

3. Why does the woman not see her grandchildren regularly?

- Her children try to avoid contact with her.
- Since her husband's death she has stopped visiting them.
- They are too caught up in their stressful lives.**
- She does not make an effort to see them.

4. What was the wife's attitude towards the workaholic's job?

- She was worried about his well-being.**
- She hated his profession.
- She wanted him to change jobs.
- She liked it because of the money.

5. What happened after he had consulted the doctor?

- ! He decided to quit his job.
- ! He was fired from his position.
- ! **He took a longer break from his job.**
- ! He started to look for another job.

Tapescript: How to be happy in the 21st century

Radio host:

A big welcome to all my faithful listeners out there! Today I'd like to talk about something seemingly rare nowadays ... And that would be: HAPPINESS! (pause)

Take a close look at the people sitting next to you on the bus, look at your colleagues at work or the people waiting in line with you in a supermarket!

What do you see? ... What do they look like? ... Do they look happy?

Wandering through the streets, I personally see a lot of people buzzing around. ... By the grim look on their faces I can tell that they are either stressed out, sad, desperate, or just too busy to smile once in a while.

And I have to admit ... it's not easy to be happy today. Life is demanding and stressful. We think that what counts is financial security ... or that it's more important to take care of yourself than of other people. And yet, many of our folks end up thinking about their existence ... their purpose in life.

Let's hear from some of our listeners what they think about happiness and how they manage to be happy in this crazy world.

Older woman:

See, I go to church every Sunday morning. Um, don't get me wrong. I am not saying that going to church is what makes people happy these days. ... It's just ... Um ... I am an old lady. My husband passed away nine years ago and my children and grandchildren live about a 2-hour car-ride away. They lead pretty busy lives, so I don't get to see them very often. Most of my friends have died.

Luckily, I have made new friends. They are the reason why I go to church ... because we meet up every Sunday after mass to have some coffee and cake, and ... Um ... also to discuss new trips we would like to take to various places in the country.

It's the perfect combination: calming down and reflecting upon one's week during mass and then sharing your thoughts and ideas with kind-hearted and like-minded people. That's what makes me happy nowadays.

Younger man:

Only a few months ago I was – what you would call a workaholic. I got up at five o'clock in the morning, started checking my blackberry at 5.15. While taking a shower, I watched the news – I had this small TV next to the shower, which helped me stay on top of all the news, even while going to the bathroom. My wife hated that. She was okay with what I did for a living but she said that at least in the bathroom I could allow myself a REAL break from all the hustle.

Oh, sorry, I forgot (pause) ... I am a stockbroker! ... We usually need to be informed about new developments and what's happening worldwide 24/7. Which is why I had five TV sets scattered all over the house. My life consisted of me rushing from one appointment to the next.

I would have been okay with the stress factor, if it hadn't been for the depression that set in at some point. Constant fatigue and inner tension were only two of the side effects.

One morning ... I was standing in front of the mirror fixing my tie ... when my hands started to shake and my eyes went blurry for a few seconds. I tried to ignore it. Um ... It was my wife who forced me to finally consult a doctor.

I was prescribed rest and had to ask for a one-month leave of absence. During that time I started to think about myself and about what I had done with my life so far and I came to the conclusion that I

needed to change it. I decided that I was done putting off things in favour of success at work and a pile of money.

Today I feel good. I've started to do sports and meet my friends on a regular basis. My wife and I spend a lot of quality time together and ... oh ... I've sold three of my five TV sets.

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. **1.2.** 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. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
4. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.
5. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.

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 deutlich 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

2. Listening: The habit of queuing

!

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

1. What is “Queuing”?

- a radio morning show
- something you can buy
- a British dish
- a British tradition**

2. Where did the speaker go shopping with his friend?

- the market
- a butchery
- the mall
- a supermarket**

3. How did the speaker feel when a stranger jumped the line to get some pork?

- He did not really care.
- He started to complain loudly.
- He was shocked.**
- He was mad at his friend.

4. What do British people think about queuing?

- They are particularly proud of it because it makes them special.
- They accept it as it is a vital part of their culture.
- They try really hard to keep this habit up.
- They start ignoring it due to their stressful lives.**

5. What is the speaker trying to do with his talk?

- telling people a real-life story
- complaining about rude Europeans
- getting people to support his pro-queuing campaign
- convincing people of the importance of queuing**

Tapescript: The habit of queuing

Radio host:

Good morning, Norwich! This is your daily wake-up call with Owen. I hope you are all doing well on this beautiful Monday morning.

Today I would like to talk about a habit that – if you asked – many people would consider a very British habit. I'd like to talk about 'queuing'. Queuing is all about being patient enough to wait in line when you want to buy something, for example.

Now you might ask yourself why – in the world – have I decided to address the issue of queuing!?! Well, last week I went on a short trip to a European country which I won't name here. I was only there for two and a half days to visit a friend of mine. When she had to go to the supermarket one morning, I joined her.

There we were! Standing in front of the butcher's counter. We had to get minced meat and were third in line. My friend was about to order when, all of a sudden, a person behind us stepped forward and asked for some pork. My friend looked upset but did not react in any way. I could not believe it. How rude can one be? That man obviously ignored that we had been waiting there and just acted as if he hadn't even seen us.

A similar thing then happened while we were waiting at the check-out counter. There was a queue of about six people, us being fifth in line this time. Some of the people had quite a lot of food and other things in their trolleys. I knew it was going to take a while and I was okay with that. It was Sunday morning and people were filling up their stash for the weekend.

The shop assistant said that a second counter would be opened up shortly. As soon as that had happened all the people originally waiting behind us rushed to that second counter. My friend wanted to line up for that one too but I told her not to move because it wouldn't make much sense. I was pretty mad at that point.

(pause)

Now this goes to my folks out there! I personally think that we, the British, are often more organised and more patient. Knowing how to queue and being patient enough to wait in a queue instead of madly rushing towards counters, using one's elbows or even yelling at each other is part of our tradition and mentality.

And I am really proud of that!

Although a study carried out not too long ago showed that our attitude towards queuing is changing too – especially in the bigger cities where everybody is busy and stressed out.

(pause)

Now, I know that we all have our issues and that we all need to go and be places but I am now asking you to keep up our tradition. I am not joking for a change. I am really serious about that.

Who knows! Queuing up, you can take a deep breath, watch what's going on around you or just observe other people, which can be quite amusing at times. Or maybe waiting in a queue gives you time to just reflect upon your day, time you wouldn't have otherwise because you are usually busy running from A to B.

(fade out)

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. **2.2.** Determining a speaker's attitude or intention towards a listener or a topic.
4. **2.2.** Determining a speaker's attitude or intention towards a listener or a topic.
5. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.

BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können

Erzählungen aus dem Alltag und Geschichten verstehen, wenn es sich um vertraute Themenbereiche handelt und deutlich gesprochen wird (B1).

GERS Beschreibung – Hörverstehen allgemein

B1 Kann die Hauptpunkte verstehen, wenn in deutlich 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):

Einstellungen und Werte

3. Reading: How to write a good story

You are going to read a text on how to write a good story. For questions 1–5, choose the answer which fits best according to what you read.

How to write a good story

First-step tips for rising authors

Is your head about to burst because it is full of great ideas for creative and unwritten stories, but you have no clue how to put them on paper?

Good writing is always based on at least a few basic rules. Here are some very valuable pieces of advice meant to help you turn your dream of becoming a fantastic and successful storyteller into reality.

The plot

The plot of a story usually revolves around the main character's struggle or change the main character has to go through. The character faces various problems, which might endanger his or her economic or emotional existence. The main character might have to cope with friction arising between them and other characters. Life not falling into place for the main characters might also constitute the core of the story. Additionally, personal issues, emotional conflicts or distress might make changes necessary.

Your main characters should win or lose their struggle at least partly due to personal success or failure. Interesting characters are never solely rescued by others. A good story is about the main character's personal development and growth. He or she needs to learn how to accept their weaknesses and build on their strengths.

The structure

Before writing the story, you need to decide upon the point of view from which you would like to tell the story. If told from the third-person perspective, the narrator knows everything about the characters and their ways. Using the first-person means primarily knowing the first-person narrator. While the view might be a limited one, the first-person perspective allows for a clear and comprehensive insight into the narrator's way of thinking.

The story itself usually begins with a conflict. At times, things might seem all right. Close to the climax of the story, things mostly go wrong until either all is lost or victory can

be celebrated. All the events, having led to either failure or victory, are then wrapped up and the story ends.

Characters and setting

Do not start writing unless you know your characters well. Think about their personal background as well as their strengths and weaknesses. Perfect characters with flawless personalities are usually boring and do not leave much room for development. Most importantly, you should create characters your readers can relate to and care about.

Likewise, you should spend a considerable amount of time creating the place and time in which your stories will be set before putting them down. Make sure place and time are both interesting and representative of the struggle the main characters are dealing with. If necessary, do some research and collect information on the geographical and time-related background.

The theme

The theme constitutes the essence of the story. It is about the message the story wants to convey. Good stories do not need to point out what they intend to tell the reader. Instead, they rely on the theme subtly growing out of the story.

Choose a convincing theme, create fascinating characters, have them deal with their very personal problems in different settings and you have a fair chance of writing a pretty good story.

1. Who is this text written for?

- professional writers
- high school students
- amateur writers**
- full-time journalists

2. What is the core of a good story?

- the main character's problems**
- a good ending for the main character
- characters dealing with financial stress
- problematic romantic relationships

3. What is the benefit of telling a story from the first-person perspective?

- The narrator knows everything about all the characters.
- The reader learns about all characters' emotions.
- The narrator can tell his side of the story.
- The reader can identify with the narrator.**

4. Which of the following statements is correct?

- Every good story has a happy ending.
- Up to the story's turning point everything goes wrong.
- Every good story has a conflict at its centre.**
- The main character has to overcome his or her problems alone.

5. In which way should your characters be created?

- The characters show too many weaknesses.
- The characters are presented like real people.**
- The characters do not go through any development.
- The characters do not have any flaws.

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. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
4. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
5. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.

BIST Deskriptoren – LESEN

Die Schülerinnen und Schüler können

unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten aus den Themenbereichen des Lehrplans in Zusammenhang stehen, mit befriedigendem Verständnis lesen (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):

Kultur, Medien und Literatur

4. Reading: Stealth marketing

You are going to read a text on stealth marketing. For questions 1–4, choose the answer which fits best according to what you read.

Stealth marketing

These days advertising has found its ways into and onto everything we hear or see. Marketing messages can be found on TV, between songs on the radio, on shiny billboards or various posters on the bus or on the subway. Strolling up and down the street, you see shop windows swamped with ads displaying incredibly beautiful people with perfect bodies. Young people handing out vouchers welcome you at shop entrances. Surfing the net there is no chance to avoid being confronted with all sorts of ads calling for your attention.

However, advertising is not always that obvious or direct. Since more and more people are growing tired of all the advertising they are bombarded with day in, day out, advertising companies are exploring and working with new kinds of advertising, one of them being stealth marketing, which is also known as buzz or undercover marketing.

Stealth marketing is a very specific form of marketing that is difficult to spot because it does not look like marketing. It is considered successful when consumers do not realize that they are being advertised to. In general, stealth marketers make use of one of the most promising and honest ways of passing on information, namely by word of mouth. Think about a conversation between friends in which one party speaks very highly of a new device they have purchased. Their recommendation is much more convincing and trustworthy than any costly ad. Likewise, you might overhear what strangers are talking about at the bus station or in a café.

In stealth marketing, marketing companies hire actors to use certain products in places where lots of target consumers come together. While the storylines acted out by the actors may vary and range from having an argument to two long lost friends finally seeing each other again, they all have one purpose in common: to grab the listeners' attention.

Stealth marketing is usually used when traditional marketing techniques do not bring about the desired results. If done correctly, this form of marketing can be very successful. First and foremost, marketers need to be able to hide the campaign. As soon as consumers discover they have been manipulated and used, the marketers are facing negative feedback because all that is left from the consumers' point of view is anger. Second, good stealth marketing mostly involves people who look and sound very much like the people making up the target audience. It is all about originality and trust.

1. Which example of obvious marketing is NOT given?

- TV commercials
- radio ads
- billboards
- ! flyers**

2. When is stealth marketing successful?

- when consumers can spot ads in shop windows
- when strangers are talking about a product at the bus station
- ! when people do not notice what is being done**
- when a product is presented in a positive way

3. Why do more and more companies turn to stealth marketing?

- Stealth marketing is much cheaper than other methods.
- ! Consumers are fed up with common marketing methods.**
- Stealth marketing reaches far more people.
- Consumers prefer new marketing methods.

4. What is the purpose of this text?

- ! to inform consumers about a certain kind of marketing**
- to complain about the marketing methods of companies
- to compare old and new marketing strategies
- to warn consumers about stealth marketing

E8 Reading Strategies

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

1. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
2. **2.1.** Finding specific details (e.g. names, figures, dates, any other surface-level information).
3. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
4. **1.3.** Identifying text purpose

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):

Kultur, Medien und Literatur

6. Language in use: Grumpy Londoners

Read the text on grumpy Londoners. 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.

Everybody feels like this in the morning once in a while: downright uncomfortable and (1) **moody (mood)**. Take the British, for example! They are known for being grumpy in the morning. In fact, a survey (2) **carried (carry)** out by the Sleep Council has shown that Londoners can be considered the (3) **grouchiest (grouchy)** of all the people living in England.

According to the survey, approximately twenty per cent of all Londoners are in a bad mood in the mornings. (4) **Looking (Look)** at the people on the tube, for instance, you can see a lot of people looking (5) **absolutely (absolute)** serious, if not unhappy. Their feeling sullen may last up to four or five hours after getting up. What is also interesting and definitely worth (6) **mentioning (mention)** is that women seem to be grumpier than men. Some argue that is because women have got much more to do before they leave the house than their male counterparts.

7. Writing: Everything is going wrong

BIST Deskriptoren – SCHREIBEN

Die Schülerinnen und Schüler können

Ausführlichere Karten, persönliche Briefe und E-Mails schreiben und darin auch über Ereignisse, Erfahrungen und Gefühle berichten (B1).

GERS Beschreibung – SCHREIBEN

B1 kann unkomplizierte, zusammenhängende Texte zu mehreren vertrauten Themen aus ihrem/seinem Interessengebiet verfassen, wobei einzelne kürzere Teile in linearer Abfolge verbunden werden.

Themenbereich(e):

Gedanken, Empfindungen und Gefühle

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