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My Perfect Day in New York – Materialien zur Vorbereitung und Durchführung einer mündlichen Prüfung in Klasse 8

Sophie Heidrich, Detmold, Barbara Schneider, Rösrath



New York – bei diesem Thema kommt die Sprechmotivation ganz von selbst!

Mündliche Prüfungen sind momentan das große Thema im Fremdsprachenunterricht. Aber wie läuft eine solche Prüfung in der Praxis ab? Worauf muss ich achten? Und welches Material bietet sich an? Die Einheit liefert Ihnen ein „Rundum-Paket“ zum Thema „New York“ mit direkt einsetzbaren Prüfungsmaterialien, Checklisten und hilfreichen Tipps für die Organisation.

Klassenstufe: Klasse 8

Dauer: ca. 4 Wochen

Bereich: Landeskunde, New York, mündliche Prüfungen

Kompetenzen:

Zu Unterrichtsthemen auch persönlich wertend sprechen; in kurzen Präsentationen Arbeitsergebnisse unter Verwendung einfacher visueller Hilfsmittel vortragen; Gespräche beginnen, fortführen und beenden; in Gesprächssituationen Erfahrungen, Erlebnisse und Gefühle einbringen, Meinungen und eigene Positionen vertreten

M 1 Task sheet for oral examinations

The oral examination consists of two parts.

Part 1 is a monologue. This means that you will be given time to talk on your own. You have about two and a half minutes in which to give a short presentation.

This is your task:

My perfect day in New York

Give a short presentation in which you talk about your perfect day in New York. You must mention at least two sights or activities which you can visit/do in New York.

- Bring pictures of the sights/activities and describe what you can do.
 - Express your opinion about these sights/activities and say why you've chosen them.
 - Give information about the sights/activities.
 - Say who you would recommend the sights/activities to and give reasons.
- AND/OR:** Say who you would **not** recommend the sights/activities to and give reasons.

You are **not allowed** to bring any notes!

Part 2 is a dialogue. This means that you talk with a partner. In your examination you will be given a task which you must talk spontaneously about. To give you an idea of what you might have to do, here is a list of typical tasks for this part:

- Explain things to each other.
- Discuss a problem and find a solution.
- Slip into a role and give advice.
- Slip into a role and simulate a conversation between waiter/customer; guide/tourist; shop assistant/customer etc.
- Give your opinion about something and convince your partner of it.



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View from Top of the Rock

M 4 Texts on New York sights and activities

Times Square

Times Square is located at the crossroads of Broadway and 7th Street. It is one of the busiest pedestrian intersections, with about 300,000 people crossing there daily! It is also the world's most visited tourist attraction, with 39 million visitors per year. Its nickname is "The Crossroads of the World".

It is hard to believe that it was once countryside where horses were bred! But by the 19th century a lot of businesses had opened there. When the newspaper "The New York Times" moved into a new skyscraper, a newly built subway station was named "Times Square". Today, the building is known as "One Times Square" and is the building with the dropping Waterford Crystal ball on New Year's Eve.

A lot of hotels and restaurants are located at Times Square and many events take place there. Films, musicals, theatre productions, parades, stage awards, benefit events – there is always something going on at Times Square while you are in New York. Or just marvel at the many neon signs, especially the famous Coca Cola or Toshiba signs.

Read more: <http://www.timessquarenyc.org/index.aspx>



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Central Park

Central Park is a very beautiful park in the heart of Manhattan. It opened in 1858 and has been very popular with tourists as well as New Yorkers ever since. About 40 million people visit the park every year to go for walks, picnics or to visit one of the many events.

It is so great that it can offer lakes, ponds, woodlands, an ice-skating rink, athletic fields, concert stages, an open-air theatre and a zoo. Explore it on foot, on skates, on a horse, or by bicycle.

For your perfect day in New York, you could rent a rowing boat at the Loeb Boathouse. You can find it at the northeast corner of the Lake, the largest of Central Park's lakes. Spend the day on the water and admire the things you see on shore, such as Bethesda Fountain or the Bow Bridge. Bring along a picnic!

Central Park is open all year round, and the best thing is: it doesn't cost a cent!

You can look up more information at:

<http://www.centralparknyc.org/> or www.centralpark.org



© SeanPavonePhoto - Fotolia.com

M 6 Useful expressions: Monologue/presentation

Opening and finishing your presentation

- Hello! My name is ... I'm ... years old and I'm a student at ... Schule.
- The topic of my presentation/talk is ...
- My perfect day in New York would look like this ...
- First, I'll tell you something about ... Second, I'll give you some information about ... And finally, there'll be a bit about ... So, let's start with the first point.
- That was my talk/presentation. Have you got any questions?
- Thank you very much for listening!

Structuring your talk and giving facts

- Let me give you some interesting information/facts about this sight.
- First, ... , Second ..., Third ...
- Finally/At last ...
- Also/Moreover ...
- Another important fact is ...
- ...

Expressing your opinion

- I'd like to go there because ...
 - it's interesting/exciting/fun.
 - I've always wanted to go there.
 - I think the view would be really impressive.
 - It's famous for its beautiful view/delicious food/historical background.
 - I've heard about it on the radio/on TV/ I've read about it on the Internet.
 - I'm interested in history/museums/art/culture.

Describing a picture

- In this picture you can see/there is/there are ...
- At the top you can see/there is/there are ...
- At the bottom you can see/there is/there are ...
- In the foreground/background you can see/there is/are ...
- In the middle you can see/there is/are ...
- On the left/right hand side...
- Behind ...
- Between ...
- In front of ...
- Next to ...
- Under/below ...

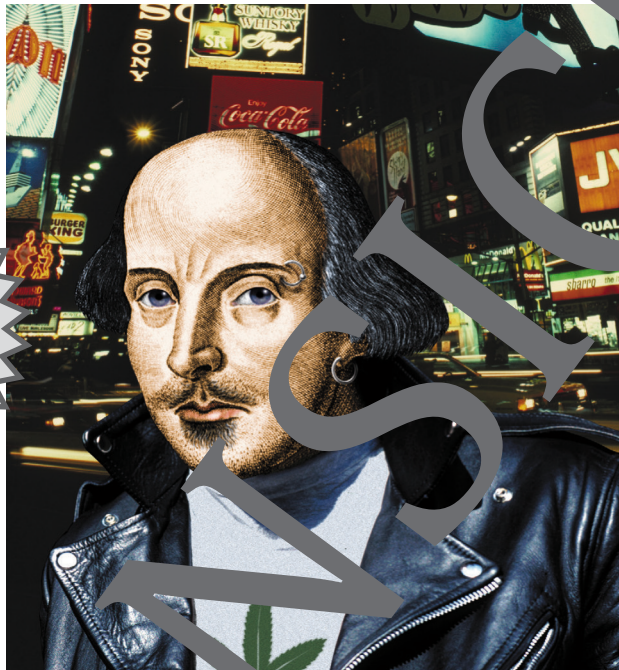
Recommendations

- I would recommend the sight to people who are interested in art/buildings/history/sports/ ...
- I think it's a great idea for people who ...
- It's a must for people who ...
- I wouldn't recommend the sight if you are afraid of height.
- I wouldn't recommend the sight to people who aren't in shape/interested in museums/ ...

Introducing Shakespeare – Den literarischen Superstar für Schüler heute erfahrbar machen (S II)

Marcus Michels, Brühl

II/B3



William Shakespeare – Superstar – zeitlos und modern

„Shakespeare Superstar“ – wie nähert man sich heute einem literarischen Genie, dessen Ruhm mehr als 400 Jahre nach seinem Tod ungebrochen ist? Wie kann man seinen Autor begreifen, über kilometerlange Regale an Sekundärtexten, eine Vielzahl an berühmten Theater- und Filmproduktionen und mehr als 97 Millionen Einträge im Internet allein bei Google existieren? Wie bekommt man Zugang zu Texten, die nicht aus unserer Zeit stammen, deren Gesellschaften aber dennoch zeitlos und modern sind?

Die folgende Reihe bietet eine Einführung in die Welt Shakespeares, die unabhängig von der Erarbeitung eines bestimmten Stückes einsetzbar ist. Im Zentrum stehen dabei motivierende Zugänge: Einerseits veranschaulichen aktuelle Texte aus dem Internet die ungebrochene Aktualität Shakespeares. Andererseits bietet das Konzept ganz praktische Tipps für einen kreativen und aktiven Umgang mit der Sprache und Gedankenwelt des Genies. Curtains up!

Klassenstufe: 11/12 (G8);
12/13 (G9)

Dauer: Ca. 14 Unterrichtsstunden + Klausur

Bereich: Drama, *Shakespeare and his time and language, analysis of character, active approach to literary texts*

M 4 2b or not 2b – Shakespeare goes mobile

This article refers to services connected to Shakespeare. Find out more about it.

Shakespeare makes inroads into hitech world

Monday 12 December 2011

How many times a day do you receive a text message? Are you tired of reading the same advertising blurb on your mobile or Smart-phone? As a welcome and creative alternative how about receiving

“A horse, a horse! My kingdom for a horse!”

Shakespeare appears to have made inroads into the world of modern communication. After being successful with their poem.me service which allows customers to receive a poem every day by email, an innovative British company recently launched its shake.me service where you are offered the chance to see the Bard in a fresh light.

Quote or sonnet?

This messaging service enables people to subscribe to a short quote from a play, poem or sonnet. Subscribers can choose a daily, weekly or monthly service for a small fee.

Text: Christopher Smith

3 blurb: a short description of a book, film, or other product written for promotional purposes, Klapptext – 10 **make inroads into sth.:** in etw. vorstoßen – 15 **to launch:** etw. auf den Markt bringen – 20 **to subscribe to sth.:** etw. abonnieren – **ragged:** lacking finish, smoothness, or uniformity, (of cloth or clothes) old and torn – **wart:** (informal) an obnoxious or objectionable person

Tasks

1. Read the text carefully and underline the most important information.
2. Write notes which will help you to explain to your classmates why Shakespeare is still of interest today.
3. Add the keywords you have decided on in your group to your own mind map.



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“You art a very ragged wart.”

During your hectic day take a few seconds to sit back and enjoy a literary break. If you want a change from Shakespeare try other services like love poems or try to solve a daily riddle.

Specialists believe that this is an attractive way to learn more about Shakespeare and hope that young people will be encouraged to read and appreciate Shakespeare more in the future.

After all it was a Shakespearean quote that inspired Huxley to entitle his book *Brave New World*.

Shake-me: a good business idea or not – that is the question.

M 9 *The Tragedy of King Lear* – an outline of the plot

*The range of characters in a play or novel is very important for the creation of meaning. Read the abridged outline of the plot of *The Tragedy of King Lear* and don't forget that visualization is a useful technique for future reading tasks. Learn more about a King who wants to test his daughters to find out how much they love him and in doing so loses everything.*

Since he wants to live his remaining years in tranquillity the king of Britain King Lear, wants to divide up his country between his three daughters, Gonerill, Regan and Cordelia. He thinks the best way to do this is to measure how much to give each daughter by the amount of love the daughters confess to having for their father. Both
5 Gonerill and Regan boast of their strong and deep feelings and receive their promised parts (a third of the kingdom each).

The youngest daughter, Cordelia, however, is the only one to honestly say what she feels; she does not want to put on an act as her sisters did. She says that she loves her father according to her duty as a child. Lear takes this as a clear insult; he cannot distinguish the truth from flattery. In an act of madness he
10 therefore disinherits Cordelia and even banishes her from his country. The Earl of Kent defends Cordelia in front of Lear but for saying this unwanted truth he also is banished.

The kingdom is equally divided between the other two daughters who become rulers over these parts. But it does not take long for the King to find out the true nature of his two daughters' love. Agreements that were made about living alternately with one or another of them are quickly disregarded. They let
15 him feel that he is a burden to them and that they were only interested in the inheritance. Both of them together turn nasty against him which finally drives Lear mad. Cordelia is the one who truly loves her father and finally saves him. Both are reconciled.

The action to do with a villain called Edmond can be regarded as a sub-plot to all of this. He is the bastard son of the Duke of Gloucester. His half-brother is Edgar. Right from the start of the play Edmond thinks
20 up an evil plot to disinherit Edgar and become the Earl himself, and to betray the King to put himself in his place. With a fake letter he makes Gloucester, his father, believe that his brother Edgar wants to betray the father. But not Edgar but Edmond is the villain. It does not take long for him to become the Earl of Gloucester.

At one stage in the play he becomes the focus of attention when both of Cordelia's sisters, though they
25 are both married, switch their affections on him. Edmond has kept both his options open because he had declared his love to both of them. After her husband dies Regan declares her intention to marry Edmond. This leads to the jealousy of her sister Gonerill who then poisons her own sister but when her husband finds out about this, she kills herself.

Cordelia together with her father Lear have become prisoners in a conflict between the two kingdoms,
30 of Britain and France. Edmond has clear intentions of having both of them be killed but it turns out that there is no need to do that: in her grief Cordelia has killed herself and Lear cannot bear to see the daughter who really loved him and dies himself, too.

After all his evil doings and treasons have been discovered, Edmond is finally killed and reported dead
35 by a messenger. It is finally Goneril's husband, the Duke of Albany, who follows Lear on the throne and becomes King of Britain.

9 flattery: excessive and insincere praise – **10 to disinherit so.:** to prevent so. from inheriting one's property – **33 treason:** the action/crime of betraying so. or one's country

Tasks

1. Read the plot outline of *King Lear* carefully.
2. Create a visualization (keywords and arrows) which shows the relationships and conflicts between the characters. You can also look online for more information on the plot and the characters of the play.



M 16 Cluster: Is Shakespeare still relevant today?

This task is about rounding off the course work: After finding out more about Shakespeare in the past lessons, think again about the question we started with: Is Shakespeare still relevant today?

Task

Reconsider what you have learnt in this course and name some example topics and aspects that show that Shakespeare is still relevant today.

II/B3

Shakespeare today?

Photo: Marcus Michels

Who Wins the Grammar Grand Prix? – Mit Vollgas ins Grammatiktraining (Klasse 7–9)

Sandra Schartner, Stammham; Illustriert von Oliver Wetterauer, Stuttgart

M 1 The Grammar Grand Prix – rules of the game

Tenses, the passive voice, indirect speech! Take part in the formula 1 race and become a grammar pro!

Rules for the race

Preparation

Choose a token¹ and put it on the board.

Shuffle the cards and put them face down² in a pile.

You can use a sheet of paper to write down the answers. This might help because sometimes you will have to make a sentence or put words into the right order.



Playing the game

- If you are the youngest player, go first. The player on your right draws a card from the pile and reads it out. He/She can show it to you (covering the answer with his/her hand) so you can see the task. Answer the question.

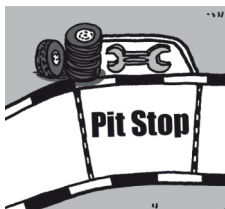
Were you right? → If you got 1 point, move forward 1 space³. If you got 2 points, move forward 2 spaces and so on. There is a maximum of 3 points.

Were you wrong? → Wait for your next turn and try another question.

- Then the player next to you (clockwise⁴) goes on.
- Are you the first to cross the finishing line? Congratulations! You've won the race. You really must be a grammar professional! ☺

Special fields

You've landed on the **fast lane**. Lucky you! Move forward 3 spaces on your next turn!⁵



Engine damage? Oops, go back to the start.



Lost a tyre? Go back to the last pit stop and wait for your turn again.















1 **token**: der Spielstein, die Spielfigur – 2 **face down**: mit dem Text nach unten – 3 **space**: das Feld – 4 **clockwise**: im Uhrzeigersinn – 5 **Miss a turn!**: Einmal aussetzen!

V



M 6 Conditional sentences

<p>Fill in the correct form of the verb!</p> <p>If you go to the party, I _____ (go) too.</p>  <p>(1 point) (1 point) will go</p>	<p>Fill in the correct form of the verb!</p> <p>If the weather _____ (be) fine, we could go to the pool.</p>  <p>(3 points) (3 points) was</p>	<p>Fill in the correct form of the verb!</p> <p>I would have told you the truth if you _____ (ask) me!</p>  <p>(2 points) (2 points) had asked</p>
<p>Make the conditional sentence. Use type I!</p> <p>If – Pam – pass – exam – parents – buy – her – new bike.</p>  <p>(3 points) (3 points) If Pam passes the exam, her parents will buy her a new bike.</p>	<p>Make the conditional sentence. Use type II!</p> <p>I – call – police – if – I – are – you</p>  <p>(1 point) (1 point) I would call the police if I were you.</p>	<p>Make the sentence!</p> <p>I _____ (not buy) the CD if I _____ (know) you didn't like the band.</p>  <p>(2 points) (2 points) I wouldn't have bought the CD if I had known you didn't like the band.</p>
<p>Choose the right verb!</p> <p>I _____ you, if you need me.</p> <p>a) would help b) could help c) will help</p>  <p>(2 points) (2 points) c)</p>	<p>Choose the right verb!</p> <p>_____ of the wind _____ (be) strong, we could go sailing.</p> <p>a) is b) would be c) were</p>  <p>(1 point) (1 point) c)</p>	<p>Choose the right verb!</p> <p>If they knew the whole story, they _____ (understand) my fears.</p> <p>a) would understand b) understand c) will understand</p>  <p>(3 points) (3 points) a)</p>
<p>Fill in the correct form of the verb!</p> <p>If _____ shop has the CD, I _____ (buy) it.</p>  <p>(1 point) (1 point) will buy</p>	<p>Make the conditional sentence. Use type II!</p> <p>We – to have – barbecue – if – sun – to shine.</p>  <p>(2 points) (2 points) barbecue. If the sun shines, we will have a</p>	<p>Make the conditional sentence!</p> <p>Sam – be – disappointed – if – we – not come to the party – tonight.</p>  <p>(3 points) (3 points) Sam will be disappointed if we don't come to the party tonight.</p>

Let's talk! – Mit *speaking cards* die Sprechfertigkeit fördern (S II)

Martina Angele, Friedrichshafen

M 1 Presenting a picture and talking about the topic



Healthy lifestyle(s) – healthy eating */**

1. Tell your partner about the cartoon.
2. In your opinion, what is a healthy lifestyle?
3. "There's lots of people in this world who spend so much time watching their health that they haven't the time to enjoy it." (Josh Billings, 1818-1885, American humorist). Comment on this statement from today's point of view.
4. Discuss the advantages and disadvantages of being vegan.



© Cartoonstock.com

Useful words:

doctor's surgery: die Arztpraxis – **treatment table:** die Behandlungsliege – **to follow a healthy lifestyle:** gesund leben – **to abstain from smoking/drinking/fast food:** auf das Rauchen/Trinken/Fastfood verzichten – **social pressure:** der soziale Druck – **vegan:** vegan, der/die Veganer/in – **vegetarian:** vegetarisch; der/die Vegetarier/in – **malnutrition:** die Mangelernährung – **ecologically sustainable:** ökologisch nachhaltig



Men's and women's jobs */**

1. Describe the pictures.
2. In your opinion, what is a "typical" men's job? Explain.
3. "The man goes to work and the woman stays at home and looks after the children." Comment on this statement.
Talk about your future career plans.



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Useful words:

gender related: geschlechtsspezifisch – **motor/car mechanic:** der/die KFZ-Mechaniker/in – **cosmetician/beautician:** der/die Kosmetiker/in – **to put make-up on sb.'s face:** jmdn. schminken – **stereotypical gender roles:** stereotype Geschlechterrollen – **outdated:** überholt/veraltet – **to work part-time:** Teilzeit arbeiten – **parental leave:** die Elternzeit – **equal pay for equal work:** gleicher Lohn für gleiche Arbeit

Kompetenzen

- Förderung der monologischen und dialogischen Sprechfertigkeit
- Schulung der Argumentations- und Diskussionskompetenz
- Vertiefung der interkulturellen Kompetenz bezüglich englischsprachiger Lebenswelten

Niveau

Klasse 10–12 (G8) bzw. 11–13 (G9)

Dauer

Je nach Einsatz der Karten für die Übungsform M 1 pro Karte ca. 10 Minuten und für die Übungsform M 2 pro Karte ca. 15 Minuten.

Einbettung

Die *speaking cards* können im Rahmen der Behandlung der jeweiligen Themen als Stundeneinstieg oder Vertiefung eingesetzt werden. Sie eignen sich außerdem dazu, gezielt auf **mündliche Prüfungen** vorzubereiten. Inhaltlich wurden gängige Themen des Englischunterrichts der S II (ab Einführungsphase) ausgewählt. Der thematische Wortschatz der jeweiligen Lehrbücher und sowie Redemittel zur Bildbeschreibung und Meinungsäußerung werden vorausgesetzt.

Hinweise

Zum Einsatz der *speaking cards* im Unterricht

Vorbereitung: Die Lehrkraft kann die Karten beliebig oft kopieren, gegebenenfalls laminieren und auslegen, sodass die Schülerinnen und Schüler nach Interesse und Lernstand auswählen können. Der Motivations- und Aufforderungscharakter zum Sprechen ist hoch und in der Regel schon beim ersten Betrachten klar, was zu tun ist.

Einsatz: Die Karten für die **Einführungsphase** sind neben dem jeweiligen Titel der *speaking card* mit einem * gekennzeichnet, die für die **Qualifikationsphase** mit **.

Unterhalb der einzelnen Karten befinden sich **useful words**, die in leistungsschwächeren Kursen eingesetzt werden können. Bei leistungsstärkeren Kursen oder bei einem erneuten Durchgang kann die Hilfe nach hinten umgeknickt oder abgeschnitten werden.

Arbeitsauftrag: Bevor die Karten das erste Mal eingesetzt werden, kann die Lehrkraft die Arbeitsaufträge (3) auf Folie kopieren bzw. über Beamer präsentieren, gemeinsam besprechen und anschließend im Klassensatz austeilen.

Zur Durchführung

Der Kartensatz ist in **zwei unterschiedliche Übungsformen** unterteilt. Bei der **ersten Übungsform (M 1)** beschreiben die Schülerinnen und Schüler ein Bild und beantworten anschließend Fragen bzw. reagieren auf Sprechimpulse. Diese Karten werden in Partnerarbeit bearbeitet. Dabei werden die Fragen und Sprechimpulse dem Partner vorgelesen, die Antworten vorgelesen.

Die Karten der **zweiten Übungsform (M 2)** beinhalten Bildimpulse und geben Situationen vor, die in einem Rollenspiel zu zweit umgesetzt werden. Die Lernenden wählen gemeinsam eine Karte und verteilen die Rollen. In Einzelarbeit bereiten sie dann ihre Rollen vor, indem sie Argumente sammeln. Anschließend treten sie miteinander in einen Dialog. Ziel dabei ist es, gemeinsam einen Kompromiss zur vorgegebenen Situation zu finden oder den Partner von der eigenen Meinung zu überzeugen.

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RAAbits: Impulse und Materialien für die kreative
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