

6. Klasse – Test 3

Name: _____ Klasse: _____ Datum: _____

1. Listening: Sitcoms

 You will hear a report on sitcoms. For questions 1–5, choose the answer which fits best according to what you hear.

1. What is the humour in sitcoms connected to?

- the story
- the characters**
- the dialogue
- the scene

2. Which countries have been successful with their sitcoms worldwide?

- the United Kingdom and New Zealand
- Canada and the United States
- the United Kingdom and the United States**
- Canada and New Zealand

3. What is an essential part of all British sitcoms?

- broken relationships
- dark humour**
- political issues
- romance

!

4. How many shows make up the average sitcom season in Canada?

- 14**
- 20
- 22
- 40

5. How does the male speaker describe his most favourite sitcom?

- hilarious
- awesome
- witty**
- refreshing

Tapescript: Sitcoms

Radio host (female):

In addition to reality TV shows, TV series, talk shows, and soap operas, sitcoms are one of the most popular formats of television broadcasts today.

The term “sitcom” is made up of the two words “situation comedy”. It is a certain type of comedy on TV, characterised by a storyline and recurring characters. The most distinctive feature of a sitcom are the jokes presented in the course of the dialogue and the laugh track in the background. The humour sitcoms are famous for is mostly character-driven, and the running gags are an essential part of the show.

The shows themselves generally revolve around a fixed group of people, such as family members or friends, who share their lives with each other, either at home or in the workplace.

While Australia, Canada and New Zealand have failed to create sitcoms with worldwide success, the United States have produced a remarkable number of sitcoms, lots of which have been exported to other countries all over the planet. The same is true for the United Kingdom.

Sitcoms produced in the UK have got a very special touch. You will often find people trapped in unpleasant situations or broken relationships, such as in *Only Fools and Horses*. Political sitcoms or sitcoms focusing on adult and intellectual topics are not rare in the UK. British black humour cannot be excluded, of course. One more detail: The UK is home to the world’s longest-running sitcom, a show called *Last of the Summer Wine* which ran for 31 seasons from 1973 to 2010.

US sitcoms usually take 22 minutes. Combined with eight minutes of commercial breaks they make up half-hour programs. A complete season is comprised of 20 to 24 episodes, which is quite a lot in comparison to Canadian sitcom seasons, for example, which mostly consist of 14 episodes. American sitcoms often focus on families or groups of friends, but also concentrate on controversial issues in a serious way.

Today, viewers can choose from a wide variety of shows, ranging from sitcoms including fantastical elements and animated sitcoms to those addressing social or private issues.

Let’s hear from some of our listeners and find out about their all-time favourite sitcoms!

Woman:

I personally don’t really like sitcoms. Most of them I find rather dull. In general, I would say I am more of a movie-watcher. Um, there is only one sitcom I like and watch once in a while when flicking through the channels, and that would be *The Nanny* (*laughing*). ... I know ... I know ... it’s not the most sophisticated sitcom out there but I just can’t resist Frannie Fine’s laugh.

Man:

I can’t help it (*laughing*). My all-time favourite sitcom is and probably always will be *ALF*. You know *ALF*, don’t you?! That American science fiction sitcom from the 1980s! I love that little furry alien, Gordon Shumway, coming to earth from Melmac and spending his time on earth with the Tanners, the most lovable and at the same time most hilarious family of all. Thanks to iTunes I have got *ALF* on my computer at home ... and on my TV too ... where I can watch it whenever I want – which is absolutely awesome.

So far I haven’t found any other sitcom that even comes close to the wit and humour that makes *ALF* so special ... at least to me! (*laughing*)

E8 Listening Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_3.pdf)

1. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
2. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
3. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
4. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
5. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.

BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können

in Texten (Audio- und Videoaufnahmen) über vertraute Themen die Hauptpunkte verstehen, wenn deutlich gesprochen wird (B1).

GERS Beschreibung – Hörverstehen allgemein

B1 Kann unkomplizierte Sachinformationen über gewöhnliche alltags- oder berufsbezogene Themen verstehen und dabei die Hauptaussagen und Einzelinformationen erkennen, sofern klar artikuliert und mit vertrautem Akzent gesprochen wird.

Themenbereich(e):

Kultur, Medien und Literatur

3. What does Anne Flimmer do?

- She helps people handle short-term break-ups.**
- She helps people save their relationships
- She helps people break up with their partners.
- She helps people get through a divorce.

4. Why can taking a break be a good thing?

- Because you can look for better partners.
- Because you can get over your relationship.
- Because you can reflect upon your relationship.**
- Because you give your partner time to change.

5. What kind of advice does Anne Flimmer give to the listeners?

- Think about your own needs.
- Talk openly about the problem.**
- Ask friends for their advice.
- Be the first to ask for a break.

Tapescript: Taking a break in a relationship

Radio host:

You feel like throwing up ... your world starts shaking ... and your eyes swell up with tears. You think you will choke any second ... thinking clearly is not possible any more ... there is only one feeling growing inside of you ... (sigh) everything you have been living for and dreaming about is falling apart.

And all of this happens because you have just heard the words “I think we should take a break!”

I am sure anyone who has ever been in love has been there at least once. You know that your relationship is going through a rough patch but you don't feel like giving up because you know that you love your partner more than anything else. But it is your partner who suggests taking a break.

Now most people think that “taking a break” means breaking up for good. I have got good news for all you desperate folks out there! Listen closely! Taking a break does not have to be the end of a relationship!

With me today is Anne Flimmer, a psychologist, who has already helped a lot of people deal with temporary break-ups. She claims that by taking a break you can actually save your relationship.

Anne, please tell us quickly! What does “taking a break in a relationship” mean?

Anne:

I believe that taking a break can be an incredibly healthy thing, especially in long-term relationships. There are times in people's lives when they need to sort things out for themselves, for example at work or with their families. In order to take a close look at their lives and to be able to think clearly, they need some space, some time for themselves. Being with a partner at that very moment would most certainly be distracting and not bring about the desired effects.

Radio host:

I understand ... so you are saying that sometimes “taking a break” does not necessarily have anything to do with your partner but with yourself.

Anne:

Exactly! I mean ... of course, some people just use that line as a sort of lame excuse to end a relationship. And instead of telling you that it's OVER, they try to let you down easy.

Radio host:

OK, but how can you tell the difference? And more importantly, what can you do about the latter?

Anne:

First of all, I would say that you shouldn't jump to any conclusions. Instead, you should try to put yourself in your partner's place. Trying to understand someone's motives is a good first step, I would say. Try to get some perspective on what the real problem is. And then I suggest talking to your partner in peace and quiet. Be honest with each other. Don't beat around the bush! Instead, address whatever issue might be making you two take a break.

Prime Time – Key

If your partner just needs some time, give them that time! You will see that your relationship will benefit from it and that you will grow together even more.

If, however, you sense a real break-up, then accept it and try to move on. There is nothing worse than being in an unbalanced relationship, believe me! To be truly happy you want your partner to feel the same thing for you that you feel for them.

Radio host:

Anne, thank you very much for joining us ... *(fade out)*

E8 Listening Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_3.pdf)

1. **2.4.** Recognising the communicative function of utterances.
2. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
3. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
4. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.
5. **1.2.** Listening for main idea(s) or important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked.

BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können

einfachen Interviews, Berichten, Hörspielen und Sketches zu vertrauten Themen folgen (B1).

GERS Beschreibung – Hörverstehen allgemein

B1 Kann die Hauptpunkte verstehen, wenn in deutliche artikulierter Standardsprache über vertraute Dinge gesprochen wird, denen man normalerweise bei der Arbeit, in der Ausbildung oder der Freizeit begegnet; kann auch kurze Erzählungen verstehen.

Themenbereich(e):

Gedanken, Empfindungen und Gefühle

3. Reading: After-school programmes

You will read a text on the advantages of after-school programmes. For questions 1–5, choose the answer which fits best according to what you read.

A recent study conducted by the US Department of Justice has once again shown that about 30 per cent of all teenage crimes happen between 2 p.m. and 8 p.m., starting after school lessons. In order to present students with good and productive alternatives, more and more schools are offering after-school programmes. These programmes are the safe environment children and teenagers need in the hours between school and their parents' return from work.

There is no doubt that these after-school programmes have a positive effect on young people's development in many respects. The most important ones are their academic performance, their safety and the social skills they develop when being surrounded by their peers.

Academic performance

Conversations between parents and their children often have to do with school, more precisely, with things that do not go too well at school, like homework that has not been done or tests that have not been passed. While lots of parents struggle to convince their children to read for fun or attend to other academic activities, various media sources, such as the Internet or TV, easily distract young people.

After-school programmes can effectively help young people improve their academic performance. For many children and teenagers it is much easier to work their way through their material together with their peers. This gives them the chance to immediately ask questions, exchange ideas and motivate each other. Another advantage is the constant presence of teachers who can help with challenging subject matters.

Safety

In addition to the fact that after-school programmes can widen a young person's areas of interest because of the variety of activities that are often available, these programmes keep young people busy and therefore offer a certain amount of protection. Several surveys have shown that those teenagers who attend after-school programmes are less likely to behave in a destructive way or to abuse drugs or alcohol. Furthermore, they are also less prone to depressive behaviour, stress and exhaustion.

One of the reasons why teenagers engage in criminal activity is because they fall in with bad company. Boredom and peer pressure play a crucial role here. If teenagers are, however, kept busy with certain programmes, they get bored less easily and learn to appreciate the positive influence meaningful, productive and entertaining activities can have.

Social skills

When it comes to their social skills, it can be said that working in a group and being an active member of it helps teenagers acquire social awareness. They develop responsibility, learn to help each other and become more confident as social beings. At the same time their communication skills improve. What is more, after-school programme supervisors can turn into important mentors and friends, which is especially crucial for those teenagers who do not have that many people to look up to or share their lives with.

1. What is the main aim of after-school programmes?

- They assist parents in supporting their children.
- They help young people stay out of trouble.**
- They prepare young people for their professional lives.
- They help weaker students to perform well.

2. What do parents often have to deal with?

- They try to find suitable and entertaining activities for their children.
- They spend a lot of money on private tutors for their children.
- They help their children to overcome everyday problems.
- They spend a lot of time pushing their children's performance.**

3. What does “This” in paragraph 4, line 3 refer to?

- the material
- academic performance
- peer work**
- studying

4. What characterises teenagers who attend after-school programmes?

- They are jealous of each other.
- They are easily bored.
- They keep themselves busy.**
- They fall for drugs and alcohol.

5. Which word could be used instead of “awareness” in “social awareness”?

- responsibility**
- opinion
- clarity
- connection

E8 Reading Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf)

1. **3.1.** Understanding explicitly stated main idea(s) and distinguishing that from supporting detail(s)
2. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
3. **3.3.** Understanding the logical organisation of the text, e.g. understanding relationships among ideas in a text (problem-solution, cause-effect, temporal sequence etc.)
4. **2.1.** Finding specific details (e.g. names, figures, dates, any other surface-level information).
5. **4.1** Predicting the meaning of (unknown) words from the context

BIST Deskriptoren – LESEN

Die Schülerinnen und Schüler können

einfachen, klar gegliederten Texten zu vertrauten Themen in Zeitungen und Zeitschriften die wesentlichen Informationen entnehmen, wenn sie gegebenenfalls mit visueller Unterstützung ausgestattet sind (B1).

GERS Beschreibung – Leseverstehen allgemein

B1 Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.

Themenbereich(e):

Schule und Arbeitswelt!

- **Choose your friends wisely and be nice**

Remember! You don't have to be everybody's darling or buddy. Trying to be popular can be pretty exhausting. Besides, **it** is not fulfilling either. What really counts are a couple of good friends that you can trust and that are willing to be there for you when you feel down. Take care of your friendships. Be nice to people! Friendly and polite folks are always people other people want to be surrounded by.

- **Don't be afraid of being yourself**

I am well aware that as a teenager you generally don't know who you are. Very often you just know who you would like to be. In many cases it is famous people you look up and want to imitate. Let me tell you something: If you want to be really special, be yourself! Fake people are not interesting. You need to be real ... and in order to be real you need to be yourself! Peer pressure was yesterday. Individuals are interesting!

So, what do you think? Like it? I would appreciate your feedback on my "How-to-survive-your-teenage-years" list! Maybe you have something to share or even to add.

Looking forward to your response!
John

1. Who does this text NOT address?

- college students
- teenage boys and girls
- professionals**
- Internet users

2. What made John write this blog entry?

- his readers' responses
- conflicts within his family
- difficulties at school
- a troublesome week**

3. What is the purpose of the text?

- John wants to inform people about his plans.
- John wants to help other people.
- John wants to draw up some guidelines for himself.**
- John wants to influence other people.

4. What matters most about education?

- being interested in your future**
- getting the best marks possible
- trying to be the best
- being successful without people's help

5. What does “it” in paragraph 6 (line 2) refer to?

- trying to find people you can trust
- being loved by everybody**
- wanting to get along with people
- finding really good friends

E8 Reading Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf)

1. **1.3.** Identifying text purpose
2. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
3. **1.3.** Identifying text purpose
4. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
5. **3.4.** Understanding cohesive relationships (reference, ellipsis, substitution, conjunction, lexical cohesion)

BIST Deskriptoren – LESEN

Die Schülerinnen und Schüler können

Einfachen, klar gegliederten Texten zu vertrauten Themen in Zeitungen und Zeitschriften die wesentlichen Informationen entnehmen, wenn sie gegebenenfalls mit visueller Unterstützung ausgestattet sind (B1).

GERS Beschreibung – Leseverstehen allgemein

B1 Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.

Themenbereich(e):

Kindheit und Erwachsenwerden + Gedanken, Empfindungen und Gefühle

6. Language in use: The benefits of cycling

Read the text on the benefits of cycling. Some words are missing. Use the words in brackets to form words that fit in the gaps (1–6). Write your answers in the gaps.

As opposed to going by car, the benefits cycling has to offer are far (1) **reaching (reach)**.

First of all, cycling does not add to the (2) **pollution (pollute)** problem. In fact, it is an entirely clean form of (3) **transportation (transport)**. Instead of fuel, it burns calories. It also does not cause any noise pollution like cars and other motor vehicles do.

Second of all, cycling is good for your whole body. It is all about toning and firming your body. A woman of average (4) **weight (weigh)** can, for example, burn about 240 calories in only 30 minutes of cycling. If you have the chance to go cycling with a like-minded person, do it. Not only is it more fun to go cycling with friends, it can also be extremely (5) **motivating (motivate)**.

Even if you only cycle at a leisurely pace, your body will react to it by (6) **releasing (release)** endorphins, hormones that let us experience euphoria.

7. Writing: A letter of complaint

You went to the supermarket the other day and asked an employee for help. You were looking for a special ingredient your mother needed for cooking. After being treated very impolitely, you decided to write a **letter of complaint** to the supermarket's manager, Mr Mallow. In your letter, you should:

- describe the situation
- discuss the employee's reaction
- outline how you reacted to the treatment
- explain what you expect the manager to do

Write your **letter** in around **200 words**.

GERS Beschreibung – SCHREIBEN

B1 Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.