

PV Eng Kl. 10a1b

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Termin

1. Arbeitsblätter „Reading“

18.03.20

2. Workbook S. 64 - 66

Listening exercises L1 - L3 unter
Verwendung der Schüler-CD aus dem
Workbook

CD - Nr. 5 - 9

3. Workbook S. 82 - 85

Listening exercises L1 - L5

CD - Nr. 10 - 14

25.03.20

4. Workbook S. 66 - 71

Reading exercises R1 - R4

5. Workbook S. 86 - 92

Reading exercises R1 - R4

01.04.20

Zweiter Prüfungsteil: Leseverstehen/Schreiben

Reading Part 1: Travelling Around – Signs and Notices

- Read the text of each sign.
- Read the four statements next to it and decide which statement matches the sign.
- Tick ✓ the right statement. Only one of them is correct.

1. London Underground Safety Notice



Please,
stand on the right of the escalators,
hold the handrail and
keep clear of the edges.
Take care of children.
Dogs must be carried.

A	<input type="checkbox"/>	This sign warns you about dangerous dogs.
B	<input type="checkbox"/>	This sign tells you how to use the escalator safely.
C	<input type="checkbox"/>	This sign warns that children shouldn't use the escalator.
D	<input type="checkbox"/>	You can't take dogs on the escalator.

2. London Underground



Bicycles are not permitted on the London Underground between 07.30 and 09.30 and between 16.00 and 19.00 on weekdays and can't be taken on the moving escalators.
At all other times you can take bicycles on the designated sections of the trains.

A	<input type="checkbox"/>	This sign tells you where to park your bicycle.
B	<input type="checkbox"/>	Bicycles are generally not allowed on the London underground.
C	<input type="checkbox"/>	The escalators don't work weekday mornings and afternoons.
D	<input type="checkbox"/>	On Sundays you can take your bike on an underground train all day.

3. At a Greater London train station

Have you paid?

If you can't produce a valid ticket when asked by a ticket inspector you will be charged a penalty fare of £.20 or double the amount of a single ticket. So don't forget to buy a ticket before you travel.

A	<input type="checkbox"/>	You should buy a ticket before you get on the train.
B	<input type="checkbox"/>	You can buy your ticket on the train.
C	<input type="checkbox"/>	You can only buy single tickets over £20 on the train.
D	<input type="checkbox"/>	There are no ticket inspectors on the trains.

4. At the airport

Can your hand luggage travel with you? Then it should

- be light enough for you to carry and lift without help.
- not contain any sharp, dangerous or explosive items, e.g. knives, gas lighters, scissors etc.,
- not contain any liquids over the permitted 100ml amount.

A	<input type="checkbox"/>	You shouldn't lift heavy hand luggage without help.
B	<input type="checkbox"/>	You can't carry knives or scissors in your hand luggage.
C	<input type="checkbox"/>	Your hand luggage shouldn't weigh more than 500g.
D	<input type="checkbox"/>	You can carry as much liquid as you like with you, but only in your hand luggage.

5. In a hotel room

We will provide you

with fresh towels every day. But remember, washing and drying towels uses a lot of energy. So help to save energy by using your towels again. If you want your towels replaced, place the used ones on the floor.

A	<input type="checkbox"/>	If you reuse your towels, you can help the environment.
B	<input type="checkbox"/>	You can't have fresh towels every day.
C	<input type="checkbox"/>	These towels are not good for drying.
D	<input type="checkbox"/>	You can use these towels for drying the floor.



Lösungshilfe

Diese Art der Zuordnungsaufgabe ist dir bereits bekannt. Du weißt, dass es hier darauf ankommt, die korrekte Aussage des Hinweisschildes aus einem Angebot von vier Vorgaben auszuwählen. Der Teufel steckt hier wieder im Detail. Achte deshalb auf die folgende Schrittfolge:






1. Lies das Schild genau durch.
2. Markiere in den Lösungsvorgaben Schlüsselwörter
Bsp. 1) A: warn – dangerous dogs
B: how – use escalator
C: children – not – use escalator
D: not take – dogs – on escalator

Bei dieser Vorgehensweise erkennst du sehr schnell, welche Aussage die richtige ist.

Reading Part 2: The Perfect Job

All the people below would like to work.

- First read the information about them, then look at the different jobs on the next page.
- Find two possible jobs for each of the people below.
- You can choose some jobs more than once.
- Write the letters of the jobs in the boxes next to the right person.

No.	Job 1	Job 2	The people
6/7			Lauren has just had a child. She wants to start work again but would prefer evening work so she can look after the child during the day. Lauren would be happy with part-time work. She used to be a bus driver, so a driving job would be great. She has good social skills and is also happy working with people.
8/9			Martin wants to find paid work for which he doesn't have to sit in one place all day. He doesn't mind irregular working hours, but it shouldn't be a tiring outdoor job. Martin has a driving licence and speaks French fluently. He enjoys contact with people but doesn't want to work with teenagers or kids.
10/11			Kylie is training to be a teacher and would like to get some more experience before she starts the final year of her course. She loves working with children and young people and is quite flexible with her working times. Pay is less important to her than finding the right kind of work.
12/13			Kevin doesn't mind what job he does as long as it is full-time and pays well. He is planning to go to Australia after the summer, so he needs money for this. He also wants enough money to do his driving licence before. He has no problem getting his hands dirty doing physical work.
14/15			Alice is a French student living in London. She'd like to work at weekends or during her summer holidays. Pay is important because London is expensive. Alice wants to work with other people. She would do all kinds of things – teaching, office work or hard, physical work. However, she doesn't drive and she doesn't feel confident with teenagers and young adults.

A) Farm help needed

Who wants to spend a summer month on a Kent farm and earn good money? If you are not afraid of hard work – from feeding animals to working the fields, come and work for us! We offer good pay, food and farm accommodation. We are also known for our lively and friendly working atmosphere as we always have ten or more farm helpers from different places.

B) Summer Camp

Summer camp for young people (aged 12 to 16) with difficult social backgrounds is looking for volunteers. Make a difference – work with young people, organise activities like boating or games and have fun with young people. This could be a unique experience for anybody who loves working with people and a great addition to your CV. The pay isn't great but we offer free food and accommodation in the camp.

C) Help!

My husband and I have just found out that we have to move to France in September. So we need help – help with packing all our stuff here and help with getting organised in France. So can you teach us a bit of French? Can you help us to understand and write letters in French? And – are you organised enough to help us with the packing? If you could spare one or two days a week or a weekend instead, that'd be great. Some help with driving to France is also needed. Good pay is guaranteed.

D) We are looking for flexible, reliable people to deliver sandwiches to our late-night stores in the evenings and at some weekends. A valid driving licence is necessary. No heavy lifting is involved. Good pay.

E) Evening help needed. "The Alternative Restaurant" is a project run by teenagers and young adults who have been in trouble with the police. We are looking for someone with good people skills who can help to organise these young workers in the restaurant. No cooking skills needed. Three to four evenings a week. Fair pay.

F) Cleaning company looking for help during the summer in large office building. This is hard, physical work. You will often work on your own so you must be a self-motivator. Good pay and lots of extra hours of work available for the right person.

G) A travel company which specialises in holidays to France is looking for an enthusiastic person to help us in our office. The successful applicant will have good French and English skills. We are a friendly team and offer good pay. This is a summer job only.



Lösungshilfe

In dieser Zuordnungsaufgabe geht es darum, für fünf Menschen jeweils zwei passende Jobs auszuwählen. Um diese Aufgabe zügig und erfolgreich zu lösen, solltest du zunächst die Beschreibungen der einzelnen Personen (S. 42) durchlesen und Schlüsselwörter farbig markieren. Als Schlüsselwörter gelten hier Informationen, die für die Wahl eines Jobs wesentlich sind, z. B. gewünschte Arbeitszeiten, Interessen und Gehaltsvorstellungen. Bei Lauren, der ersten Person, könnten das folgende Informationen sein: „evening work“, „part-time“, „driving“, „good social skills“, „with people“. Mithilfe dieser Schlüsselwort-Methode sollte es dir nun recht leicht fallen, zwei passende Beschäftigungen für Lauren und die anderen Jobsuchenden zu finden.

* Reading Part 3: Is Facebook Killing the School Reunion?

- Read the text and the statements on the opposite page.
- Put a tick ✓ in the box next to the correct statement.
- For each task only one statement is correct.



How many kids? How successful? What's my old flame doing now? Who's got fat? Who made a million? What happened to the strange boy with the pink hair?

These used to be everybody's thoughts before a long-awaited high school or college reunion. For many decades the routine has stayed the same: former classmates meet up after 10 or 20 years, catch up on their lives, settle old disagreements or renew them and exchange stories of the good old days.

Surely you have seen one of those movie scenes, where ex-high school princess, who has hit hard times, meets cool, successful guy with supermodel girlfriend at reunion and finds out that he was the boring loser she made fun of way back. Think of the scenes where people pretend to be cooler, richer, more successful than they really are ...

Now anybody will find lying difficult. Thanks to social networks, everyone already knows. So the option to find former classmates through Facebook, Twitter, LinkedIn and other networking sites might be the end of the organised school reunion.

Facebook was created for college students to get in touch with each other. It has helped people stay connected online so well that it might be stopping people from going to real-world class reunions. Marc Gervase graduated from Philadelphia's Strath Haven High School in 2001. He had no plans to go to his 10-year reunion. "I already

know what everyone is doing," he says. "If I needed to find out, I could contact them or find them through the usual methods – Facebook or Twitter updates."

It seems he's not the only one. With almost a third of the US population being Facebook users, people don't need to see each other to keep in touch. "Ten years ago, you would've gotten maybe 250 people at a 10-year reunion," says Joanna Erdős, vice president of L.A.'s John Marshall High School alumni association.

"I recently attended a 10-year where there were 94 people. There was another one where I heard the attendance was only 43." Mark Silva, CEO of Great Unions, one of the nation's largest reunion planning companies, says attendance numbers at 10-year reunions are falling across the country. People are staying in touch through networking sites, so Silva is changing his marketing slogan to "Unplug for a night."

"There are a lot of people who believe that Facebook is good enough, and they don't want to get together. Well, we try to educate them about, I guess you'd call it, real personal connections," Silva says. He points out that Facebook could help with those real personal connections. If you get past the "What are you doing?" formalities on a website, you can start telling people what you really think in person, meet and talk to them eye to eye.

Reunion planners claim there's no substitute for that kind of face-to-face, grown-up connection. Technology comes and goes, they say, but reality stays. So let's hope school and college reunions will survive outside the virtual world.

16. In the past people went to high school reunions ...	A <input type="checkbox"/>	to find out more about former schoolmates.
	B <input type="checkbox"/>	to talk about their old school days.
	C <input type="checkbox"/>	because they had to do this every 10 years.
	D <input type="checkbox"/>	both A + B.

17. Movies about high school reunions ...	A <input type="checkbox"/>	are not fashionable anymore.
	B <input type="checkbox"/>	often show people who lie about themselves or people who have changed completely.
	C <input type="checkbox"/>	are making these reunion balls more popular.
	D <input type="checkbox"/>	both B + C.

18. Social networking sites ...	A <input type="checkbox"/>	were often created to enable students to stay connected.
	B <input type="checkbox"/>	make a reunion less exciting.
	C <input type="checkbox"/>	are helping people to lie about themselves.
	D <input type="checkbox"/>	both A + B.

19. Marc Gervase ...	A <input type="checkbox"/>	is planning to organize a reunion 10 years after he left college.
	B <input type="checkbox"/>	isn't going to his reunion because it is too early and he'd like to wait at least ten years.
	C <input type="checkbox"/>	knows enough about his former classmates from the Internet and isn't planning to meet them.
	D <input type="checkbox"/>	isn't happy about all the Facebook and Twitter updates.

20. In the USA ...	A <input type="checkbox"/>	over 50% of the population are on Facebook.
	B <input type="checkbox"/>	many people don't want to stay in touch after they've left college.
	C <input type="checkbox"/>	approximately one in three people is a Facebook user.
	D <input type="checkbox"/>	the number of people who go to high school is falling dramatically.



Lösungshilfe

Um die erforderlichen Textdetails zügig zu erfassen und die anschließenden Multiple-Choice-Aufgaben erfolgreich zu lösen, kann dir die folgende Schrittfolge behilflich sein:

1. Lies die **Überschrift** genau durch. Worum könnte es in dem Text gehen? Was weißt du über Facebook? Welchen negativen Einfluss könnte es möglicherweise auf Klassentreffen haben?
2. Mit diesem **Vorwissen** mache dich mit den Lösungsvorgaben vertraut. Gib es Antwortmöglichkeiten, die du bereits ausschließen kannst bzw. für unwahrscheinlich hältst? Markiere sie. Hebe im Satzanfang jeder Lösungsvorgabe das Hauptwort/Subjekt des Aussagesatzes farbig hervor. (z. B. "people", "movies" oder "Mr Silva").
3. Diese markierten Wörter findest du in den Textabschnitten leicht wieder und im Anschluss daran auch die Informationen, die du zur Lösung der Aufgabe brauchst.
4. Hilfreich ist auch das Hervorheben wichtiger Schlüsselwörter in den Vorgaben A–D. Es erleichtert dir die schnellere Orientierung bei der Texterschließung. Besonders aufmerksam solltest du Textpassagen lesen, deren Inhalt möglicherweise mit zwei Vorgaben richtig wiedergegeben wurde.

Writing Part 1: A Sports Survey

European health authorities want to find out about teenage fitness in different countries.

- Complete the questionnaire below.
- Write keywords or short sentences.
- You may use your imagination.

Sports Survey

Age: _____

Sex: _____

Nationality: _____

How often do you do sports? _____

What could make school sports lessons more attractive to students? _____

What's your favourite sports activity? _____

Why do/don't you do sports? _____

/ 1 P.

/ 1 P.

/ 1 P.

/ 1 P.

/ 1 P.

21. Joanna Erdos ...	A	<input type="checkbox"/>	went to a 10-year reunion with 94 people.
	B	<input type="checkbox"/>	thinks that 43 people is a very small number for a reunion.
	C	<input type="checkbox"/>	was happy that her 10-year reunion had 250 people.
	D	<input type="checkbox"/>	both A+B.

22. Mark Silva ...	A	<input type="checkbox"/>	works for a company that organises reunions.
	B	<input type="checkbox"/>	is planning to go to a high school reunion next year.
	C	<input type="checkbox"/>	works for a company that is trying to make Facebook even more popular.
	D	<input type="checkbox"/>	used to be a Facebook user but has deleted his profile now.

23. The number of people attending reunions ...	A	<input type="checkbox"/>	has started to grow again slowly since last year.
	B	<input type="checkbox"/>	is falling all over the USA.
	C	<input type="checkbox"/>	is only going down in the big cities.
	D	<input type="checkbox"/>	has risen with the help of social networking sites.

24. Mr Silva believes ...	A	<input type="checkbox"/>	that Facebook has killed the reunion idea.
	B	<input type="checkbox"/>	that Facebook and reunions don't exclude one another but "help" each other.
	C	<input type="checkbox"/>	the people will learn that real world personal connections are better than virtual ones.
	D	<input type="checkbox"/>	both B+C.

25. Reunion planners like Mr Silva say that ...	A	<input type="checkbox"/>	having online connections is never the same as meeting and talking to people in person.
	B	<input type="checkbox"/>	filling in all these forms on a website is making most people angry.
	C	<input type="checkbox"/>	both A+B.
	D	<input type="checkbox"/>	the technology of some social websites isn't good enough.