

Klassenarbeit 15
Schwerpunkt: *Oral exam*

15–20 minutes

I Presentation (1 minute per candidate)

Introduce yourself and talk about your favourite leisure activities.

II Comment (3–4 minutes)

Work together with your partner.

Talk about **immigration**:

What effect can ethnic minority groups have on a country?

Talk about both positive aspects and possible problems.

III Role play (4–5 minutes)

Read through the role cards quietly. Together with your partner choose **one** of the following situations. Decide who is A and who is B and act out the dialogue.

a)

Candidate A

You have been invited to a friend's party on Friday. But today (Thursday), you had a terrible row with some of your friends from your class. You don't feel like going to the party. You tell B that you won't be going.

Candidate B

It is your party. You have heard about the row and you know that it was based on misunderstandings. You try to convince A to come to the party.

b)

Candidate A

You have had problems with your parents and at school for a while. Today there was another dispute with your parents. So you have decided to run away. You tell your friend about your reasons and your plans.

Candidate B

You don't think running away is a good idea, so you try to convince your friend to stay. You try to help him/her find better solutions to solve his/her problems.

IV Describing a picture (5 minutes)

Take turns to describe your picture in as much detail as possible. Then compare your pictures and talk about the message together.

A



B



Solution

/// **Hinweis:** Die Bewertung der Sprachkompetenz der Prüflinge in einer mündlichen Prüfung erfolgt im Allgemeinen nach folgenden Kriterien: Aussprache und Intonation, Flüssigkeit, Wortschatz, grammatische Korrektheit und Inhalt. Je nach Aufgabe werden diese Kriterien unterschiedlich gewichtet. Bei dem Teil der Prüfung, der zusammen mit einem Partner oder einer Partnerin zu bearbeiten ist, wird außerdem die Interaktion in die Bewertung einbezogen. Vor einer mündlichen Prüfung wird deine Lehrkraft erklären, welche Kriterien angelegt werden und wie sie gewichtet sind.

I Presentation

/// **Hinweis:** Viele mündliche Prüfungen beginnen mit einer persönlichen Frage, damit der Prüfling sich in seine Rolle einfinden kann. Auf diese Fragen kannst du dich vorbereiten, indem du schon vorab überlegst, wie du dich selbst vorstellen kannst und was dir wichtig ist.

Sample solution: talking about yourself and your favourite leisure activities

My name is Anna-Lena Meyer and I live here in Neustadt bei Coburg. I'm 16 years old and I'm in year 10 at the Arnold-Gymnasium. My favourite subjects are English, history and physical education. I really enjoy taking part in all the extra-curricular activities that are offered at our school. I've been the chief editor of our school magazine since last year and I like writing articles about things that are interesting to me and my schoolmates. I'm also a member of the team of pupils who are responsible for first aid at school. So I usually spend quite a lot of time at school during the week. When I'm not at school and not busy doing my homework, I like swimming and running. At the moment, I am training to run a half-marathon in summer, which takes quite a bit of my spare time. Apart from that, I love reading books and watching films either at the cinema or at home with my family and friends.

II Comment

/// **Hinweis:** Auch diese Aufgabe kannst du im Vorfeld der Prüfung vorbereiten. Lege dir bestimmte nützliche Füllwörter und Gesprächsfloskeln bereit, z. B.:

- /// – Well, I don't think so ...
- /// – I'm sorry, but I don't agree at all.
- /// – I think you're right up to a point.
- /// – What I want to say is ...
- /// – What do you think about ...
- /// – As far as I'm concerned ...
- /// – Do you mind if I interrupt?

▮ *Versuche auf das, was dein Mitprüfling sagt, zu reagieren und einzugehen
oder auch gezielt nachzufragen, um zu verhindern, dass das Gespräch ins
Stocken gerät, und um neue Redeanlässe zu schaffen.*

▮ *– What exactly do you mean by ...?*

▮ *– I didn't follow what you said about ...*

▮ *Achtet darauf, dass beide Partner*innen einen etwa gleich großen Redeanteil
haben und nicht eine*r von beiden das Gespräch dominiert. Denke auch
daran, immer höflich zu deinem Gegenüber zu sein.*

PARTNER A: This morning, there were some more official statistics on the number of immigrants in the newspaper. Have you seen them?

PARTNER B: No, I haven't. Was there anything special?

PARTNER A: Well, in fact, the article was about the effects that ethnic minority groups can have on a country. Have you ever thought about that?

PARTNER B: Well, I think that in people's minds, immigrants, that is to say ethnic minorities, are connected to lots of problems society is facing nowadays. Many people hold prejudices against people of a different skin colour or a different religious or cultural background – especially after what happened in New York and London.

PARTNER A: Yeah, I know what you mean. After 9/11, every Muslim was viewed with suspicion as if every single one were a terrorist. Those prejudices are terrible – you cannot tar everyone with the same brush.

PARTNER B: I totally agree. But lots of people are of the opinion that immigrants come to our country in order to benefit from the money our welfare state grants them. Many think that they take away our jobs and are therefore the reason why the unemployment rate is so high. But, let's be honest, often they just do the jobs that our own people don't want to do.

PARTNER A: Well, you know, I can't by any stretch of the imagination understand these people. First of all, they should know some facts about immigration and those affected. In fact, I believe that people from a different ethnic background can enrich the culture of the host country enormously. Just think about the different kinds of food. I love eating out at Chinese restaurants and imagine that there were no doner kebabs! Unthinkable!

PARTNER B: Yes, you're right. Immigrants can make a great contribution towards the culture of a country as far as food or literature are concerned. But to a certain degree, they also have to adapt to the country where they want to live.

PARTNER A: That's a good point. That's often discussed by politicians these days. Well, I believe that the immigrants should at least learn to speak the country's language as this is essential for their children to be able to grow up in a different culture.

PARTNER B: Yes, I agree.

III Role play

/// **Hinweis:** Hier sollen du und dein*e Prüfungspartner*in ein spontanes Gespräch führen, ohne dass ihr vorher gemeinsam überlegen könnt, welchen Verlauf das Gespräch genau nimmt. Am besten beginnt ihr das Gespräch je nach vorgegebener Situation mit ein oder zwei einleitenden Floskeln (z.B. "Nice to see you. How are you?"), um dann auf das Thema zu sprechen zu kommen. Diese Phrasen kannst du dir schon vor der Prüfung zurechtlegen. Höre dann genau zu, was dein*e Gesprächspartner*in sagt und gehe auf das, was er oder sie sagt, ein. Sollte das Gespräch ins Stocken kommen oder dein*e Partner*in sprachliche oder inhaltliche Probleme haben, versuche ihm oder ihr zu helfen, indem du beispielsweise Rückfragen stellst (z.B. "So, if I understood you correctly ...?"; "Do you think that ...?") oder einen Einwand vorbringst (z.B. "May I interrupt you for a moment?"; "I'm sorry but I don't agree at all."). Achte außerdem darauf, dass das Gespräch auf irgendeine Weise einen Abschluss findet und nicht einfach abrupt zu Ende ist.

- a) PARTNER A: Hey, Sarah, have you got a second? I'd like to talk to you.
PARTNER B: Of course, Jessica, what's the matter?
PARTNER A: Well, I just wanted to tell you that I don't feel like celebrating with all those idiots and that I won't be coming to your party tomorrow.
PARTNER B: Oh, don't be silly. Of course you will. Why shouldn't you? We've both been looking forward to it for ages.
PARTNER A: Yes, I know. But I've just had an argument with Janette and the others.
PARTNER B: What was it about?
PARTNER A: Oh, someone told me that Janette had said that I would only take part in the sports competition because then I wouldn't have to go to school and that I wouldn't have the slightest chance of winning because I'm so unsporty.
PARTNER B: That's the reason why you don't want to come? Well, calm down. Janette isn't coming to the party tomorrow because she'll be out of town. So, no problem there. But who told you what she was supposed to have said?
PARTNER A: Laura heard her talking about me and some others in the changing cabin after the PE lesson. And when I talked to Janette about what she'd said she just pretended not to know what I was going on about. Instead, she said that she'd never even said anything about me. As if I wasn't worth being talked about at all ...
PARTNER B: Now, don't exaggerate. You know that Laura isn't exactly trustworthy. What about me talking to both of them and clearing up the situation? Then you won't have to worry about it anymore and you can

enjoy the party tomorrow night. I'm sure that either Laura understood something completely wrong or she made it up because she's jealous.

PARTNER A: Okay, so tell me when you've talked to them. Actually, it's your party ... and I don't have to talk to the others if I don't want to ...

PARTNER B: Yes, you're right. But I'll make sure everything will be okay by tomorrow night, okay?

PARTNER A: Yes, okay. Thank you!

b) PARTNER A: Hey, Lena, have you got a minute to talk?

PARTNER B: Yes, sure! What's the problem? You look terrible. What has happened?

PARTNER A: Oh, it's just my parents again. You know, when they saw the maths test yesterday, we had a terrible row.

PARTNER B: I'm so sorry to hear that.

PARTNER A: It's always the same. They want me to do better at school. They always tell me to work more for maths and physics. And when I tell them that this is the best I can do, they're disappointed. They don't see that I'm good at art and English.

PARTNER B: Yes, and you're excellent at PE ... But I know what you mean. For them those subjects aren't important.

PARTNER A: Exactly. And the teachers tell me that I'm no good at sciences either. That doesn't really help me.

PARTNER B: Well, don't take that too seriously. You know what kind of a person "Mr. Mathematics" is. He can just be really nasty.

PARTNER A: Anyway. I've packed my backpack and taken all the money out of my account and my savings box. Today I'm not going home after school. I've decided to run away.

PARTNER B: You have what?

PARTNER A: You heard right. The worst thing is that I don't even know whether they will realise that I'm gone. They only keep telling me to tidy up my room and to be home by 10. So for them, it'll be a relief when I'm gone.

PARTNER B: Oh, no, that's not true and you know it. Running away is not a solution to your problems. Have you ever talked to your parents about how you feel?

PARTNER A: Of course I have. But those conversations always end up in an argument about me not being like they want me to be. So I'll go and stay with a friend for a while.

PARTNER B: But that won't make the situation any easier for you. You're not old enough yet, so your parents are still in charge. And to be honest, parents are often like that. You have to find another way to talk to them.

Have you ever thought of seeing our guidance counsellor? She might be able to mediate so that you and your parents can have a calm conversation and talk things over.

PARTNER A: You're always so sensible ... Well ..., okay, I'll try that. But I'm not unpacking my bag yet ...

IV Describing a picture

■ **Hinweis:** Bei dieser Aufgabe bekommen dein Mitprüfling und du unterschiedliche Bilder, die ein gemeinsames Thema haben. Während du dir überlegst, wie das Bild so genau wie möglich beschrieben werden kann, solltest du auch daran denken, welche Aussage dahinter stehen könnte. Folgende Fragen können dir bei der Bildbeschreibung helfen:

- – What do the people in the picture look like (height, build, age, face, hair)?
- – What are they wearing?
- – What are they doing? Where are they?
- – What relationship do they have to each other?
- – What are they feeling and thinking? Why?
- Da die Bilder gewisse Leerstellen lassen, kannst du hier natürlich plausible Vermutungen anstellen, z. B. was die Beziehung der Personen untereinander angeht.

A In the picture, there are five people: one teenager in the foreground and four young people in the background. The young man in the foreground is about sixteen years old and of medium height. He has got short, blonde, tousled hair and is wearing a dark T-shirt and glasses. In his arms, he is holding a bunch of folders and books. He seems to be very sad or disappointed, even close to tears.

The four people in the background are three young women and one young man about the same age as the boy in the foreground. The young man has his arm round one of the women. Obviously, the weather is fine because they are all wearing summer clothes: short-sleeved T-shirts and jeans. They are leaning against the wall of a public building, probably a school building. They are looking at the boy, who is not facing them, but has his back to them. One of the young women seems to be pointing at the boy.

Evidently, the four of them are having a good time – as opposed to the boy in the foreground.

B In the picture, there are three girls who are about sixteen years old. They have got long hair that they are wearing in a ponytail. The two girls on the left and right have dark hair and the one in the middle has light hair. The hair of the girl on the right is very curly and she looks as if she might be from a Latino background. They are wearing cheerleader dresses and hold-

ing pom-poms in their hands. The girls are putting their arms around each other's shoulders and the girls on the sides are resting their free hands on their waists. All three are very pretty and are smiling happily. Obviously they are friends and are having a good time before or after a match of their school team, which they cheer on. The picture is taken from a low-angle position and in the background you can see the sky. The weather is fine, so for the girls it's a good day.

The message:

PARTNER A: I think my picture shows a typical situation at school where there is a group of popular kids who stick together and other kids who are not accepted by them. Obviously, the teenagers in the background are talking about and making fun of the boy in the foreground, who is hurt by what they say. Perhaps they have called him a geek.

PARTNER B: Yes, I see what you mean. That might fit the message of my picture, as the cheerleaders of a school are often the most popular girls in a class or a school. Usually they are an exclusive group in which "normal" girls are not accepted.

PARTNER A: Well, I agree with you. At school there are often groups of popular kids and for those who do not belong to these groups it's really hard sometimes, especially when they are outsiders for one reason or another.

PARTNER B: Yes, a lot of kids are bullied by their classmates because they are different in some way. And some of them would do anything to belong to one of the popular groups.