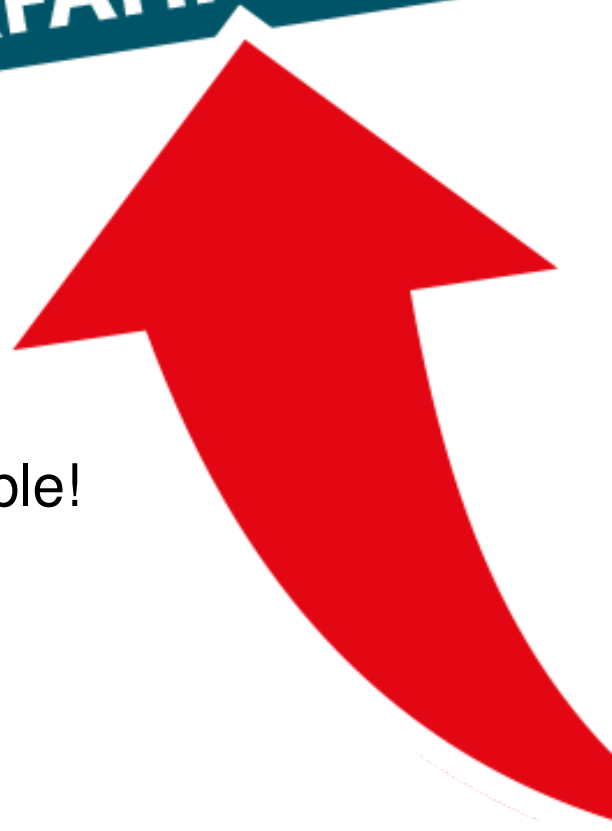


**MEHR  
ERFAHREN**



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**innovativ**  
**unterrichten**

**MEHR**  
**ERFAHREN**

**mit Hör- und  
Bildimpulsen**

# **Mündliche Prüfungen Englisch**

Unterrichtsideen für die 8.–10. Klasse

mit CD-ROM

**STARK**

# Mündliche Prüfungen • 8.–10. Klasse


von Paul Jenkinson

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## Liebe Lehrerinnen, liebe Lehrer,

mündliche Prüfungen werden heutzutage in allen Jahrgangsstufen eingesetzt. Oft beschränkt man sich in der Mittelstufe auf Bild- und Cartoonbeschreibungen, Kurzpräsentationen zu Hobbys und einfache Rollendiskussionen. Für einen kreativen, abwechslungsreichen Unterricht bieten sich aber viel mehr Möglichkeiten. In diesem Buch finden Sie viele spielerische Ansätze, die Schüler in einem handlungs- und produktionsorientierten Unterricht auf mündliche Prüfungen vorzubereiten. Die Kopiervorlagen sind dabei stets so aufgebaut, dass sie sofort und ohne lange Vorbereitung im Unterricht eingesetzt werden können. Ihre Struktur orientiert sich an den Phasen des modernen Fremdsprachenunterrichts. Die wichtigsten sprachlichen Elemente und Strukturen werden dabei schrittweise eingeführt.

Da die Aufgaben in verschiedenen Jahrgangsstufen verwendet werden können, finden Sie auf der CD-ROM  und im Band alternative Aufgabenstellungen, die je nach Lernniveau oder Themenschwerpunkt in der jeweiligen Jahrgangsstufe verwendet werden können. Auch für die Prüfungen befinden sich auf der CD-ROM Alternativen, sodass Sie verschiedene Gruppen innerhalb einer Klasse bilden können, ohne zusätzliches Material zu suchen. Zusätzlich finden Sie hier

- alle Kopiervorlagen in PDF- und Word-Versionen, so können Sie die Aufgaben nach Belieben anpassen und Bilder auf Wunsch austauschen,
- Tonaufnahmen mit verschiedenen Zitaten, die im Unterricht und in der Prüfung als Hörimpulse eingesetzt werden können,
- Aufnahmen von Lösungsbeispielen, die mit den Schülern besprochen werden können,
- Bögen zur *peer evaluation* und zum Protokollieren der Schülerleistung in der Prüfung,
- eine Excel-Datei, in der Punkteverteilungen festgelegt werden und die die Leistung einzelner Schüler und der Klasse automatisch berechnet und
- die Farbkarten als PDFs, damit Sie diese beliebig oft ausdrucken und auch im normalen Unterricht verwenden können.

Ich wünsche Ihnen und Ihren Schülern abwechslungsreiche Englischstunden und viel Spaß (und Erfolg) bei der Vorbereitung auf die mündliche Prüfung.



Paul Jenkinson



## B Vorbereitung auf die Prüfung

### B1 Storytelling – working with pictures

**Zeitbedarf:** jeweils 1–2 Unterrichtsstunden

**Jahrgangsstufe:** 8./9. Klasse (KV B1.1), 10. Klasse (KV B1.2)

**Kompetenzen:**

- Sprechen/Schreiben (visuelles Material beschreiben)
- Geschichten und kreative Zusammenhänge erfinden
- Sprechen (eine kurze Rede planen, verfassen und halten)
- Sprechen (sich spontan in der Fremdsprache äußern)

**Material:**

- KV B1.1–KV B1.2
- Audio-Datei „Beispiel: My imaginary holiday in Scotland“ (CD-ROM)
- Weitere Bilder: New York und Australien (CD-ROM)
- Audio-Datei „Beispiel: Looking back in time“ (CD-ROM)
- Weitere Bilder: „Looking back in time“ (CD-ROM)

Bilder sind sicher der meistgenutzte Sprech Anlass in mündlichen Prüfungen. In Form von Cartoons und einfachen Bildbeschreibungen hat sie sicher jeder schon einmal im Unterricht verwendet. Diese künstlichen Sprechsituationen kommen jedoch im Alltag kaum vor. In den hier vorliegenden Unterrichtsstunden wird ein anderer Ansatz gewählt. In Aufgabe eins geht es um eine erfundene Urlaubsreise. Die Schüler sollen von „ihrem“ Urlaub berichten. Dazu erhalten sie Karten mit verschiedenen Bildern, die zunächst in keinem direkten Zusammenhang zueinander stehen. Ihre Aufgabe ist es, eine erfundene Urlaubsreise in einer kurzen Rede darzustellen und mithilfe der Bilder eine interessante Geschichte zu erzählen. → KV B1.1

Wie schwer es ist, eine längere Rede am Stück zu halten, weiß jeder, der es einmal selbst versucht hat. Um die Schüler langsam an die komplexe Aufgabe heranzuführen, wird daher schrittweise vorgegangen. Als **Einstieg** sollen die Schüler vier Bilder in eine Reihenfolge bringen und begründen, warum sie sich genau für diese Variante entschieden haben. Erst in einem zweiten Schritt beschreiben die Schüler die Bilder im Detail. Sie halten wichtige Aspekte stichpunktartig fest, wobei ihnen Punkte, die sie berücksichtigen sollen, bereits in einem Beispiel vorgegeben werden. Zusätzlich zu Aspekten, die auch bei einer reinen **Bildbeschreibung** genannt würden, sollen sie sich überlegen, wie die Motive in Zusammenhang mit ihrer Urlaubsreise stehen.

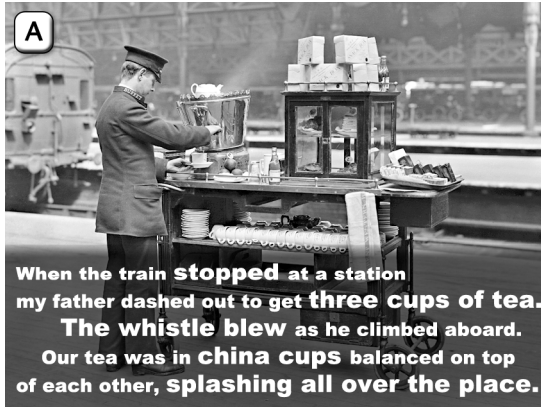
Um deutlich zu machen, wie man die Elemente, die im Bild enthalten sind, mit erzählerischen Elementen verknüpfen kann, erhalten die Schüler in Aufgabe zwei einen Ausschnitt aus einer Erzählung zu einem der Bilder. Dadurch, dass sie die **Elemente der Bildbeschreibung** und die **erfundenen Elemente** in unterschiedlichen Farben kennzeichnen, erkennen sie, wie man diese miteinander verweben kann, um so eine glaubwürdige Geschichte zu erhalten.





**KVB1.2** Storytelling – working with pictures: Time travelling**Getting started**

- 1 Look at the photos and the comments written on them.



- From whose perspective are the comments made?

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- Read the comments and look at the photographs. What are the differences between travelling on a train then and now?

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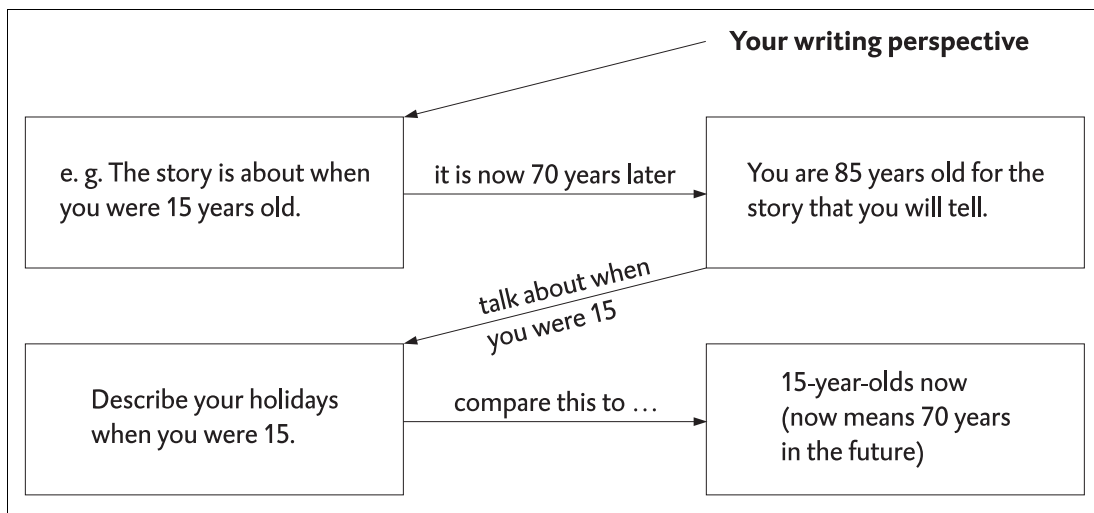


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### Structuring your talk

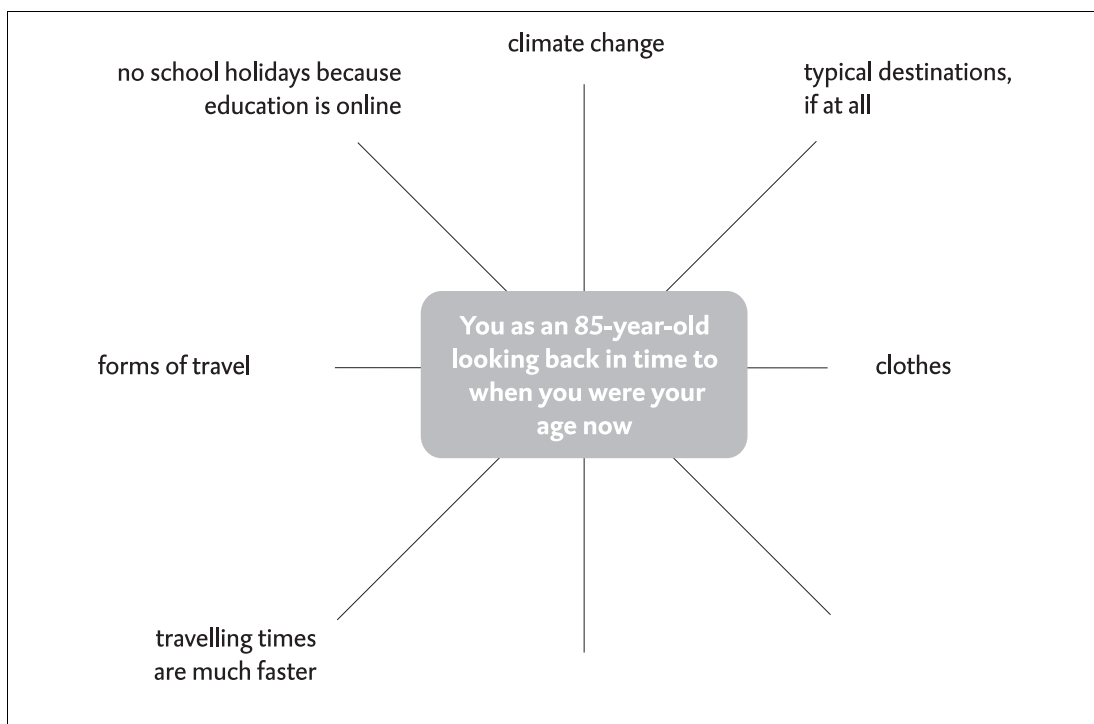
- 2 Imagine that it is 70 years in the future: that means you are your age now + 70, for example  $15 + 70 = 85$ .

As an old person, describe your holidays when you were a teenager and compare them to the time in which you are now living – remember you are doing this from a future perspective and looking back into the past.



- Consider future developments: For example, will smartphones still exist? Will climate change restrict where you can go?
- How will you see your life today when you look back at it 70 years in the future?
- Think of details, like those given in the warm-up exercise about train travel.

Here are some starting points to use. You may use your own ideas, too.



**2-minute talk**

- 3 As an old person describe your holidays when you were a teenager and compare them to the time in which you are now living.  
Talk for about two minutes.

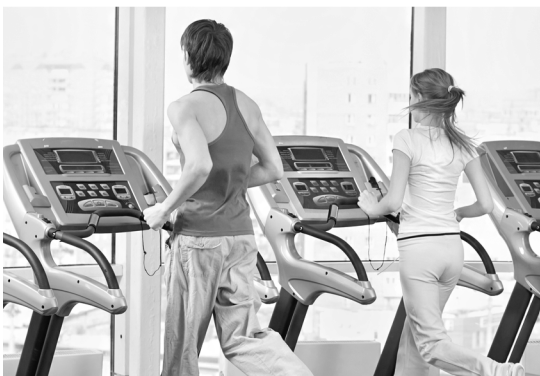
**Example beginning:**

*You all work at home now with your e-links to the central education portal. When I was your age, though, we had to go to a school and schools had certain times of the year for their holidays. So, our main holiday was usually in August - the summer holiday - not like today when you can go on holiday at anytime because you can continue working anywhere in the world and at anytime ...*

**Extension:** Whilst listening to everyone's talk, the rest of the class should take notes of the best ideas that people make regarding changes in the future. Discuss the ideas and comments people make. Is there any general consensus about life 70 years in the future?

**Conversation practice**

- 4 Transport is not the only thing that will change. Get together in groups of 4.
- Place the cards face down on your table.
  - Each person must take a picture, turn it over and look at it.
  - This is what you want to tell young people about.
  - Make some notes about your topic (allow 3–5 minutes for this).
  - Now, tell the rest of the group what it was like “when you were young” making use of the picture. Try to speak for two minutes.
  - The other members of your group take over the role of the teenager 70 years in the future and should ask questions of the “old” person after each talk.





4 Possible ways to connect the photographs:

Photograph **A** to photograph **D**: **on the next day**; Mum made an “English” breakfast; funny because we were in Scotland; tasted good; **look**

Photograph **D** to photograph **C**: **after breakfast**; sunny weather; trip to Edinburgh; loud noises; bagpipes and kilts; a little noisy; but still cool; **Dad took a picture**

Photograph **C** to photograph **B**: **walked very much; suddenly saw bikes you can rent; as you can see here**; already seen city; trip to the coast; very steep hill

2-minute talk



5 Possible solution/Transcript:

On the first day we drove to the Highlands of Scotland where my parents had rented a holiday house. When we arrived at the address, the house there looked terrible – as you can see here. It was really old, the roof was made of metal and had holes in it – even some of the windows were broken. There wasn’t a garden, or even a path to the front door. My father was really angry and he immediately phoned the travel agent. She just laughed – but then she explained that some car navigation systems sent people to this old house but ours was about 500 metres further along the road! After we had found our house we unpacked and we had a walk around. We went to bed early.

The next day Mum had made us all an “English” breakfast – look! We joked that it should be a Scottish breakfast. The eggs, bacon and everything else were really nice. It was a lovely, sunny day and after breakfast Dad told us that we were all going to Edinburgh for the day. We looked around the city and then we heard an awful noise. There were lots of people standing along the side of the road and then the noise became more like a real tune. We wanted to see what was happening. After a few minutes a group of Scottish bagpipe players, all wearing their kilts, came along the road playing their music. It was fun to listen to and see. My dad took this photograph. This is what traditional Scottish clothes and bagpipes look like. After that we walked further until we came to a long row of bikes to hire. As you can see, there were really a lot of them. My mum said, “Let’s see how much they cost”. They were only £2 each to hire. Most people use them to tour the city with but because we had walked around it already my dad decided that we could use them to cycle to the coast. It wasn’t that far he said! Well, it wasn’t, but coming back was uphill all the way! Luckily, we could leave the bikes at any of the bike parks – we saw one, left the bikes and caught a bus back to the city centre.

**KVB1.2**

**Storytelling – working with pictures: Time travelling**

**Getting started**

- 1 **A:** The comment is made from the perspective of a customer.  
**B:** It is made from an observer’s point of view (not defined).  
**C:** A young woman (the “buffet girl”) who sold food in trains is speaking here.  
**D:** The young man selling ice cream speaks here.

What all the pictures have in common is that people are looking back in time and describe something they experienced when they were still young.

Possible comparisons:

Then	Now
<ul style="list-style-type: none"> <li>• Cups of tea made on the station platform for the passengers of the trains</li> <li>• No tea (drinks) on the train</li> <li>• Tea in real cups</li> </ul>	<ul style="list-style-type: none"> <li>• Trains either have buffet cars where passengers can buy tea (and drinks) or they don't have any services on them.</li> <li>• Tea (drinks) comes in plastic or paper cups.</li> </ul>
<ul style="list-style-type: none"> <li>• Someone to greet people as they get off the train</li> <li>• That person is well dressed.</li> <li>• Steam train</li> </ul>	<ul style="list-style-type: none"> <li>• No one greets people off a train.</li> <li>• You don't often see anyone working on a station platform.</li> <li>• Trains are modern and fast – and usually use electricity or diesel.</li> </ul>
<ul style="list-style-type: none"> <li>• Women worked in the buffet car.</li> <li>• Had to wear a uniform</li> <li>• Employees were inspected regularly to make sure they were well dressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Anyone can work in a buffet car.</li> <li>• A uniform is often still worn.</li> </ul>
<ul style="list-style-type: none"> <li>• Ice creams were sold from a cart on the platform to people in the trains through windows or doors.</li> <li>• The boy selling the ice creams is wearing a special uniform.</li> <li>• People were in a hurry to buy ice creams.</li> <li>• Passengers often gave tips.</li> <li>• The train coaches had many doors in them.</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing is sold from the platform.</li> <li>• Things to eat – snacks for example – are usually sold in the buffet car.</li> <li>• No ice cream is sold because it can make a mess in the train.</li> <li>• Tips are less common when people buy ice cream.</li> <li>• Train coaches have fewer doors – usually just two on each side.</li> </ul>

### 2-minute talk



**3** (Content could include, for example: school holidays, climate change, clothes, precautions, travelling methods, holiday activities, destinations, food...)

You all work at home now with your e-links to the central education portal. When I was your age, though, we had to go to a school and schools had certain times of the year for their holidays. So, our main holiday was usually in August – the summer holiday – not like today when you can go on holiday at anytime because you can continue working anywhere in the world and at anytime.

Climate change, though, has meant that many things I used to do as a teenager are no longer possible. My friends and I went skiing every winter – you probably haven't even done that because there's so little snow now. In the summer, when it was warm, we also went to the open-air swimming pool – so many of us got sunburnt there; we just laughed about it but then everyone was told that the sun was very dangerous and that's why all the swimming pools are now inside.

We usually went by car on holiday and it often took a very long time because of traffic jams. I don't miss those! I think travelling is much easier today with the "intelligent" highways that automatically control the traffic and with having driverless cars.

Typical holidays for my family were skiing in winter and going to the coast in summer. A lot of families did the same. I can't remember all the things we did on holiday but most of the time we were outside in the fresh air, even when eating – restaurants, having picnics and barbecues. I think most of you today, though, do



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