

## I.B.22

### Communicative skills – Speaking

# Don't be afraid of oral exams! – Übungs- und Prüfungsmaterial für mündliche Klassenarbeiten (Klassen 9/10)

Ein Beitrag von Thorsten Steffens, Brühl



© RAABE 2019

© Thinkstock/istock

Sie möchten eine Klassenarbeit im Fach Englisch durch eine mündliche Prüfung ersetzen? Diese Einheit bietet Ihnen zu zentralen Themen des 9. und 10. Schuljahres Übungs- und Prüfungsmaterial für das monologische und dialogische Sprechen. So sind Sie und Ihre Schüler für mehr Mündlichkeit im Englischunterricht bestens gerüstet!

---

#### KOMPETENZPROFIL

**Klassenstufe:** 9/10

**Dauer:** 2 Unterrichtsstunden zum Üben + Prüfung

**Kompetenzen:** 1. Sprechkompetenz: Bilder beschreiben, seine Meinung äußern, mündlich diskutieren und den eigenen Standpunkt vertreten, Fragen stellen und beantworten; 2. Methodenkompetenz: sich in eine Rolle hineinversetzen

**Thematische Bereiche:** Teenage life, Australia, The perfect job, Opinions and decisions, The world we live in

**Material:** Impulskarten zum monologischen und dialogischen Sprechen, Prüfungstipps, Worthilfen, Bewertungsraster

---

## Auf einen Blick

### Übungsmaterialien

- Thema:** Let's get ready for the oral exam!
- ZM 1** **Checkliste für die Organisation einer mündlichen Klassenarbeit**
- M 1** **Useful tips for your oral examination** / allgemeine Tipps zur mündlichen Klassenarbeit und Hinweise zum monologischen und dialogischen Sprechen
- M 2** **Teenage life – monologue** / zwei Impulskarten zum monologischen Sprechen (differenzierende Erarbeitung auf 2 Niveaus)
- M 3** **Teenage life – dialogue** / zwei Sets von Paarkarten zum dialogischen Sprechen (mit Zusatzimpulsen zur Differenzierung)
- M 4** **Oral exams – language support** / Redemittel für die mündliche Prüfung
- ZM 2** **Vocabulary** / Vokabelliste mit themenspezifischem Wortschatz und Wiederholung
- Benötigt:**  Kopien des Bewertungsrasters (M 13) zur transparenten Markierung der Kriterien

### Prüfungsmaterial

- Themen:** Australia (Klasse 9) / The perfect job (Klasse 9) / Opinions and decisions (Klasse 10) / The world we live in (Klasse 10)
- M 5** **Australia – monologue** / vier Sets von Paarkarten für monologisches Sprechen
- M 6** **Australia – dialogue** / vier Sets von Paarkarten für dialogisches Sprechen (mit Zusatzimpulsen zur Differenzierung)
- M 7** **The perfect job – monologue** / vier Impulskarten zum monologischen Sprechen
- M 8** **The perfect job – dialogue** / vier Sets von Paarkarten für dialogisches Sprechen (mit Zusatzimpulsen zur Differenzierung)
- M 9** **Opinions and decisions – monologue** / vier Impulskarten zum monologischen Sprechen
- M 10** **Opinions and decisions – dialogue** / vier Sets von Paarkarten für dialogisches Sprechen (mit Zusatzimpulsen zur Differenzierung)
- M 11** **The world we live in – monologue** / vier Impulskarten zum monologischen Sprechen
- M 12** **The world we live in – dialogue** / vier Sets von Paarkarten für dialogisches Sprechen (mit Zusatzimpulsen zur Differenzierung)
- M 13 + ZM 3** **Bewertungsraster für die mündliche Klassenarbeit (+ Kommentare)**
- Benötigt:**  laminierte Sprechkarten  
 Bewertungsraster in doppelter Schülerzahl

#### Differenzierungssymbole

Differenzierende Materialien vorhanden

○ = Material auf grundlegendem Niveau ● = Material auf mittlerem Niveau

**TIP** = Hilfestellung für Leistungsschwächere

#### EXTRA

Alle Partnerkarten enthalten Zusatzimpulse zum Aufrechterhalten/Fortsetzen des Dialogs

## M 1

## Useful tips for your oral examination

## General advice

- Don't panic! It's OK for you to be nervous.
- Try to say something even though you know it may be wrong. Grammar is not the most important aspect for your oral examination. It's important that your partner and your teachers understand what you want to say.
- Don't use German words!

Illustration: Julia Lenz



## MONOLOGUE

## 1. Describing a picture

- Remember to say *In the picture I can see ...* (not *In the picture, ...*)
- Remember to use the present progressive (**ing-form**) when talking about actions in the picture:  
*"In the picture I can see two girls who **are listening** to the radio."*
- Describe everything you can see in the picture. What things or people can you see? What are the people wearing? Are they happy or sad? What are they doing? What colours are the things?  
Talk about the foreground and the background of the picture.

## 2. Answering the questions

- Read the questions on your card **loudly** and **slowly**.
- Try to answer questions with **examples** and **give reasons** for your opinion. Don't just answer *Yes* or *No*.
- Tell your teacher if you don't understand a question. Maybe they can explain the question (or a single word).



## DIALOGUE

- Listen to your partner carefully and **react to his/her arguments**.  
Use all of the arguments from your card.
- Can you think of more arguments?
- **Keep eye contact with your partner**. Look at him/her – not at your teachers.
- If you can't understand what your partner said, then tell him/her:  
*Could you repeat that, please?* or  
*I sorry, I didn't understand your argument. Could you say that again, please?*
- There's an **extra task** on every card. When you are finished with your conversation, you can work on the extra task with your partner. But it's best when your conversation is long enough so that you don't need the extra task.

EXTRA

And now: Good luck! ☺

## M 4



## Oral exams – language support

These words and phrases will help you talk in the oral exam.



### DESCRIBING A PICTURE

Monologue

In the picture I can see ...

In the foreground/background there is/there are ...

There is/there are also ...

Next to the ... there is/there are ...

On the left side/on the right side/at the top/at the bottom of the picture I can see ...



### SAYING THAT YOU AGREE

Dialogue

I agree with you.

That's a good idea!

That's true.

Fantastic!

Yes, let's do it!



### SAYING THAT YOU DISAGREE

Dialogue

I don't agree with you.

Sorry, but I disagree.

I understand your argument but ...

I don't think so because ...

I'm not sure because ...



### ASKING QUESTIONS

Dialogue

What about you?

What do you think?

How much ... (nicht zählbar!)?/How many ... (zählbar!)?

Do you like ...?/Do you want to ...?

Is there ...?/Are there ...?

→ **Yes/no questions always begin with do or did:** Do you like ice-cream? Did you watch the film last night?



### GIVING YOUR OPINION

Monologue/Dialogue

I think ...

In my opinion ...

I would like to ... /I would love to ...

I think it would be a great idea to do/go/have ...

I don't like that idea because ...

The advantage would be .../The disadvantage would be ...

I'd rather do/go/have/...

### If you don't know an English word:

→ Try to describe or explain the word.

→ Try to find another word with the same meaning in German – maybe you can translate this word into English. Example:

Gebäude → ? ☹ Gebäude → Haus → house ☺

→ Try to find the opposite. If you don't know the word for *traurig* (*sad*) you could say *not happy*.



## Australia – monologue P

Klasse 9 (Red Line 5, Topic 1/English G 21 B5, Unit 1)



M 5

### Christmas during summertime

Monologue

1. Describe the picture.
2. Maybe you know that it's summertime in Australia when we celebrate Christmas. Would you like to spend Christmas on a beach in the summer?

**If yes:** Why? What would be different from celebrating Christmas in Germany?

**If no:** Why do you like Christmas during wintertime? Do you celebrate Christmas at all?

3. Bondi Beach is a popular beach in Australia. What are your favourite activities on the beach?
4. What do you think: How are beaches in Australia different from beaches in Europe?



© Thinkstock/Stock

### Spending your holidays in Australia

Monologue

1. Describe the photo.
2. Would you like to spend your holidays in Australia?

**If yes:** What would you like to see?

**If no:** Where else would you like to spend your holidays? Why?

3. Name three facts that you know about Australia (Think about the capital cities, where it is, the language, colours of the flag ...).

4. If an Australian exchange student visited your hometown, what would you show him/her?

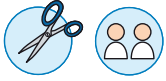



Melbourne at night

© Thinkstock/Stock


## Opinions and decisions – dialogue P ●

Klasse 10 (Red Line 6, Topic 4/English G 21 B6, Unit 3)



<b>A</b>	Am I anorexic?	Dialogue
<p>For quite a long time you have known that you have an eating disorder<sup>1</sup>. Now you have lost even more weight<sup>2</sup> – and you know that you are anorexic<sup>3</sup>.</p> <p><b>You don't know what to do. Ask your friend for help.</b></p> <p><b>You start.</b></p> <ul style="list-style-type: none"> <li>• You don't want to tell your parents.</li> <li>• Your parents wouldn't understand. You're fighting with them all the time.</li> <li>• You can't go to a doctor because the doctor would tell your parents.</li> <li>• Maybe there's a self-help group in your city? Or maybe you will find other anorexic people on the Internet? You could talk to them.</li> <li>• You want to try to get better on your own<sup>4</sup>.</li> </ul> <p><b>EXTRA</b> Do you know what to do now? Then tell your friend how it all started that you became anorexic.</p> <p>1 <b>eating disorder</b>: die Essstörung – 2 <b>weight</b> [weɪt]: das Gewicht – 3 <b>anorexic</b> [ænə'reksɪk]: magersüchtig – 4 <b>on one's own</b>: selbstständig</p>		
		

© Thinkstock/Stock

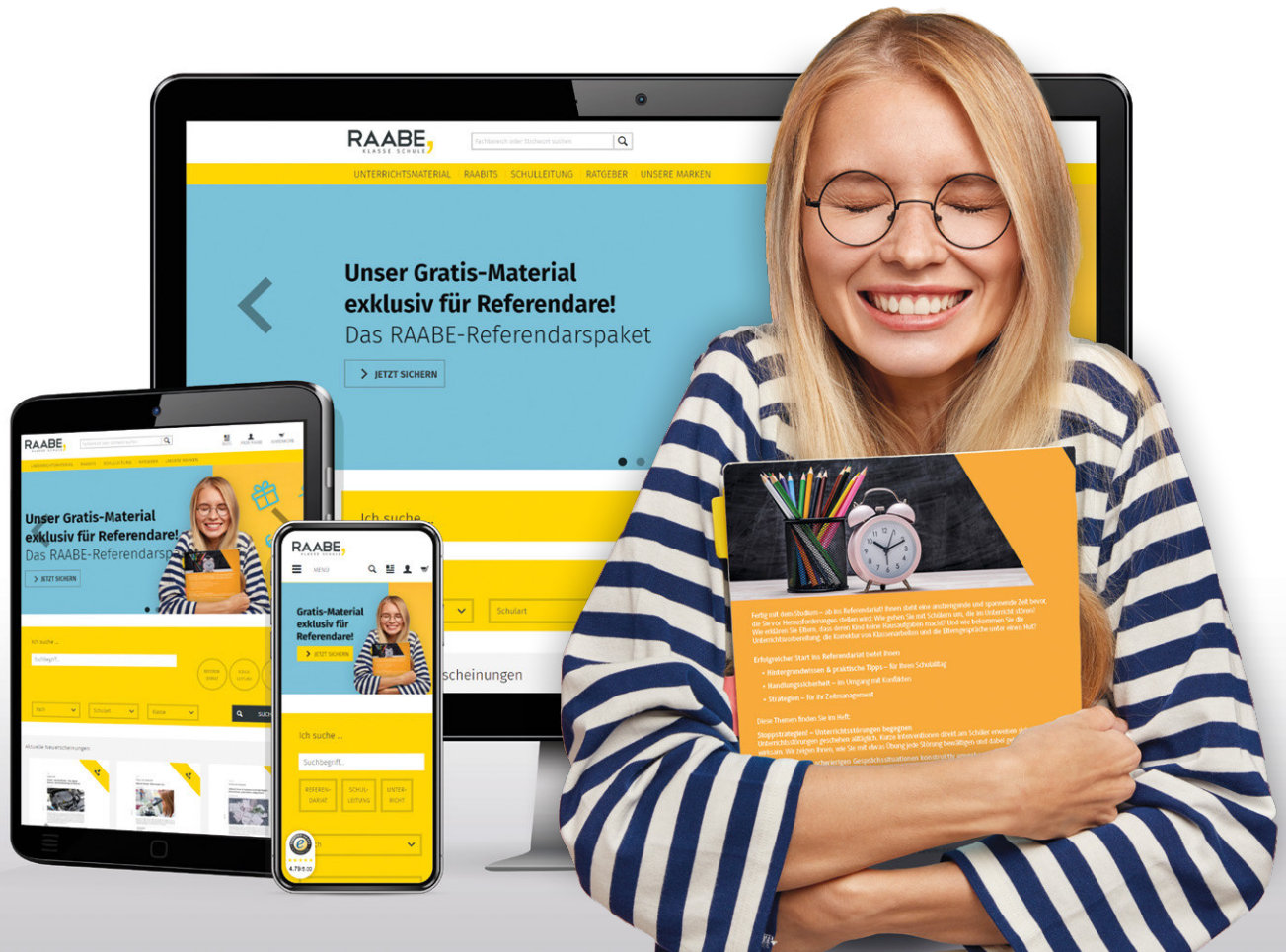
<b>B</b>	Is your best friend anorexic?	Dialogue
<p>You have seen that your best friend has lost a lot of weight<sup>1</sup>. You think that he/she might have an eating disorder<sup>2</sup>. Now your friend tells you that he/she is anorexic<sup>3</sup>.</p> <p><b>Your friend doesn't know what to do. Give him/her advice<sup>4</sup>. Your partner starts.</b></p> <ul style="list-style-type: none"> <li>• You see how thin your friend has become. You're worried.</li> <li>• You think that your friend needs to go to a hospital where they can help anorexic people.</li> <li>• Your friend should at least go and see a doctor.</li> <li>• Your friend needs to start eating again.</li> </ul> <p>You think he/she should tell his/her parents. They're certainly worried too, and maybe they know someone who can help.</p> <p><b>EXTRA</b> Does your friend know what to do now? Then tell him/her that you will always be there for him/her because he/she is your best friend.</p> <p>1 <b>weight</b> [weɪt]: das Gewicht – 2 <b>eating disorder</b>: die Essstörung – 3 <b>anorexic</b> [ænə'reksɪk]: magersüchtig – 4 <b>advice</b>: der Rat, der Ratschlag</p>		
		

© Thinkstock/Stock

© RAABE 2019

# Sie wollen mehr für Ihr Fach?

## Bekommen Sie: Ganz einfach zum Download im RAABE Webshop.



**Über 4.000 Unterrichtseinheiten**  
sofort zum Download verfügbar



**Sichere Zahlung** per Rechnung,  
PayPal & Kreditkarte



**Exklusive Vorteile für Abonnent\*innen**

- 20% Rabatt auf alle Materialien für Ihr bereits abonniertes Fach
- 10% Rabatt auf weitere Grundwerke



**Käuferschutz** mit Trusted Shops



Jetzt entdecken:  
**www.raabe.de**