |
| 3. chill | _____ farm animal |
| 4. ox | _____ organization or framework |
| 5. ridge | |
| 6. structure | |

- | | |
|-------------|-------------------------|
| 1. bench | |
| 2. charity | _____ long seat |
| 3. jar | _____ help to the poor |
| 4. mate | _____ part of a country |
| 5. mirror | |
| 6. province | |

- | | |
|---------------|--------------------------------------|
| 1. boot | |
| 2. device | _____ army officer |
| 3. lieutenant | _____ a kind of stone |
| 4. marble | _____ tube through which blood flows |
| 5. phrase | |
| 6. vein | |

- | | |
|--------------|---|
| 1. apartment | |
| 2. candle | _____ a place to live |
| 3. draft | _____ chance of something happening |
| 4. horror | _____ first rough form of something written |
| 5. prospect | |
| 6. timber | |

- | | |
|-------------|----------------------|
| 1. betray | |
| 2. dispose | _____ frighten |
| 3. embrace | _____ say publicly |
| 4. injure | _____ hurt seriously |
| 5. proclaim | |
| 6. scare | |

- | | |
|---------------|------------------------|
| 1. encounter | |
| 2. illustrate | _____ meet |
| 3. inspire | _____ beg for help |
| 4. plead | _____ close completely |
| 5. seal | |
| 6. shift | |

- | | |
|------------|---------------------------|
| 1. assist | |
| 2. bother | _____ help |
| 3. condemn | _____ cut neatly |
| 4. erect | _____ spin around quickly |
| 5. trim | |
| 6. whirl | |

- | | |
|--------------|-----------------------------|
| 1. annual | |
| 2. concealed | _____ wild |
| 3. definite | _____ clear and certain |
| 4. mental | _____ happening once a year |
| 5. previous | |
| 6. savage | |

- | | |
|----------------|-----------------------|
| 1. dim | |
| 2. junior | _____ strange |
| 3. magnificent | _____ wonderful |
| 4. maternal | _____ not clearly lit |
| 5. odd | |
| 6. weary | |

Focus, format: Vocabulary, multiple matching
 Taken from: Carol Spoettel, course handout

e.2) Multiple matching

Version 1: The 2,000-word level

Name:

Tutor:

1. cap	teaching and learning
2. education	numbers to measure with
3. journey	going to a far place
4. parent	
5. scale	
6. trick	

1. attack	gold and silver
2. charm	pleasing quality
3. lack	not having something
4. pen	
5. shadow	
6. treasure	

1. cream	part of milk
2. factory	a lot of money
3. nail	person who is studying
4. pupil	
5. sacrifice	
6. wealth	

1. adopt	go up
2. climb	look at closely
3. examine	be on every side
4. pour	
5. satisfy	
6. surround	

1. bake	join together
2. connect	walk without purpose
3. inquire	keep within a certain size
4. limit	
5. recognize	
6. wander	

1. burst	break open
2. concern	make better
3. deliver	take something to someone
4. fold	
5. improve	
6. urge	

1. original	first
2. private	not public
3. royal	
4. slow	
5. sorry	
6. total	

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example.

1. business	part of a house
2. clock	animal with four legs
3. horse	something used for writing
4. pencil	
5. shoe	
6. wall	

You answer it in the following way.

1. business	6	part of a house
2. clock	3	animal with four legs
3. horse	4	something used for writing
4. pencil		
5. shoe		
6. wall		

Some words are in the test to make it more difficult. You do not have to find a meaning for these words. In the example above, these words are *business*, *clock*, and *shoe*.

If you have no idea about the meaning of a word, do not guess. But if you think you might know the meaning, then you should try to find the answer.

1. birth	game
2. dust	winning
3. operation	being born
4. row	
5. sport	
6. victory	

1. choice	heat
2. crop	meat
3. flesh	money paid regularly for doing a job
4. salary	
5. secret	
6. temperature	

1. brave	commonly done
2. electric	wanting food
3. firm	having no fear
4. hungry	
5. local	
6. usual	

Focus, format: Vocabulary, multiple matching

e.3) Multiple matching

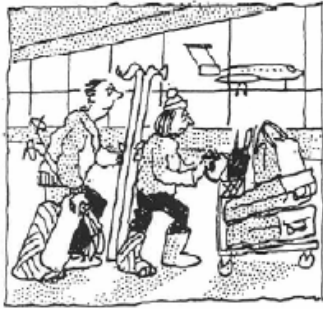
You are talking to your friend. You ask a lot of questions. Your friend gives short answers to your questions. Choose the right answer to go with each question and write the correct number in the little box next to the answer. There are more answers than questions.

1	Does Linda get up at 7am		Yes, we are.
2	Can Jenny ride a horse?		Yes, it is.
3	Has Mrs Baker got children?		No, they don't.
4	Is Fred good at climbing trees?		No, I don't.
5	Do Patrick and Joe often watch TV?		Yes, I have.
6	Can you come to my party?		Yes, she can.
7	Are you hungry?		No, she doesn't.
8	Have you got a sister?		Yes, she has.
			No, they can't.
			No, she isn't.
			Yes, we do.
			No, he isn't.
			Yes, he can
			No, they haven't.
			Yes, they have.
			No, we can't.

Focus, format: Grammar, multiple matching
Taken from: own source

f.2) Editing / Proof-reading

In most lines of the following text there is one word which is wrongly spelled, including the use of capital letters. Underline each wrongly spelled word and write the correct spelling in the space provided. If there are no spelling mistakes in a line, indicate this with a tick (✓). Look at the examples provided.



If you're going skiing this winter, here's a cautionary tale. 1 ✓
 Last december three friends decided to go on a cheap skiing 2 ... December ...
 holiday in the dolomites in the north of Italy. Being an 3
 adventurous lot, they decided to go by car, which turned out 4
 to be Dan's ancient VW Beetle. On the way there, they had no 5
 problems except for a little quarreling about whose turn it 6
 was to drive. The trouble started on there first day's skiing 7
 when Amy panicked, fell over and broke her ankle. On the 8
 second day, Charlie woke up saying, 'I think I'm dieing'. 9
 In fact, he had caught pneumonia. On the third day, Dan tried 10
 to be too clever and broke a lèg! All of this meant they 11
 payed plenty in doctors' bills and then, with nobody able to 12
 drive, they traveled back by plane and the car went back by 13
 train! So, all in all, it was an extremely expensive trip! 14

Focus, format: Vocabulary, editing
 Taken from: Carol Spoettel, course handout

g) Re-ordering

Sort the words below into two lists, one for types of vehicle, the other describing where you might see them. One of each has been done for you.

- | | | | |
|-----------|-------------|------------|------------|
| ambulance | caravan | junction | ring road |
| bicycle | car park | lane | road |
| bridge | coach | lorry | roundabout |
| bus | crossroads | motorcycle | truck |
| by-pass | fire engine | motorway | van |

VEHICLES

ambulance

WHERE YOU SEE THEM

bridge

Focus, format: Vocabulary, re-ordering
 Taken from: Carol Spoettel, course handout

h) True and false

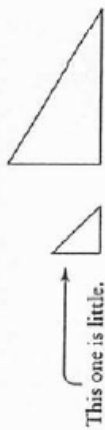
A description of the making of these two tests can be found in Nation (1993a).

VOCABULARY TEST: 1,000 WORD LEVEL TEST A

Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence. The first one has been answered for you.

We cut time into minutes, hours and days.

T



This one is little.



You can find these everywhere.

Some children call their mother Mama.

Show me the way to do it means 'show me how to do it'.

This country is part of the world.



This can keep people away from your house.

When something falls, it goes up.

Most children go to school at night.

It is easy for children to remain still.



One person can carry this.

A scene is a part of a play.

People often think of their home, when they are away from it.

There is a mountain in every city.

Each month has the same number of days.

A chief is the youngest person in a group.

You can use a pen to make marks on paper.

A family always has at least two people.

You can go by road from London to New York.

Silver costs a lot of money.



This is a hill.



This young person is a girl.

We can be sure that one day we will die.

A society is made of people living together.

An example can help you understand.

Some books have pictures in them.

When some people attack other people, they try to hurt them.

When something is ancient, it is very big.

Big ships can sail up a stream.

It is good to keep a promise.

People often dream when they are sleeping.

This is a date – 10 o'clock.

When something is impossible, it is easy to do it.

Milk is blue.

A square has five sides.

Boats are made to travel on land.

Cars cannot pass each other on a wide road.

When you look at something closely, you can see the details.



This part is a handle.

Focus, format: Vocabulary, T/F (for grammar: see "Editing")

Taken from: Carol Spoettel, course handout

4.2.4. Gedankensplitter zum Thema Grammatik

Grammatik und auch Vokabeln und Kollokationen werden nach wie vor kaum anwendungsorientiert, sondern in isolierten Sätzen und nach mechanistischen Regeln, die mit wirklichem Sprachgebrauch wenig zu tun haben, unterrichtet und daher auch so überprüft.

Ein Beispiel dafür ist die angebliche Regel der systematischen Veränderung von bestimmten Adverbien in *reported speech*. Sie ist jedoch keine syntaktische Gesetzmäßigkeit, sondern hängt ausschließlich von der Sprachsituation ab. *Here* bleibt *here* oder wird zu *there*, je nachdem, wo der Sprecher sich befindet, *last year* bleibt *last year* oder wird zu *the year before*, je nachdem, wie lange in der Realität des Sprechers ein Ereignis zurückliegt. Das Unterrichten (und die Überprüfung) dieser „Regel“ sind unnötig,

da wir es mit einer rein sprachlogischen, an den Sprech-/Schreibanlass gebundenen Gegebenheit zu tun haben.

Ein weiteres Beispiel:

Die Aufgabenstellung „Frage nach allen unterstrichenen Wörtern“ regt zwar zur schrittweisen, systematischen Anwendung der Gesetzmäßigkeiten der Fragebildung an, die spontane Abrufbarkeit im Kontext wird dadurch jedoch nicht trainiert.

Ein letztes Beispiel: Die Aufgabe, eine Reihe von aktiven Sätzen ins Passiv zu setzen, dient zwar der Festigung der Struktur, hat jedoch mit Abrufbarkeit und adäquater Anwendung dort, wo das Passiv die einzig angemessene Form ist, nichts zu tun und wird sie auch nicht fördern. Eine solche Überprüfungsform geht damit an den Intentionen eines handlungsorientierten Fremdsprachenunterrichts vorbei.

Dieser **mechanistische Zugang zu Grammatiküberprüfungen** ist **eine** Erklärung dafür, dass Schüler bestimmte Strukturen zwar während der Schularbeit reproduzieren können, ihr „Wissen“ jedoch **nicht im selben Ausmaß Niederschlag in freien Anwendungsformen**, also der eigentlichen Kommunikation findet. Vor allem im Bereich der Syntax ist der Abwechslungsreichtum selbst bei guten Schülern gering, manche Strukturen (Vorzeitigkeit, nuanciertere Anwendung des *future*, *gerunds*, etc.) kommen so gut wie nie vor, weil sie isoliert und *as ends in themselves* unterrichtet und getestet werden.

Ein weiterer Grund für die geringe Nachhaltigkeit von *grammar lessons* ist, dass bestimmte Strukturen oft **zu früh** unterrichtet und getestet werden. Dies führt dazu, dass Schüler sie von ihrem lernpsychologischen Entwicklungsstand her nicht wirklich erfassen und in die Kompetenzebene übernehmen können und nur durch mechanistische Eselsbrücken (z.B. Signalwörter bei *present perfect*) auf der Performanzebene wiedergeben.

Dies wiederum erklärt, warum sie in der Anwendung so selten vorhanden, aber auch, warum gerade in diesen Bereichen **Fehler so häufig** sind. Jede Grammatikstruktur deckt einen Kommunikationsakt (*function*) ab. Wenn ein Lerner diese *function* für die im Unterricht nötige Kommunikation nicht braucht (*Grammar taught as an end in itself!*) oder ihn kognitiv noch nicht erfassen kann, wird er diese Grammatikstruktur nicht wirklich erwerben und später kompetent anwenden. Strukturen wie der *past progressive*, der *present perfect tense in allen ihren Verwendungen*, bestimmten modalen Bezügen oder der Differenzierung in verschiedene Zukunftsformen liegen komplexe logistische Kategorien zugrunde. Sie in der zweiten bzw. Anfang der dritten Klasse zu unterrichten, ist von den kognitiven Möglichkeiten der Schüler her zu früh. Wenn diese Strukturen zur Bewältigung von Sprachsituationen auf dieser Ebene im Unterricht unbedingt gebraucht werden, ist es weit sinnvoller, sie in kleinen Dosen als *lexical items* einzuführen, zu üben und zu testen. Das Grammatikkapitel in seiner Gesamtheit ohne Anwendungsnotwendigkeit zu unterrichten und in einer Übung, die alle Möglichkeiten inklusive aller Ausnahmen enthält, dekontextualisiert zu überprüfen, ist wenig zielführend.

Auszug aus dem Europäischen Referenzrahmen

ENGLISH IN USE

UNTERSTUFE

Wortschatz

A1	Verfügt über einen elementaren Vorrat an einzelnen Wörtern und Wendungen, die sich auf bestimmte konkrete Situationen beziehen.
A2	Verfügt über einen ausreichenden Wortschatz, um in vertrauten Situationen und in Bezug auf vertraute Themen routinemäßige alltägliche Angelegenheiten zu erledigen. Verfügt über genügend Wortschatz, um elementaren Kommunikationsbedürfnissen gerecht werden zu können. Verfügt über genügend Wortschatz, um einfache Grundbedürfnisse befriedigen zu können.
B1	Verfügt über einen ausreichend großen Wortschatz, um sich mit Hilfe von einigen Umschreibungen über die meisten Themen des eigenen Alltagslebens äußern zu können wie beispielsweise Familie, Hobbys, Interessen, Arbeit, Reisen, aktuelle Ereignisse.

Wortschatzbeherrschung

A1	Keine Descriptoren verfügbar
A2	Beherrscht einen begrenzten Wortschatz in Zusammenhang mit konkreten Alltagsbedürfnissen.
B1	Zeigt eine gute Beherrschung des Grundwortschatzes, macht aber noch elementare Fehler, wenn es darum geht, komplexere Sachverhalte auszudrücken oder wenig vertraute Themen und Situationen zu bewältigen

Grammatische Korrektheit

A1	Zeigt nur eine begrenzte Beherrschung einiger weniger einfacher grammatischer Strukturen und Satzmuster in einem auswendig gelernten Repertoire..
A2	Kann einige einfache Strukturen korrekt verwenden, macht aber noch systematisch elementare Fehler, hat z. B. die Tendenz, Zeitformen zu vermischen oder zu vergessen, die Subjekt-Verb-Kongruenz zu markieren; trotzdem wird in der Regel klar, was er/ sie ausdrücken möchte.
B1	Kann sich in vertrauten Situationen ausreichend korrekt verständigen; im Allgemeinen gute Beherrschung der grammatischen Strukturen trotz deutlicher Einflüsse der Muttersprache. Zwar kommen Fehler vor, aber es bleibt klar, was ausgedrückt werden soll. Kann ein Repertoire von häufig verwendeten Redefloskeln und von Wendungen, die an eher vorhersehbare Situationen gebunden sind, ausreichend korrekt verwenden.

Beherrschung der Orthographie

A1	Kann vertraute Wörter und kurze Redewendungen, z. B. einfache Schilder oder Anweisungen, Namen alltäglicher Gegenstände, Namen von Geschäften oder regelmäßig benutzte Wendungen abschreiben. Kann seine Adresse, seine Nationalität und andere Angaben zur Person buchstabieren.
A2	Kann kurze Sätze über alltägliche Themen abschreiben - z. B. Wegbeschreibungen. Kann kurze Wörter aus seinem mündlichen Wortschatz 'phonetisch' einigermaßen akkurat schriftlich wiedergeben (benutzt dabei aber nicht notwendigerweise die übliche Rechtschreibung).
B1	Kann zusammenhängend schreiben; die Texte sind durchgängig verständlich. Rechtschreibung, Zeichensetzung und Gestaltung sind exakt genug, so dass man sie meistens verstehen kann.

Koherenz und Kohäsion

A1	Kann Wörter oder Wortgruppen durch sehr einfache Konnektoren wie 'und' oder 'dann' verbinden.
A2	Kann die häufigsten Konnektoren benutzen, um einfache Sätze miteinander zu verbinden, um eine Geschichte zu erzählen oder etwas in Form einer einfachen Aufzählung zu beschreiben. Kann Wortgruppen durch einfache Konnektoren wie 'und', 'aber' und 'weil' verknüpfen.
B1	Kann eine Reihe kurzer und einfacher Einzelelemente zu einer linearen, zusammenhängenden Äußerung verbinden.

4.3. Textproduktion – Training and testing writing skills

4.3.1. Einige pädagogisch-didaktische Überlegungen

Erarbeitung im Unterricht

Wie für alle anderen Bereiche des Fremdsprachenunterrichts gilt selbstverständlich auch für den Bereich *text production*, dass für Leistungsfeststellungen nur herangezogen werden darf, was im Unterricht erarbeitet und ausreichend geübt wurde. Es ist also unerlässlich, dass im **Unterricht Zeit für das Schreiben von Texten** aufgewendet wird.

Sprachkompetenz testen, nicht Gedächtnisleistung

Im Sinne der Validität von Testverfahren ist es wichtig, Eigenständigkeit und Authentizität der Schüleräußerungen anzustreben. Es gilt daher, im Laufe der Unterstufe **zunehmend Aufgabenstellungen zu vermeiden, die lediglich oder fast ausschließlich Gedächtnisleistungen überprüfen** und dem Schüler realitätsfremde Produkte abverlangen, die in der Lebenswirklichkeit nie als Text vorkommen.

Rein perspektivische Umformungen von Texten aus dem Lehrbuch testen nur die Fähigkeit zum Memorieren und nicht wirkliche Sprachkompetenz. Ein gewisses Maß an **Transfer** soll so früh als möglich und zunehmend gegeben sein, z.B. in Form von:

- Textsortenwechsel**
- Perspektivenwechsel**, der einen **anderen Standpunkt zum Gesagten** erfordert
- eigenen Meinungsäußerungen zu Lehrbuchtexten/Themen**
- in-role-Reaktionen zu Lehrbuchtexten**
- anderen eigenständigen Bearbeitungen von Impulsen zu Lehrbuchtexten/Themen**

Authenticity und communicativeness

Im Sinne der **Authentizität** von Aufgabenstellungen ist es sinnvoll, auf *real life* - Bezug zu achten. Daher sollen im Laufe der Unterstufe zunehmend **Texte** in Schularbeiten Eingang finden, **die im wirklichen Leben auch tatsächlich geschrieben werden** und die der Schüler daher in der Praxis brauchen wird. Natürlich eignen sich aber auch verschiedene Formen des *creative writing* zum Training von Schreibfertigkeiten und zur Festigung von sprachlichem Material.

Kommunikativ sind *writing tasks* dann, wenn sie:

- Interaktion** mit einem real möglichen Partner oder Empfänger implizieren
- der Übermittlung **echter Botschaften** dienen bzw.
- reale Kommunikationsabsichten** verfolgen und dabei dem Schreibenden
- Wahlentscheidungen** auferlegen bezüglich dessen, **was** er sagt bzw. **wie** er es sagt .

Einschränkend sei bemerkt, dass in der Unterstufe - allerdings in abnehmendem Maße - auch **Textsorten, die in der Realität nur der mündlichen Kommunikation dienen** (z.B. Dialoge aller Art) zur Festigung ‚verschriftlicht‘ werden und daher in schriftliche Leistungsfeststellungen Eingang finden können. Schließlich muss auch eingeräumt werden, dass Schüler **gewisse authentische Textsorten in der Unterstufe nur niveaubezogen** und somit **eingeschränkt** beherrschen werden können.

Präzision und Detailliertheit von Aufgabenstellungen

Task fulfilment ist eines der wichtigsten Kriterien bei der Beurteilung schriftlicher Textproduktion (Siehe auch Kapitel 3). Aus diesem Grund sind *tasks* so genau als möglich auszuformulieren und die Länge des Textes vorzugeben. Dazu ein *eye-opener*:

Task: *You spent last weekend at a friend's house. Write a postcard to your friend and thank him/her for the nice weekend.*

Hier müssen alle Schülerprodukte, die in irgendeiner Form die Wörter *thank you*, *weekend* und *nice*, sofern sinnvoll angeordnet, enthalten, als ausreichende Aufgabenerfüllung akzeptiert werden.

Alternative:

Write a postcard to your friend. In your postcard, you should

- *say what you enjoyed most*
- *tell him/her about your journey home*
- *tell him/her your plans for the next weekend*

(aus: Objective PET, Student's Book, CUP 2003)

Hier wird man anhand der Aufgabenstellung sehr genau feststellen können, ob bzw. in welchem Maß die Aufgabe vom Schüler erfüllt worden ist.

Textsorten und Aufgabenformate

Die nun folgende Aufzählung und Charakteristik gängiger *task formats* erhebt keinen Anspruch auf Vollständigkeit.

4.3.2. Kanon an Textsorten:

		examples
Paragraphs of various kinds		4.3.2.1.
Personal correspondence	Cards for various occasions (postcards, birthday, seasonal, extending/accepting/declining invitations...)	4.3.2.2.
	E-Mails	
	Letters	
Stories		4.3.2.3.
Portraits		
Descriptions		
Summaries		
Basic compositions	Introduction body- conclusion	
Reports		
Reviews		
Notes and messages		
Instructions		
Form-filling		
Memos		
(Diaries)		
(Dialogues)		

4.3.2.1. Paragraphs/short texts

Ein *paragraph* - in den ersten Lernjahren wird man auch einfach *short text* sagen können - ist ein in seiner Länge weitgehend variabler Kurztext, der als Textsorte nicht näher definiert und gerade deshalb vielseitig einsetzbar ist. Er verlangt vom Lernenden lediglich, gelernte Vokabel und Strukturen in einen sinnvoll geordneten Textzusammenhang zu stellen und ermöglicht es, *text-writing* mit dem Einüben und Testen von grammatikalischen sowie lexikalischen Kenntnissen und Fertigkeiten zu verbinden.

Die Palette reicht dabei von

Write a short text about....

der ersten und zweiten Klasse (vgl. *Study and change in The New You & Me*) über

opinion paragraphs und *personal statements* aller Art

“*Express your opinion about in a paragraph of 50-60 words*”) bis hin zu

spezifischeren **Aufgabenstellungen** im dritten und vierten Lernjahr, die auf die **Überprüfung spezieller grammatikalischer Kenntnisse** in Verbindung mit der Beherrschung anderer Ausdrucksmittel und Textschreibfertigkeiten abzielen (siehe Beispiel 1).

Paragraphs und *short texts* können ab dem dritten Lernjahr ohne großen Aufwand zu **komplexeren Texten**

weiterentwickelt werden wie z.B.

short compositions (Beispiel 2),

landeskundlichen *summaries* (Beispiel 3),

personal letters,

descriptions, portraits, reports und *stories etc.* .

Beispiel 1: Paragraph

New York and Sydney - a comparison.

Compare the two cities in a paragraph of 60-80 words. (large? hot? fascinating? expensive? much crime??)

Schreibe, was du meinst oder annimmst.

*Bringe auch zum Ausdruck, wie sicher du dir bist und ob du das was du sagst für **offensichtlich**, für **sicherlich richtig** oder nur für **wahrscheinlich** hältst.*

*Vergiss auch nicht zu sagen, ob du die Unterschiede zwischen den Städten für **groß oder klein** hältst, oder ob du vielleicht meinst, die beiden seien in mancher Hinsicht **ganz gleich!***

*Redemittel: Steigerung, I suppose, I guess, probably, obviously
(In Anlehnung an Jennifer Seidl, Grammar, OUP)*

Beispiel 2: Short composition

The pros and cons of riding a bike in the city

Give your text a clear structure. Don't forget to write

- a short introductory statement

- one paragraph about the pros (mention at least 3 arguments)

- one paragraph about the cons (again at least 3 paragraphs)

- a brief conclusion

Write 140 – 180 words

Beispiel 3: (landeskundl. Information)

What everybody should know about Australia

Write an informative text including at least 6 different geographical facts or pieces of information

Structure your text

– by using appropriate linking and sequencing devices

- by paying special attention to how you introduce and conclude it

Write 120 – 160 words

4.3.2.2. Letters (and emails)

Briefe und E-Mails (unter E-Mail wird hier keine eigene Textsorte, sondern ein elektronisch übermittelter Brief verstanden) sind, auch auf Grund ihrer inhärent kommunikativen Struktur, eine sehr geeignete Textsorte, um *writing skills* zu entwickeln, zu üben, zu überprüfen und zu testen. In der Unterstufe wird es sich größtenteils um den Typus *personal letter* handeln. Auf die Notwendigkeit, in der Aufgabenstellung möglichst präzise Angaben über den Zweck, den Inhalt und den Umfang des zu schreibenden Briefes zu machen, sei ausdrücklich noch einmal hingewiesen. Folgende Aufgabenstellung soll hier als nachahmenswertes Beispiel dienen:

This is part of a letter you receive from an English pen friend.

Dear Alice

I've just joined a fitness centre. What about you? Is there a place where you can do sport near your home? Tell me how you keep fit..

*Now **write a letter** to your pen friend (about 100 words)*

(aus: Objective PET, Student's Book, 2003)

Anmerkung zur Verwendung des Deutschen in Aufgabenstellungen:

Zweifellos wird man in der Regel trachten, alle Arbeitsaufträge in der Zielsprache zu geben. In begründeten Einzelfällen - z.B. um eine Schreibsituation besonders präzise darzustellen (*setting a scene*) oder auch um *wordlifting*, d.h. die Vorwegnahme von Vokabular, dessen Kenntnis Gegenstand der Überprüfung ist, hintanzuhalten – ist die Verwendung muttersprachlicher Angaben jedoch akzeptabel.

4.3.2.3. Stories

Das Verfassen von (kurzen) *stories* kann in vielfältiger Weise zur Überprüfung von Schreibfertigkeit herangezogen werden. Die gängigsten Arten der Aufgabenstellung werden im Folgenden – wieder ohne Anspruch auf Vollzähligkeit – angeführt.

- Bildgeschichte
 - Reizwortgeschichte
 - Das Ende einer Geschichte schreiben
 - Zu einer bekannten Story ein neues Ende finden
 - In Anlehnung an/in Analogie zu einer bekannten Geschichte eine neue Story schreiben
 - Verschiedene andere Formen des *guided story writing*:
 - mittels Leitfragen
 - mittels Leitwörtern
 - mittels Bildimpuls(en)
 - durch Vorgabe von Satzanfängen
 - durch Angabe des 1.Satzes der Geschichte:
 - Your story must begin with this sentence.... (cf. Cambridge PET!)*
 - durch Vorgabe des letzten Satzes der Geschichte
 - durch Vorgabe des Anfangs und des Endes einer Geschichte (Mitte ist zu schreiben)
- (cf. Objectives PET)*

Gedankensplitter zum Schreiben

Prozessuales Schreiben (auch als Stufenhausübung bezeichnet)

wird von immer mehr KollegInnen praktiziert und ist eine besonders effiziente Methode, um ein sinnvolles, für die Praxis notwendiges Schreibverhalten zu trainieren. Prozessuales Schreiben bedeutet das Einfordern von mehreren, **eigenständig überarbeiteten Fassungen** von Texten (inkl. *mind map* oder *outline*), wobei dem Schüler nicht die richtigen Lösungen vorgegeben, sondern nur der Ort und die Art des Fehlers markiert werden. Der Schüler erstellt an Hand dieser Hinweise eine bessere Fassung seines Textes

Auszug aus dem Europäischen Referenzrahmen

SCHREIBEN

UNTERSTUFE:

Kreatives Schreiben

A1	Kann einfache Wendungen und Sätze über sich selbst und fiktive Menschen schreiben: wo sie leben und was sie tun.
A2	Kann in Form verbundener Sätze etwas über alltägliche Aspekte des eigenen Umfelds schreiben, wie z. B. über Menschen, Orte, einen Job oder Studiererfahrungen. Kann eine sehr kurze, elementare Beschreibung von Ereignissen, vergangenen Handlungen und persönlichen Erfahrungen verfassen. Kann in einer Reihe einfacher Sätze über die eigene Familie, die Lebensumstände, den Bildungshintergrund oder die momentane oder vorige berufliche Tätigkeit schreiben. Kann kurze, einfache fiktive Biographien und einfache Gedichte über Menschen schreiben.
B1	Kann unkomplizierte detaillierte Beschreibungen zu einer Reihe verschiedener Themen aus ihrem/seinem Interessengebiet verfassen. Kann Erfahrungsberichte schreiben, in denen Gefühle und Reaktion in einem einfachen zusammenhängenden Text beschrieben werden. Kann eine Beschreibung eines realen oder fiktiven Ereignisses oder einer kürzlich unternommenen Reise verfassen. Kann eine Geschichte erzählen.

Berichte und Aufsätze:

A1 +A2	Keine Deskriptoren verfügbar
B1	Kann einen kurzen, einfachen Aufsatz zu Themen von allgemeinem Interesse schreiben. Kann im eigenen Sachgebiet mit einer gewissen Sicherheit größere Mengen von Sachinformationen über vertraute Routineangelegenheiten und über weniger routinemäßige Dinge zusammenfassen, darüber berichten und dazu Stellung nehmen. Kann in einem üblichen Standardformat sehr kurze Berichte schreiben, in denen Sachinformationen weitergegeben und Gründe für Handlungen angegeben werden.

Korrespondenz

A1	Kann kurze, einfache Postkarten schreiben
A2	Kann einen ganz einfachen persönlichen Brief schreiben und sich darin für etwas bedanken oder entschuldigen
B1	Kann in einem persönlichen Brief Neuigkeiten mitteilen und Gedanken zu abstrakten oder kulturellen Themen (z. B. Musik, Film) ausdrücken. Kann einen persönlichen Brief schreiben und darin detailliert über Erfahrungen, Gefühle, Ereignisse berichten.

Notizen, Mitteilungen, Formulare

A1	Kann z. B. auf einem Anmeldezettel im Hotel oder bei der Einreise Zahlen und Daten, den eigenen Namen, Nationalität, Alter, Geburtsdatum, Ankunftsdatum usw. eintragen.
A2	Kann eine kurze, einfache Mitteilung entgegennehmen, sofern er/sie dabei um Wiederholung oder Neuformulierung bitten kann. Kann kurze, einfache Notizen und Mitteilungen schreiben, die sich auf unmittelbare Bedürfnisse beziehen.
B1	Kann eine Nachricht notieren, wenn jemand nach Informationen fragt oder ein Problem erläutert. Kann Notizen mit einfachen, unmittelbar relevanten Informationen für Freunde schreiben, oder für Dienstleistende, Lehrende oder Andere, mit denen er/sie im täglichen Leben zu tun hat, und kann das Wichtige darin verständlich machen.

5. Examples of good practice

5. Schulstufe

SECOND TEST FIRST FORM January 13th, 20...

1. LISTENING COMPREHENSION:

2 Lehrer sprechen über Dinge, die sie mögen und die sie nicht mögen. (8P)

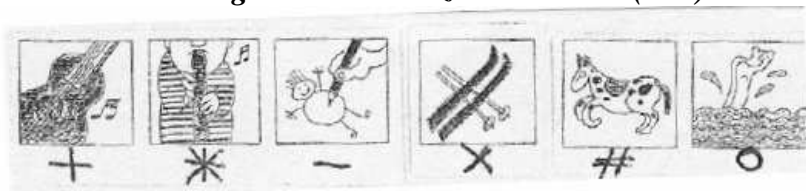
Markiere die entsprechenden Kästchen mit X.

	Teacher A likes	Teacher A doesn't like	Teacher B likes	Teacher B doesn't like
cabbage				
bananas				
toffees				
chips				
peas				
chocolate				
spinach				
potatoes				
tomatoes				
carrots				
ice cream				
beans				

2. TEXT: Was kann/mag Mark (nicht)? Was kann er (nicht) gut?

Schau auf die Symbole und ihre Bedeutung. Schreib 6 Sätze über Mark. (12P)

- + means: like
- * means: good at
- o means: not good at
- means: not like
- # means: can
- x means: cannot



3.TEXT:

Vervollständige den Text mit Dingen die du magst und nicht magst. (7P)

My favourite food

and

I also like but I

don'tand.....

I really

hateand

.....

4. TEXT: MY DAY.

Wann machst du was? Schreibe einen Text.(12 P)

aufstehen

anziehen

frühstücken

zur Schule gehen

nach Hause kommen

Hausübung machen

5. PERCY

Bilde von den Wörtern im Kästchen die richtige Form und setze sie im LÜCKENTEXT ein:

(21 P)

swim	swim	be	can't	say
say	juggle	sing	sing	can
help	run	teach	go	have
laugh	fall	be	juggle	help

Percy _____ two friends: Peter, the bear and Matilda, the blackbird. Peter and Matilda _____," Percy, _____ you climb trees and _____ you good at _____?"

Percy _____," No, I _____ climb trees and I can't _____. "Peter and Matilda _____. Percy _____ sad and _____ away. In a circus a seal _____ Percy to juggle.

After two hours Percy is very good at _____. He _____ back to his friends and says," Look, I can _____!"

"Phew, that's nothing," his friends say. Then a baby bird _____ into the water. Peter and Matilda can't _____ and so they can't _____ the baby bird. Percy is very good at _____ and _____ the baby bird out. Peter and Matilda say," You _____ super, Percy!"

FOURTH TEST FIRST FORM 28th May 20..

1. THE PINK RACKET:

Setze die Zeitwörter in der richtigen Zeit und Form ein. (23 P)

Helen's family loved tennis. Helen often (watch)..... her family (play)..... tennis, but she (be).....bored because she (not like) tennis. She (read)

detective stories or (watch)..... detective films on TV. On Helen's birthday, her father (give) her a big box. There (be)..... a pink racket in it.

Helen (not like) her father's present. On Saturday, she (go) to

(play) tennis with her family. Helen (play) with a coach, Mr. Richardson, and she really (not like) it. At home, Helen (put) the racket back in the box with a note: "Thanks for the racket, Dad, but I really (not like) playing tennis." After that, Helen's family no longer (say)

"(Come) along, let's (play) tennis." Helen (stay) at home. Now she (have) time to (read) or (watch) TV.

2. THE BOX OF NUTS:

Setze die fehlenden Wörter ein. Die Story ist in der present tense geschrieben. Achtung: es sind nur 16 Wörter einzusetzen. (16 P)

like- them -wants -squirrel's- pond - falls - are -sends - eat - clever - runs - gives - fall - - live - kitchen - squirrels - likes - send - lives - eats - run - live- pudding - tells

Mick, Pam and Dave in Crickwood. They nuts very much. One day Mrs Binham to bake a cake. So there are a lot of nuts on the table.

The hamsters steal They run to a When

Dave down, Mick and Pam angry and him away.

They the nuts alone. Dave to the squirrel and

him about Mick and Pam: The squirrel Dave a lot of nuts. Dave can

with him in the tree.

3. EDITING:

Mark the sentences right (+) or wrong (-)(4 P). Correct the wrong sentences (5 P).

My sisters' names are Tina and Sue.		
Bob becomes a lot of presents.		
She hadn't got the money to buy it.		
My friends stand up at 6.30 am.		
I never go to a fast food restaurant.		
In the afternoon she makes her homework.		
I'd like to see the news at 7 o'clock.		
Fred wanted to went swimming.		

4. TELEVISION:

Answer the questions in full sentences. (10 p)

How often do you watch TV?

When do you usually watch?

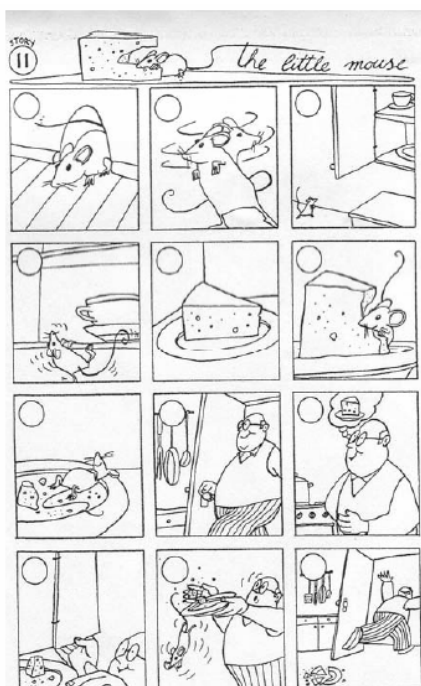
What are your favourite programmes?

Why do you like them?

What programmes do you not like? Why?.

5. PICTURE STORY:

Write the story in past tense and find a title. (80 – 100 words)



Gewichtung:

1 bis 4) = 60%

5) = 40%

Quellen:

1) SBX

6. Schulstufe

FIRST TEST SECOND FORM 14th October 20..

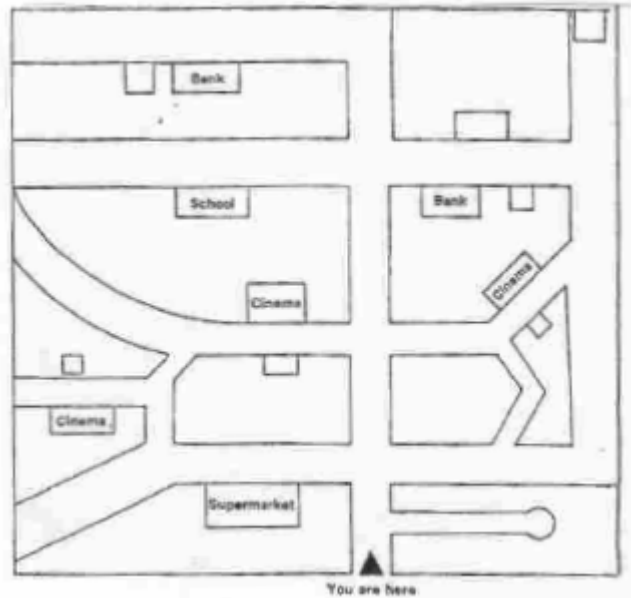
1. LISTENING: Asking the way.

Listen and find out where the places are.

a) Mark the route on the map and write a 1 into the correct box on the map for situation 1, write a 2 into the correct box for situation 2 and do the same for situation 3. (3 P)


b) What are the places the people are asking for? Complete the grid (3 P)


Situation	Place
1	
2	
3	




2. Make questions about the drawings (Zeichnungen) in the sentences. (12 P)


a) is an example:

a) I  went to my friend's party. **ANSWER : *When did you go to your friend's party?***


b) The party was at  (Tim): _____?

c) We ate  : _____?

d)  was late for the party: _____?

e) Philipp was late because  : _____?

f) We  all afternoon: _____?

g) We went home at  : _____?

3. Read the dialogue.

Put the verbs in brackets in the negative past simple. (8P)

Fiona: Hello Steve. How was your holiday in Spain?

Steve: Oh, it was good. The weather was wonderful. It *didn't rain* (rain) at all! But we
a very good trip there.

Fiona: Why not?

Steve: Well, our taxi to the airport in London (come) on time. Then there were
a lot of cars near the airport, so we were late – we(get) to the
airport until 15 minutes before the plane left!

Fiona: Wow. You were lucky to get on the plane!

Steve: That's right. But there(be) three seats together on the plane, so Dad had to sit
behind us – he (be) very happy about that. The food they gave
us(be) very good, either – and they
(have) any lemonade, only Coke. You know I hate Coke!

Fiona: Oh – so the trip (be) very good. What about the holiday?

Steve: Oh – well, there was a really nice beach, we went swimming every day ...

4. VOCABULARY: Do the following two tasks (Aufgaben) (15P)

a) Match each verb in the box with the correct noun/phrase. There are 3 nouns that you do not need!

b) With 5 of these phrases form sentences in PAST tense (Aussage- oder Frage- oder verneinte Sätze)

fall	have	stay	eat	write	go	meet
------	------	------	-----	-------	----	------

Verb	Noun/phrase	My sentence in PAST tense (insgesamt 5 Sätze)
	friends	
	by my friend	
	postcards	
	by train	
	in the sea	
	at home	
	ice cream	
	into the water	
	with the car	
	fun	

5. READING Comprehension:

Read the next page CAREFULLY. You must also read the short dialogues between the postcards!! (11P)

Then tick the sentences true(T) or false (F) or not in the text (NIT)

Vocab: save = retten

1. Miriam was on holiday in Austria with her friends	T	F	. NIT
The weather was windy and cold.	T	F	. NIT
Miriam's brother went swimming with his clothes on.	T	F	. NIT
Miriam's room was very big.	T	F	. NIT
2. Liz was in England.	T	F	. NIT
Her grandparents live in London.	T	F	. NIT
Liz went to a boring birthday party.	T	F	. NIT
3. Philipp's father wanted to make a video.	T	F	. NIT
Philipp's sister is 6 years old.	T	F	. NIT
Philipp could not find the video camera.	T	F	. NIT
4. "C.U. soon" means "Call us soon".	T	F	. NIT

Ms Holzer: Welcome back to school! Did you enjoy your holidays?
 Miriam: Yes, I had a great time!
 Ms Holzer: Did you go away?
 Miriam: Yes, I did.
 Ms Holzer: And did you write postcards to your friends?
 Liz: Yes, she did! Miriam sent me a postcard in English. Here it is.
 Listen! Where do you think she was?



Dear Liz, August 1
 I am on holiday with my family. Yesterday we walked in the mountains. It was very hot. Then we came to a lake. My brother jumped in with his clothes on!
 Today it is raining, so I am writing this postcard. I hope you are having a nice summer.
 Bye,
 Miriam

Tarek: That's easy! Mountains, lakes, hot weather and rain – did you spend your holidays in Austria, Miriam?
 Miriam: Yes, that's right. Now, this is Liz's postcard to me:

Dear Miriam, August 8
 I am in London and I am visiting my grandparents, my cousins, uncles, aunts and friends – a lot of people! It's nice to be back home. Nobody speaks German here. Yesterday I went to my friend's birthday party. It was a garden party, but the weather was rainy and cold. So the party was in the garage. We still had a lot of fun.
 Love,
 Liz



Tarek: Philipp also sent me a postcard in English. He wrote:



Hi Tarek, August 10
 R. U. O. K.? I am at the seaside in Italy with my family. It is very, very hot! So we spend a lot of time on the beach. Two days ago my little sister learned how to swim. My father wanted to film her and fell into the sea. I saved the video camera!
 C. U. soon,
 Philipp

Miriam: What is "R.U.O.K." and "C.U."?
 Philipp: You need the letters of the English alphabet! Say them out loud and you get "Are you okay?" and "See you."

Quellen:

- 1) You & Me alte SA Mappe, Year 2, Test 1
- 2) Friends 2, AB S 11
- 3) Mag. Doris Steiner
- 4) Friends 2 AB S 3 + distractors
- 5) Friends 2, CB S 9 u. 10

SECOND TEST SECOND FORM January 21st, 20..

1. LISTENING COMPREHENSION: A STORY (10P)

Listen to the story and put the pictures into the correct order



2. COMPARISON: (5P)

Write 5 sentences of comparison about Fred and Molly.

	Fred	Molly	
	2 brothers	3 brothers	(viele)
	☺		(glücklich)
	12 years old	12 years old	
think	fishing	riding	(interessant)
Maths	2	3	(gut)

3. ADJECTIVE or ADVERB? (7,5 P)

Fill in the correct forms.

Mr Miller is very old and he can't hear very (good). So everyone must speak (loud).

When people speak (quiet), he shouts at them (angry), "I can't hear you!" He can only walk (slow) but he can ride a bike (fast). He likes (loud) music but he plays the piano (terrible). Mr Miller isn't a (happy) man but when he hears a joke, he laughs (loud).

4. MUST or MUST NOT? (5P)

Fill in the correct forms.

- a) John's dad can't take him to school today, so he go by bus.
- b) You park here. It is forbidden.
- c) I pay for my ticket. I don't have a bus pass.
- d) I forget to feed the cat because my parents are away over the weekend.

5. A GHOST STORY (20 P)

Choose an ending and finish the story. Write 100 – 120 words.

It was a dark and windy Saturday night. The poor ghost walked through the park. “I wish I had friends. I wish I had a home,” he thought sadly. He sat on the grass. It was wet but the ghost didn’t notice. “I need a new job,” he said. “I need a house and a family to scare!” Then he saw a newspaper on the ground. There was a page of adverts for flats and houses. “I’ve got an idea!” the ghost said excitedly. “I’ll move into a new house.”

Ideas:



- very nice house
- plays tricks at night
- people not very happy

- family with terrible children
- children scare him
- sees ghost train in town
- perfect job for him

Quellen:

You & Me SA Mappe
6) Bayswater 2

Gewichtung:

Aufgaben 1 –4 = 50%

Aufgabe 5 = 50 %

FIRST TEST THIRD FORM October 20, 20..

1. READING COMPREHENSION (10 P)

UNUSUAL TRIPS

We asked readers to tell us about trips they've had where something a bit different happened. Here's one from reader Linda Cartwright about her trip to Peru and the old Inca city of Machu Picchu (which was lost for hundreds of years, until an American discovered it in 1911). Two years ago, my penfriend Pilar invited me to go to Peru to visit her. So last year, in April, I went to Lima to stay with her. We decided to visit the old Inca city of Machu Picchu, up in the Andes mountains.

One sunny morning, we flew to a city called Cuzco and stayed there for the night. The next morning, we went to the railway station at 6.00 a.m. to get the little train that goes to Machu Picchu. Usually it takes three and a quarter hours to get there - but this day was different!

Everything was fine at first. During the train ride, Pilar and I talked, and from time to time we looked out of the window at the mountains. At 9 o'clock, the train started going more slowly so we began to get excited about arriving. Suddenly, there was a loud noise and the train shook, moved from side to side and then stopped. A woman who was standing up fell over, some people fell out of their seats and a lot of people screamed. A suitcase above us fell down, but luckily it didn't hit us.

I looked out of the window and saw that the first part of the train had come off the rails! ! The woman who fell was crying and her head was covered in blood. A man who had fallen off his seat was saying, "I've broken my arm!!" It was awful, but it was lucky that no-one else was hurt.

- I wanted to see Machu Picchu! When we got back to the hotel in the evening, Pilar phoned her dad and told him what had happened. The next day, when we went for breakfast in the hotel, a

man came to see us and told us that Pilar's dad had bought us helicopter tickets to



go to Machu Picchu! It was really exciting to fly by helicopter and this time it only took us half an hour to get there. Finally, we saw the old Inca city - and it was wonderful! But what a trip we'd had to get there! P.S. We also found out that the man and woman were both OK after the accident. Everyone started to get off the train. We were in the middle of nowhere, only mountains and a river around us! We didn't know what to do. Then we saw a man with a mobile phone - Pilar told me he was telephoning Cuzco for help. After twenty minutes, we heard a helicopter coming, but there was nowhere for it to land, so two men had to come down a rope. It took them a long time, but finally they were able to lift the man and the woman into the helicopter and take them back to Cuzco. The rest of us just had to stay where we were, and wait.

Read the above text and tick the correct answer:

1. The text is part of

- A* a radio play
- C* an interview

- B* a newspaper
- D* a TV report

2. Linda came to Peru, because

- A* she was invited
- C* she worked there as a tourist guide

- B* she went there on holiday
- D* her friend worked there

3. On the morning of the accident, they wanted to go to

A Lima B Cuzco C Machu Piccu D Pilar

4. The train stopped, because

A a woman was standing in front of the train B they had lost a suitcase
C they had arrived D the train had an accident

5. What happened in the train?

A A suitcase fell on a woman's head. B Many passengers were hurt.
C A man broke his arm. D Linda was covered in blood.

6. The helicopter came, because

A it crossed the mountains and saw what happened B a girl had phoned for help
C a man had phoned for help D two men had fetched help with a rope

7. What happened to the injured people?

A Two men came down a rope and cured (verarzteten) them. B They had to stay where they were.
C They were taken to hospital by another train. D They were taken to hospital by helicopter.

8. The next day the two girls

A told their dad what had happened. B could finally see the old Inca city
C were allowed to fly back home by helicopter D visited the man and the woman in the hotel

9. Which means of transport did they use?

A two trains, a helicopter and a plane B a train and two helicopters
C a car, a helicopter and a plane D two helicopters, a train and a plane

10. When did the story happen?

A in 1911 B two years ago
C hundreds of years ago D one year before this was written.

2. STRUCTURES

2.1. Fill in the correct prepositions: (12P)

in – on – at – during – while – 0

..... summer, the Segals usually spend their holidays in France, but last year they decided to stay in England..... Easter, Mr. Segal saw an advertisement for a house. It was in Cornwall and not too expensive. They wanted to go there the first Tuesday July. But Mr. Segal's birthday, the 4th of July, something terrible happened. the night, they were sleeping, a storm came up and destroyed the roof of their house. The repair team came the following day, worked very quickly and so they could leave 10 o'clock the next day.

2.2. Housework - Modal Verbs (12P)

Fill in the English expressions:

In my family nobody (muss die Hausarbeit machen) _____,
because we have a robot who does all the work. We (wir müssen nie den Geschirrspüler einräumen)

_____, because the robot is much quicker than we are. (Er braucht nur eine Minute dafür) _____

Last week, (durfte ich den Abfall hinausbringen) _____,
because our robot (darf nicht gehen) _____ into the cold air.

2.3. if - sentences: (types I and II)(9 P)

A: Hi, how is your boyfriend?

B: I would be happy if I (know).....

A: If he loves you he (tell) you what the matter is.

B: I know. But you don't know him. If I (try) to speak to him, he turns around and goes away.

A: Nevertheless, (trotzdem), I would try to speak to him, if I (be)you.

B: Perhaps I (talk) to him tomorrow, if I meet him.

A: Why shouldn't you?

B: Because always on a Monday, if the weather is fine, he (play) tennis. So, bad luck for me! Even if I wanted, he (cannot) speak with me. Maybe he (talk) to me if I were Pamela Anderson.

A: Come on, if he likes that lady, he (must be) blind. You are much better looking.

3. TEXT PRODUCTION (20 P)

Face to Face with a Tiger



The scientist Joanna Flash went to the jungle of India, because she wanted to study the life of tigers. One day

Joanna writes a letter to her boss in London, in which she describes what happened to her.

Write Joanna's letter.

Your letter should contain the following information:

- Length of stay
- Detailed description of her exciting meeting with the jungle animal
- A surprising incident
- How she was saved

Use sentence starters to make it an interesting letter. (200 words)

Beurteilungskriterien:	
1. Reading comprehension	20 %
2. Structures	30 %
3. Text production	50 %

Quellen:

1) You&Me, Grammar Practice 3 (text)

2) eigene

3) Headway, Pre-Intermediate

SECOND TEST THIRD FORM December 17th, 20..

1. Focus on Listening (25 p)

Situation: Mandy went to London with her friend Harriet and Mrs. Fitzgibbon.
Colin went to London with a group of pupils.

a) Which of the statements are **true (T)**, **false (F)**, **not in the text (N)**?

- _____ Mandy had a great time in London.
- _____ Mandy met her cousin at Victoria Station.
- _____ They arrived at about half past eleven.
- _____ They stayed at Mme Tussaud's for nearly five hours.
- _____ Harriet took a picture of Mandy standing next to Prince Charles.
- _____ When you travel by the "Time Taxi", it all seems very real.

b) **Complete these sentences:**

In the afternoon Mandy went _____
At Covent Garden she bought _____
In Camden Market things were _____
In the evening Mrs. Fitzgibbon took them to _____

c) **Fill the blanks with the words used by the speaker:**

Interviewer: Well, I'm pleased to _____ that you had such a nice day. And what _____ you, Colin? Did you also go on a _____ with school?

Colin: Yes, I did. Our _____ teacher, Mrs. Tarrant, took us for a _____ day in London.

Interviewer: So _____ did she take you?

Colin: Well, we went to the Tower of London _____ of all. That was really great. Then we went _____ Tower Bridge. We went up to the top of one tower and _____ to the other one. That was quite _____.

In the afternoon we went to the London Dungeon. There we _____ see what _____ was like in London hundreds of years ago. Sometimes it was quite _____. My _____ bit was the Fire of London.

2. Focus on Grammar (13 P)

Past tense simple – or past progressive?

One rainy day Colin (work) _____ in his flat when the phone (ring) _____. It was his cousin Fiona. She (ask) _____ him to come to their grandmother's house. His grandmother (want) _____ to make a new will. When he (get) _____ there, Fiona and her brother Peter (sit) _____ in the living room. They (discuss) _____ their problems when somebody (want) _____ to speak to Fiona on the phone. When Fiona (come) _____ back, Colin (mix) _____ some cocktails and Peter (read) _____ a book. Suddenly they (hear) _____ a terrible cry. The nurse (shout) _____, "Mrs. Harmon is dead."

3. Focus on Reading: AUTHENTIC LONDON (22 P)

Read this leaflet

Sherlock Holmes Tours

25%



Celebrate 100 years of Sherlock Holmes with guided Walking tours of Sherlock Holmes's London

PROGRAMME OF TOURS

This programme starts on Saturday 20th June, 2004 and is repeated unchanged until Monday 18th January, 2006 (inclusive). THERE ARE NO TOURS ON SATURDAY 26th DECEMBER.

Each tour takes you around a completely different area of London, and can be taken in any order.

The cost is £2.50 (£2.25 for IYHF cardholders). Children under 14 are free if accompanied by an adult. If you wish to take all 3 walks you can buy a SHERLOCK HOLMES CARD for just £6.50 - a saving of £1. (This card remains valid until January 2006 - you do not have to take all the walks in the same week!)

Each walk lasts 1.5 to 2 hours and will take place regardless of the weather.

There is no need to book. Just turn up at the times and places listed below.

SATURDAYS (except 26 December) 2.00 pm **THE LONDON OF SHERLOCK HOLMES**

In this ramble through the heart of the City of London we see places that feature in some of Holmes's most fascinating cases, including the intriguingly named "Adventure of the Sussex Vampire" and "The Man with the Twisted Lip". We also see the oldest hospital in London, where a plaque commemorates the historic first meeting of Holmes and Watson.

Meeting Point: Monument Underground Station (Fish Street Hill exit.)

SUNDAYS 1:30 am **IN THE FOOTSTEPS OF SHERLOCK HOLMES**

In this walk through London's West End we see where Holmes and Watson used to eat (and where you can still dine today) and where the 'imbeciles' of Scotland Yard used to work. We also find out how Holmes saved the country from disaster on several occasions (and was rewarded by Queen Victoria); discover how Holmes was 'killed' but then returned to life; and solve the mystery of the Hound of the Baskervilles. We finish at the "Sherlock Holmes" Pub and Museum.

Meeting Point: Covent Garden Underground Station (by main entrance)

MONDAYS 11.00 am **ON THE TRAIL OF SHERLOCK HOLMES**

We examine the area around Baker Street, discovering the exact location of Holmes's and Watson's rooms at 221B Baker Street. We also see many other places associated with Sherlock Holmes, including the places where he was attacked by the dastardly Professor Moriarty, the "Napoleon of Crime".

Meeting Point: Baker Street Underground Station

Now answer the questions underneath in note form

1. When does this tour programme start?
2. How much does it cost for a child under 14?
3. Can you take the tour on Friday, 25th December? Why/ Why not?
4. Can you take the tour when it snows? Why? / Why not?
5. Where did Holmes and Watson first meet?
6. Where does the Sunday tour finish?
7. Where were Sherlock Holmes's and Watson's rooms?
8. Where do you meet for the Saturday tour?
9. If you buy a Sherlock Holmes Card: how much do you have to pay and what do you get for it?
10. What is the name of the tour that takes you through the City of London?

4. Focus on Writing: (20 P)

You are on a school trip to London.

Write a postcard to a friend who had to stay at home including the following information:

Remember to tell your friend what you saw and if you liked it or not! Remember how to write a postcard!!

1st day: sightseeing: Tower of London, Houses of Parliament, Trafalgar Square

2nd day: Madame Tussaud's (morning); shopping in Oxford Street (afternoon)

3rd day: Buckingham Palace, musical "Lion King" (evening)

Quellen: New You and Me 3.Kl. Listening (Schularbeitsmappe)
Sherlock Holmes Tours (Original Leaflet)

8. Schulstufe

FIRST TEST FOURTH FORM October 20th, 20..

1. Listening Comprehension: SPORTS (24 P)

Fill in the missing information below:

SAFETY FOR HILL WALKERS

1. DO go as a party of at least _____ and DON'T set out on the hill by _____.
2. DO expect _____ and DON'T rely on (= sich verlassen auf) **weather forecasts**.
3. DO give yourself plenty of _____ and DON'T get caught by _____
4. DO walk as _____ as the _____ walker.
5. You need to take a _____ and a _____ and DON'T rely on your own sense of _____.
6. DO take warm clothes that are _____.
7. DO take proper _____ and DON'T wear _____ or _____.
8. DO let _____ before you set out _____ you are going and _____ you'll be _____
- 9 When you get back DON'T forget to report that you have _____

2. Reading Comprehension AUSTRALIA (14 P)

Read this extract from an English Travel Magazine. Mark the sentences below true or false or not in the text.

Down under - the holiday of a lifetime!

Have you ever thought about going down under for a holiday? Australia may be a long way away, but it is well worth the journey. It is a huge and spectacular country, where Aborigine culture and modern life together make it one of the most fascinating nations in the world. It is a land that offers the visitor everything: beautiful natural scenery, wonderful national parks, tropical forests, exciting modern cities and golden sandy beaches with marvelous swimming, snorkeling and scuba diving.

How to get around

Before they arrive in Australia, many visitors do not really have any idea of just how long it takes to get from one city to another. The distances are huge. For example, it takes four hours just to fly from one side of the country to the other. So if you want to see a lot and you do not have a lot of time, the best way to get about is to fly.

A less expensive, but of course slower way of getting around, is to go on a coach tour. You really need at least three or four weeks for this, as your tour can be over thousands of miles. There are lots and lots of coach tours to choose from. There is something for everybody.

If you want to be free to do your own thing and go where you want to when you want to, then a good thing to do is to get a self-drive car. There is very little traffic outside the main towns and cities, so you can enjoy the freedom of the open roads. The distances between the cities are great, but if you want to know the real Australia, this is the way to travel.

For even greater freedom, you can get a "motorhome". There are three sizes: a campervan for two people, a motor caravan for four people and a travel home for six people. Then you can travel across the huge distances of Australia at your own speed and not have to worry about finding hotels. Everything you need for cooking and sleeping is in the motorhomes, so you do not have to bring lots of things with you.

You can also go on some wonderful train journeys in Australia. For example, you can go from Perth on the west coast to Sydney on the east coast on the famous Indian Pacific, one of the world's great train journeys.

	T	F	N
1. Going "down under" means to go scuba diving.			
2. The journey to Australia is very long, but it's a wonderful place to spend a holiday.			
3. When you go to Australia, you can study Aborigine culture			
4. You can have whatever kind of holiday you like in Australia.			
5. Visitors to Australia know that it takes 4 hours to fly from one side of the country to the other			
6. If your holiday is short, the best way to see a lot of Australia is to fly around			
7. Going on a coach tour is not so expensive as flying.			
8. A coach tour is nice because there is not much traffic on the roads.			
9. Driving through the Australian countryside is enjoyable because there is not much traffic.			
10. It takes you three weeks to drive through Australia in a self-drive car.			
11. Motorhomes give you the freedom to travel around just how you like			
12. A "motorhome" is for 4 people.			
13. If you want to be free to travel or stop whenever you like, the best way to travel is by train			
14. Take the famous Indian Pacific to travel from the west coast to the east coast.			

3. Text production: WALKABOUT (20P)

After arriving at her uncle's place in Adelaide, Mary writes a letter to her girl-friend telling her about her adventure in the desert.

This letter should contain:

- why Mary and her brother got lost in the desert
- their first meeting with the bush boy
- what the bush boy knew about survival
- the boy's fear about "The Spirit of Death"
- how Mary and her brother got back into civilization.

Write this letter (about 250 words)

* Do not forget that you are writing to a friend!

* Use the past tense when you tell her your story (control)

* Make paragraphs!

Beurteilungskriterien:	
1. Listening comprehension:	30 %
2. Reading Comprehension:	20 %
3. Text production	50 %

Quellen:

- 1) LC: Geoff Tranter, Tasks, Klett, 1992
- 2) New You and Me Schularbeitsmappe
- 3) eigene

2nd test FOURTH FORM Jan 14th, 20..

1. Focus on Listening

Another story about Douglas A. Kettlebroom. Take notes in your test book!

1.1. Answer in complete sentences: (6p)

Which three things always go against him? (test book)

1.2. Now listen to the rest of the story and then **number the sentences (1-9)** in the correct order. **Attention:**

There are 5 sentences too many (13 p)

- ___ Then he checked and saw that, indeed, he didn't have his flight ticket.
- ___ He went to the airport and there was no queue at the check-in.
- ___ At first Kettlebroom did not believe her.
- ___ Of course, he had to take a later flight.
- 1 In this story Kettlebroom wanted to fly to Orlando.
- ___ He became really angry with the children.
- ___ He went to the airport and joined the queue.
- ___ He was in a hurry but there was a woman with three children in front of him.
- ___ There had been trouble with one of its engines.
- ___ So you see, if Kettlebroom had had his ticket, he could have landed in Orlando much earlier.
- ___ When Kettlebroom got to Orlando, he heard that the earlier flight was still waiting in Atlanta.
- ___ The woman at the check-in told him that there wasn't a flight ticket in his folder.
- ___ When Kettlebroom came home, he heard that the earlier flight was already in Atlanta.
- ___ So he took a taxi home to get his ticket.

2. FOCUS ON GRAMMAR (33P)

2.1. Passive Voice:

In the following text, **underline all passive forms**:

The national drink

If you asked an Englishman to tell you what his favourite drink was, his reply might be, "Tea". It is said that over 27 million cups of it are drunk every day. But tea is not the only thing people drink in Britain. Nowadays coffee and cider, which can be bought in pubs, are very popular, too. But even more popular is beer, which is drunk all over Britain. Beer is made from malt and hops. Hops are mainly grown in Kent, the county south-east of London. Up to the 18th century beer was brewed at home. Later great quantities of it were produced quite cheaply by breweries. From this time on the law did not permit people to produce it at home, as a tax had to be paid on it. This particular law was changed in 1963, and since then people have started brewing their own beer again. Special kits which make brewing easy are sold in some shops. Over four million people have brewed their own beer until nowadays.

Voc:

to brew: brauen/ brewery: Brauerei/

hops: Hopfen

2.2. Phrasal Verbs:

Fill in the correct phrasal verbs in the sentences below (Mind the forms and tenses!)

nachschlagen - aufpassen - herumlungern - sich sehnen nach - sich gefallen lassen

1. I would love some ice cream. I have it all day.
2. Sorry, but it is forbidden for children to in front of the disco.
3. If you don't know the word, it in the dictionary.
4. As a teacher I would all my students.
5. Can I talk to your boss? I am not going to that kind of service.

2.3. Adjective or adverb?

Fill in the correct adjective or adverb:

Ms Hungerford had been working (hard) all day and was (extreme, hungry) when she sat down in a restaurant (late) one night. The restaurant looked (good) but she had never been in it because she didn't know this part of the town very (good), as she had moved to a (new) house only (late) She felt (terrible, hungry) and had been hoping to get a (good) meal at a (reasonable) price. But now this soup was (just, terrible) "Waiter!" she shouted (angry) The waiter walked (slow) up to her table. He had a (stupid) smile on his face.

3. FOCUS ON WRITING: (20 P)

Remember the story of "The Trail of Tears". Imagine you are the little girl sitting on the horse behind Chief John Ross's wife. 50 years later you **tell your story** to your grandchildren.

You tell them

- why the Cherokees had to go on that journey
- what happened to them
- how you survived

Begin like this:

"Have I ever told you the story of when we, the Cherokees, had to leave Georgia? Well, it was like that:"



Quellen:

- 1) New You and Me 4, Schularbeitsmappe
- 2) Passive Voice: "Getting Better Bd.1" (Wanzenböck) Rest : eigene