

**Bei Rückfragen bitte eine E-Mail an meine Dienstemail-Adresse senden:**

[dorothe.bock@hanseschule-attendorn.de](mailto:dorothe.bock@hanseschule-attendorn.de)

### 1. WOCHE (20.04.2020 – 24.04.2020)

#### **SKILLS - READING: Getting the gist (WB P 24+25 ⇒ s. Anlagen)**

- Read *Skills File 6* "Texte besser verstehen"!  
(SF 6 – EB P 126+127 ⇒ **s. Anlage**).

Then do the following exercises.

- WB P 24 Ex 16 – READING: Getting the gist
- WB P 25 Ex 17 – READING: Dos and Don'ts
- WB P 25 Ex 19 – WRITING: What do you think?

### 2. WOCHE (27.04.2020 – 30.04.2020)

#### **EXAM FILE 1 (EB P 24+25 ⇒ s. Anlagen)**

- Read *Skills File 5* "Prüfungen und Klassenarbeiten meistern"!  
(SF 5 – EB P 125 ⇒ **s. Anlage**).
- EB P 108 Ex 1a/b – READING: Signs
- EB P 109 Ex 2 – ~~LISTENING~~/READING: A strange story  
Correct the wrong statements.
- EB P 109 Ex 3 – LANGUAGE: Sam, the koala  
Write down the text with the correct words.
- EB P 109 Ex 4 – WRITING: An email to a host family

# SF 6 Texte besser verstehen

## 1 Skimming ▶ Unit 1, p. 15 ▶ Unit 2, pp. 28, 34

Mit dieser Technik kannst du dir einen groben Überblick über einen Text verschaffen. Dabei liest du nur schnell das Wichtigste und achtest besonders auf:

- Überschriften
- Bilder
- fett gedruckte Wörter

Du brauchst nicht jedes Detail zu verstehen.

## 2 Scanning ▶ Unit 1, p. 16 Unit 3, p. 48

Mit dieser Technik kannst du einen Text nach ganz bestimmten Informationen durchsuchen.

- Du suchst dabei nur nach wichtigen Wörtern (Schlüsselwörtern) und lässt alles andere beiseite.
- Geh dabei mit den Augen und dem Finger schnell über den Text. Das gesuchte Wort wird dir „ins Auge springen“. Lies nur dort weiter.

Du sollst z.B. eine Frage zur Bevölkerung Australiens beantworten und suchst das Wort *population*.

## 3 Finding the main point ▶ Unit 2, p. 28

- Die Hauptaussage eines Textes findest du oft im ersten oder letzten Absatz.  
Was wäre z.B. die Hauptaussage im Text auf S. 28?
- Oft ist es der erste oder der letzte Satz des gesamten Textes.

## 4 Understanding diagrams

a) Schau auf den Titel.

Welches Thema zeigt die Grafik rechts?

b) Schau auf die Farben und Zahlen.

Was zeigen die blauen Säulen und die Zahlen?

c) Sammle alle Informationen.

Aus welchem Land kommt die Statistik?

Wie viele Menschen wurden befragt?

Wie alt waren sie?

- 3 Peer pressure can be good or bad
- 4a Smartphone Gebrauch
- 4b die Dauer des Gebrauchs in Prozent
- 4c Irland; 800; zwischen 15 und 35

### Camels in the outback

#### How they came to Australia

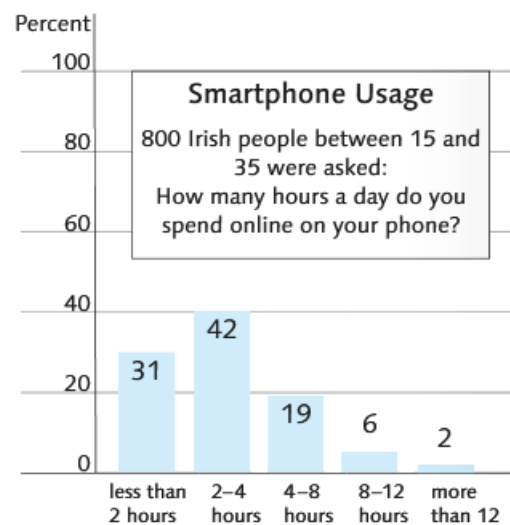
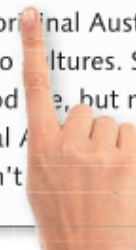
Camels were first imported to Australia in the 1800s, and then they went wild. The number of camels has since exploded, and there are now more than a million across the outback.



#### A problem for farmers

The camels are a big problem for farmers as they drink water – there isn't much of that in some parts of Australia –, and they destroy fences.

Today there are about 670,000 Aboriginal Australians in Australia – less than 3% of the Australia's **population** of 23.6 million. Most Aboriginal Australians today live in two cultures. Some of them live a good life, but many young Aboriginal Australians leave school early, don't get a job and have



Thinkhouse Irish Mobile Youth Report 2014

## 5 Nutze *wh-questions* zur Texterschließung ▶ Unit 1, p. 11

Geschichten kannst du besser verstehen, wenn du diese Fragen beantwortest:

**Who** is in the story?  
**What** happens?  
**Where** does it happen?  
**When** does it happen?  
**Why** does it happen?

Bei Sachtexten helfen dir diese Fragen:

**What** is the text about?  
**What** sort of text is it?  
**What** are the main ideas and arguments?

## 6 Achte auf *time phrases* und *linking words* ▶ Unit 1, p. 11

*Time phrases* und *linking words* helfen beim Textverständnis.

Diese solltest du kennen. Lerne und wiederhole sie regelmäßig.

### *Time phrases*

<i>today</i>	heute
<i>at the moment</i>	im Moment, gerade
<i>now</i>	jetzt
<i>never</i>	nie
<i>always</i>	immer
<i>in the past</i>	früher
<i>yesterday</i>	gestern
<i>last week</i>	letzte Woche
<i>in 2016</i>	2016
<i>since 2013</i>	seit 2013
<i>two years ago</i>	vor zwei Jahren
<i>tomorrow</i>	morgen
<i>next year</i>	nächstes Jahr
<i>in the future</i>	in der Zukunft

### *Linking words*

<i>and</i>	und
<i>because</i>	da, weil
<i>so</i>	daher
<i>but</i>	aber
<i>still</i>	trotzdem
<i>after</i>	nach, nachdem
<i>when</i>	als
<i>as</i>	als, während, wie
<i>before</i>	bevor, vorher
<i>suddenly</i>	plötzlich
<i>while</i>	während
<i>although</i>	obwohl
<i>on the other hand</i>	andererseits

## 7 Unbekannte Wörter? Einfach weiterlesen! ▶ Unit 1, p. 10

Lass dich nicht von unbekanntem Wörtern aufhalten. Oft brauchst du sie gar nicht, um den Sinn des Textes zu verstehen und die Fragen zu beantworten.

Oder du kannst sie erschließen, wenn du den ganzen Text zu Ende gelesen hast.

**16 READING Getting the gist**

Skim through the article. Which summary is best: A, B or C? A

**A** The article gives advice to teenagers: how to ask their parents for things.

**B** The article tells parents how to talk to their teenage children.

**C** The article shows the difficult problems that many families have.

## Please, Mum, Dad – can I ...?

“When I ask my parents for something, they usually say ‘no’ and we argue<sup>1</sup>. What can I do?”

I

### Prepare well

**1 Don't ask for too much.** Are you asking to stay out until 12 am on a school night, or for too much pocket money? Of course your parents will say no! Maybe you should get a part-time job, or do chores round the house to earn some money.



**2 Choose the most important thing**, and ask for that – don't suddenly ask for lots of things, large and small.

**3 Choose the best time.** Don't ask your parents for something when they're busy or stressed. They're likely to say 'no' and not listen to what you say. Choose a time when they're calm and relaxed. And when you're calm too – so you won't start to argue with them.

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<sup>1</sup> argue streiten <sup>2</sup> compromise Kompromisse schließen

## 17 READING Dos and Don'ts

What advice does the article give? Write 'True' or 'False'.

Part 1 Don't ask for too much pocket money. Your parents will say no. \_\_\_\_\_

Part 2 You should ask for everything you want at one time. \_\_\_\_\_

Part 3 Ask for something when your parents are busy. They'll say yes. \_\_\_\_\_

Part 4 It's a good idea to tell your parents what all your friends are allowed to do. \_\_\_\_\_

Part 7 If your parents say 'no', you should argue and shout. Then they'll say 'yes'. \_\_\_\_\_

Part 8 If you promise to do something, it's important to do it. \_\_\_\_\_

## 19 WRITING What do you think?

Write your opinion in your exercise book.



Write:  about 75 words  about 90 words.

- What do you think of the article? What advice will *you* try to remember, and why?
- What time should teens of your age be allowed to come home on week nights? And at the weekend?
- How much time should teens be allowed to spend each day on a computer? And on a mobile phone?

Use opinion phrases, e.g.:

I think...

In my opinion...

I (don't really) agree with...

Use extra words to say exactly what you think, e.g.:

The article gives ... **lots of/some/quite/very** good advice.

I'll **especially** try to remember...

My parents **say / don't say**...

## SF 5 Prüfungen und Klassenarbeiten meistern ▶ Exam file, pp. 108ff

### 1 Vor dem Test: Mache dir einen Plan

- Welchen Stoff solltest du wiederholen?  
Welche Art von Aufgaben sind zu erwarten?  
Frage deine Lehrkraft und mache dir dazu Notizen.
- Beginne nicht erst kurz vor dem Test mit dem Wiederholen. Fang ein paar Tage davor an – bei der Abschlussprüfung sogar ein paar Wochen davor. Nimm dir jeden Tag Zeit zum Lernen und plane, was du an welchem Tag wiederholst.



### 2 Während des Tests: Tipps und Tricks

#### a) Gehe vom Leichten zum Schweren.

Lies **alle** Aufgaben durch. Dann löse zuerst die einfachen Aufgaben.

#### b) Lies die Arbeitsanweisungen **sehr genau**.

##### Beispiel 1:

- Wie viele Gespräche wirst du hören?
- Wie oft wirst du sie hören?
- Wie viele Fragen gibt es zu jedem Gespräch?
- Aus wie vielen Auswahlantworten sollst du die richtige wählen?

##### Beispiel 2:

- Sollst du einen Brief oder eine Email schreiben?
- Kannst du schreiben, was du möchtest?
- Wie lang soll dein Text werden?

#### c) Hake erledigte Aufgaben ab.

Das hilft dir, den Überblick zu behalten.

#### d) Gerade bei Höraufgaben nicht in Panik.

Gib nicht auf, wenn du bei einer Höraufgabe beim ersten Hören nicht viel verstanden hast. Bleib ruhig und mach weiter. Oft klappt es beim zweiten Hören.

#### e) Schau auf die Uhr.

Behalte im Blick, wie viel Zeit dir noch bleibt.

Du solltest am Ende noch fünf Minuten einplanen, um alles nochmal durchzulesen und Fehler zu korrigieren.

- 1
- You will hear five short conversations.
  - You will hear each conversation twice.
  - There is one question for each conversation.
  - For questions 1–5 mark A, B or C.

- 2
- Write an email to your friend Jasper.  
Answer his questions.  
Write at least 60 words.

Beispiel 1: Du wirst fünf Gespräche hören. Jedes Gespräch ist zweimal zu hören. Es gibt eine Frage zu jedem Gespräch. Du sollst aus drei Auswahlantworten die richtige auswählen.  
Beispiel 2: Du sollst eine Email schreiben. Nein, du sollst Jaspers Fragen beantworten. Dein Text soll 60 Wörter haben.

## 1 READING Signs

a) Where can you see these signs?

Students who are getting ready for exams at the end of year 9 will find extra practice here. ▶ Skills file 5, p. 125



- |   |   |  |
|---|---|--|
| <p>1 <b>A</b> on a ferry<br/><b>B</b> in an airport<br/><b>C</b> at a station</p> | <p>2 <b>A</b> in a hospital<br/><b>B</b> by a road<br/><b>C</b> in a park</p> | <p>3 <b>A</b> at a post office<br/><b>B</b> on a letter box<br/><b>C</b> on a computer</p> |
|---|---|--|

b) What information do these signs (1–3) give? Choose **A**, **B**, **C** or **D**.



- |   |  |
|---|--|
| <p>1 <b>A</b> Swimming is not allowed on this beach.<br/><b>B</b> You mustn't swim between the red and yellow flags.<br/><b>C</b> Swimming is allowed when there are no flags.<br/><b>D</b> If you need help, call 000.</p> | <p>2 <b>A</b> The road is open, but you must drive slowly.<br/><b>B</b> The road will turn left or right.<br/><b>C</b> The road will go up or down, but you can't use it at the moment.<br/><b>D</b> You can change money at the bank.</p> |
|---|--|



- 3 **A** You aren't allowed to bring a mobile into the library.  
**B** Only teachers can take calls in the library.  
**C** You can use a mobile in the library, but don't speak loudly.  
**D** You can have your phone in the library, but it mustn't ring.

## 2 LISTENING A strange story

Listen twice to the story about a snake in Australia.

Are the sentences true or false?

- 1 People saw the snake in the outback of Australia.
- 2 The snake was two metres long and brown.
- 3 People from the Australian Reptile Park came and caught the snake.
- 4 The snake was the most dangerous snake in the world.
- 5 Snakes only kill five people every year in Australia.



### Exam file: A strange story

**Man:** I read an amazing story about a snake on the internet.

**Woman:** Oh yeah.

**Man:** Yeah. So there was this family and they were at home in Australia.

**Woman:** In the outback?

**Man:** No, in a big town. I can't remember exactly where it was, but they were in their garden, and suddenly they saw this huge snake. It was enormous – about two metres long. And it was brown.

**Woman:** Wow! That must have been so scary. What did they do?

**Man:** Well, they ran inside, of course, and then they phoned a sort of zoo for snakes – the Australian Reptile Park. And some people came from the park, and they caught the snake.

**Woman:** Did they say it was dangerous?

**Man:** Dangerous?! They said it was an Eastern Brown snake, the second most dangerous snake in the world!

**Woman:** That's terrible! Do these snakes often go into towns?

**Man:** No, they don't, luckily. But this summer has been especially hot and wet in that part of Australia – and snakes love hot wet weather.

**Woman:** That's horrible. So what did the people do with the snake?

**Man:** They took it back to their park. It lives there now. It's one of the biggest snakes in the park.

**Woman:** And the most dangerous?

**Man:** I don't know. I know the most dangerous snake in the world is the Inland Taipan – and it also lives in Australia. But I don't know if the park has one.

**Woman:** I don't think I want to go to Australia ... I don't like snakes.

**Man:** Oh, come on! Most tourists never see a snake!

**Woman:** Really? How many people in Australia are hurt by snakes every year, then?

**Man:** About three thousand.

**Woman:** Three thousand!

**Man:** Yes, but only five people a year are killed by snakes. And do you know how many people are killed on the roads in Britain every year? One thousand seven hundred! And you still go on the roads, don't you?

**Woman:** Yes ... but... well, that's different.

**Man:** Is it?



### 3 LANGUAGE Sam, the koala

Complete the text with the correct words in the brackets.

#### Firefighter gives koala a drink

Sam, a 2-year-old koala, became an internet star after a forest fire in Victoria, Australia. Volunteer firefighter David Tree ... (1 found / finds / find) her and ... (2 gave / give / will give) her some water from a bottle. Another firefighter filmed her with Tree and the film ... (3 was seen / is seen / saw) by thousands of Australians on the internet. Koalas are often hurt in fires ... (4 but / because / so) they usually spend all ... (5 his / her / their) time up in trees and they move slowly on the ground. The fires move so quickly that the koalas can't move ... (6 fast / slow / slowly) enough to escape.



Many koalas are hurt every year in forest fires

### 4 WRITING An email to a host family

You're planning to go to Australia and looking for a host family. Read this website and write to the family (60–80 words). Give information about yourself and ask them questions.

We're an average Australian family – mum, dad and three kids. We love meeting new people and foreign students come and stay with us every year. We'd like to find out something about you before you come, so tell us:

- your name, age and hobbies,
- why you'd like to come to Australia,
- what you'd like to see while you're here.

Feel free to ask us anything you like about us, our family, our house, our town, etc.

The Hanson family

