


Test 3

Name: _____ Klasse: _____ Datum: _____

1. Listening: A casual conversation

 You will hear part of a conversation between Angela and Sharon. For questions 1–5, choose the answer which fits best according to what you hear.

1. Where are the two women?

- in a restaurant
- in a bar
- in a café**

2. Who are the two people talking?

- students at high school
- interns at a hospital
- freshmen at university**

3. What is Angela studying?

- Information Technology**
- foreign languages
- medicine

4. Why is the exam mentioned a tough one?

- Because it is an oral exam.
- Because the workload is high.
- Because the instructor is a problem.**

5. What did Sharon NOT do at the hospital?

- She took a patient's blood sample.
- She signed a prescription.**
- She put a cast on a patient's leg.

Tapescript: A casual conversation

| | |
|--------|---|
| Sharon | Oh ... May I have another tall soy latte without sugar? |
| Angela | Make that two! |
| Waiter | Sure, coming right up. (im Hintergrund sprechend) |
| Sharon | ... So, are you excited about the holidays? |
| Angela | Definitely! After passing all my finals on Wednesday, I am really looking forward to a short break from studying. After my exit-exam it took me some time to get used to this new environment ... which is why the past four months have been really stressful and nerve-wrecking at times. (pause) I can't believe I have actually managed to survive my very first semester at the IT department. |
| Sharon | I still admire you for that, Angela. Seriously, I couldn't deal with all those programs. Just looking at the screen when you are trying to teach that thing to do what you want it to do, I get all confused ... That's why I prefer medicine. |
| Angela | It's not that bad! It's just like learning to speak a foreign language. |
| Sharon | I've never thought of it that way. Still ... too difficult for me! |
| Angela | So how are your studies going? Did you finish all your anatomy classes? |
| Sharon | Most of them. I still have two exams ahead of me; one of them is a really tough one. It's an oral exam and the instructor is weird. |
| Angela | Hm ... What are the requirements? |
| Sharon | Oh, it's nothing spectacular ... just 400 pages I have to cover for only one exam. But from what I've heard, the instructor asks tricky questions, trying to confuse you. |
| Angela | I'm sure you'll be alright, Sharon! Oh, by the way, how was that first part of your internship at the hospital? Did you get to treat any real patients? |
| Sharon | They did not want me to take part in any treatments like prescribing medication but I was allowed to watch and, oh, oh ... I almost forgot! In the emergency room a doctor asked me to draw a patient's blood and I had to put another patient's leg in a plaster cast. That was kind of exciting. I felt like a real doctor! |
| Angela | Cool! I am sure you did a great job. Different question! ... How about those McDreamys and McSteamys among the doctors? Did you see any? |
| Sharon | (lachend) Well, let's say TV is a lot better than reality ... (lachend) |

E8 Listening Strategies

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

1. **2.3.** Relating utterances to their social and situational contexts.
2. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.
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. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.

BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können

Gesprächen über vertraute Themen die Hauptpunkte entnehmen, wenn Standardsprache verwendet und auch deutlich gesprochen wird (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):

Schule und Arbeitswelt

2. Listening: Music as a means of stress relief

 You will hear part of a radio report about how music can help people deal with stress. For statements 1–7, choose the answer (True or False) which fits best according to what you hear.

1. Every form of music can be considered art.

True

False

2. Only people with a certain cultural knowledge enjoy music.

True

False

3. Classical music in particular helps you overcome stress.

True

False

4. Music can completely replace your social contacts.

True

False

5. The melody is as important as the story behind a song.

True

False

6. While listening to music to relax, you should not be disturbed.

True

False

7. This report informs the listeners about the healing power of music.

True

False

Tapescript: Music as a means of stress relief

Music is with us every single day. You turn on the radio, listen to all sorts of songs and sing along. You come home after a long and exhausting day at school or work and you just switch on your favorite songs, either on your CD player or computer, and drift away.

Music can help us through bad times or make good times even better. It energizes us or makes it easier for us to calm down. Whether it's rock or ballads, up-to-date hits or great and unforgettable oldies, punk or classical music, music is a form of art. Regardless of one's culture or social background, people all over the world love music.

Interestingly, music is not only a plain form of art or a simple means of entertainment. In fact, it is a fantastic means to relieve stress. Recent research has shown that listening to music can help us relax. It helps both, our brain and our nerves to get some rest and to get over the stress and strain we have to deal with every single day.

It is amazing how music can really reduce stress. It is a form of recreation and helps people process whatever they have to cope with in day-to-day life. Listening to music is as valuable as talking to a good friend. Sometimes you have no one to speak with, no one to share your problems, worries or doubts with. Music can also aid in healing. It is either the melody that touches the people or the story behind a song that they can relate to.

When life gets really rough and stresses you out, do not fall into despair. Do not rush things either. Do not necessarily blame other people for the situation you find yourself in. Instead, take a deep breath, turn off your cell phone and your computer – you don't want to get distracted.

Turn on the music you believe will help you relax and forget about everything but yourself. Sit back and allow yourself to tune out. Just let the music do its job and help you and your body to calm down and reflect upon yourself in peace and quiet. Humming along, you will suddenly realize that you feel more balanced, and that your view has changed. It's almost as if you've done this before.

Either way, music is an incredibly precious means of stress relief and relaxation.

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. **1.3.** 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. **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.
6. **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.
7. **1.1.** Listening for gist.

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 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):

Körper und Gesundheit

3. Reading: Getting about in Greater Bristol

You are going to read a text on a website called *Getting About in Greater Bristol*. For statements 1–6, choose the answer (True, False or Not Given) which fits best according to what you read.

Getting About in Greater Bristol

Getting About in Greater Bristol is a website which provides all sorts of travel information for disabled people wanting to go to Greater Bristol, the area containing and surrounding the city of Bristol in the South West of England. This site has got information on transport for Bath and North East Somerset, Bristol, North Somerset as well as South Gloucestershire.

Due to the influence the Disability Discrimination Act has had on transport, both public transport and places in the Greater Bristol area are constantly being made more accessible.

Since some changes can only be brought about gradually, our website has the aim to help less mobile or disabled people to find their way around the area more easily. It includes recent changes and improvements in access to trains, buses, taxis, community transport services, bus stations, train stations as well as airports. We put a lot of effort in being up to date at all times.

This website introduces people to how to get about in the area using different means of transport and at the same time provides detailed information on transportation that disabled people look for when planning their journeys. Direct links to other sources than transportation and travel websites will make your travel planning even easier.

Finding accommodation suitable for disabled people plays an essential role when making travel arrangements. *Tourism for All* is a national charity and the UK Voice for Accessible Tourism. *Tourism for All* has managed to build up a remarkably good reputation because they have overcome various obstacles or difficulties people with disabilities or older people face when going on a trip. You will find a link to their homepage on our website.

Another link we provide is *Visit Britain*. Regardless of whether you need some practical travel advice or specific information on health insurances or visas, *Visit Britain* can answer your questions. Among other things, it also includes information on British culture.

We are proud to say that England and the Greater Bristol area in particular extend a very warm welcome to disabled visitors and their carers. A lot of public places, including tourist attractions of all sorts, have already been made accessible to people using wheelchairs. Restaurants and hotels have taken all the necessary precautions too.

We will, of course, keep investing our energy and resources in improving our environment for people with disabilities.

1. *Getting About in Greater Bristol* is a website dedicated to all kinds of tourists.

- True
- False**
- Not Given

2. Greater Bristol is known for its modern technology in public transport.

- True
- False
- Not Given**

3. In Greater Bristol, public transport and places could not be made more accessible.

- True
- False**
- Not Given

4. The website tries to post new developments immediately.

- True**
- False
- Not Given

5. The website also refers people to other transportation websites.

- True
- False**
- Not Given

6. This text points out a speciality in tourism in the Greater Bristol area.

- True**
- False
- Not Given

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. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
3. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
4. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
5. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
6. **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):

Umwelt und Gesellschaft

4. Reading: Excessive use of media in teenagers

You are going to read a text on excessive use of media in teenagers. For questions 1–5, choose the answer which fits best according to what you read.

Excessive use of media in teenagers

Children and teenagers say that they are in full control of the amount of time they spend using all sorts of media and that they would be able to stop media consumption at any time. However, more and more young people are overwhelmed with the great variety of media-related input they are confronted with every day. They frequently do not even realize any more how many hours they spend playing video games, chatting with their friends on the phone, updating their profiles on social networking sites or just watching TV.

A lot of parents get the impression that their children are addicted to media consumption, which is an alarming fact. In the past few years, it has been observed that media replace essential activities in young people's lives, ranging from the replacement of physical activity and homework to the replacement of important personal relationships. If this is the case, parents need to set up easy and clear rules and try to change their children's behavior.

Media and the body

Most of the media young people consume ask for sitting. They either sit in front of the TV on the couch or in front of their computer screen on a chair or they might even lie in bed sending text messages to their friends while having their notebooks sitting on their laps. Either way, young people are generally more sedentary when consuming media, except for those listening to their iPods while jogging or doing their workout on an exercise bike.

What is even worse than just sitting is the fact that most young people take in a lot of unhealthy food while sitting. Consuming junk food frequently goes hand in hand with consuming media. If there is no exercise whatsoever, the circumstances mentioned above can quickly lead to weight gain and other physical problems.

Media and homework

Many young people are so extremely absorbed in whatever kind of media they are using that they do not feel time passing. It is the entertainment and excitement they experience when playing games or communicating with peers via the phone or Internet that makes them forget everything else, their homework included. While this may have an immediate negative effect on their marks, they also miss out on a lot of personal development and growth.

Media and relationships

The effects excessive media consumption can have are twofold. On the one hand, it can lead to complete isolation. Young people might turn away from family and friends because there is no time for personal interaction due to the time spent making one's way to all the levels in a video game, for example. On the other hand, there might be over-communication. Today, people can play video games online together with other people. They are communicating with each other all the time, but unfortunately not in person. While this certainly is some sort of interaction, it is not one that promotes the development of good social skills.

If parents have children who fit that pattern, they need to take the situation at home seriously and do something about it. As a first step, parents and children need to sit down together and discuss possible changes in the children's media usage habits. Setting up strict rules that do not make much sense, like forbidding media consumption altogether, is the wrong thing to do. Instead, parents should build on the suggestions their children have and work out a good and fair set of rules together.

1. What does 'are overwhelmed with' in the first paragraph mean?

- to be in control of
- to be flooded with**
- to be excited about

2. How do teenagers compensate for their lack of exercise when consuming media?

- They consume a lot of healthy food.
- They do a lot of sports.
- They often do not compensate for it.**

3. Why do teenagers frequently not do their homework?

- They are not interested in doing it.
- They do not have enough time for it.**
- They do not think it affects their marks.

4. How does the writer of the text see online communication?

- It is a good way to communicate with more people at the same time.
- In combination with real-life, people are communicating too much.
- It has a negative influence on people's communication skills.**

5. How should parents react to excessive media usage?

- They should take their children's opinions seriously.**
- They should change their own media usage habits.
- They should present their children with strict rules.

E8 Reading Strategies

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

1. **4.1.** Predicting the meaning of (unknown) words from the context.
2. **3.5.** Making propositional inferences (deducing information that is not explicitly stated from information that is explicitly stated).
3. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
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):

Umwelt und Gesellschaft

6. Language in use: Stand-up comedy

Read the text on stand-up comedy. Some words are missing. Use the words in brackets to form words that fit in the gaps. Write your answers in the gaps.

Stand-up comedy is a particular kind of comedy in which the comedian is on stage, performing in front of a live audience, (1) **generally** (**general**) speaking directly to them and (2) **involving** (**involve**) them in his act. High-profile comedians are often filmed during their (3) **performances** (**perform**) so that their shows can be made available via DVD, television or the Internet.

The person standing on stage is (4) **referred** (**refer**) to as “stand-up comedian”, “comic” or just “stand-up”.

Stand-up performances are generally fairly short and are (5) **characterised** (**characterise**) by short jokes, one-liners and (6) **humorous** (**humour**) stories which are presented one after the other without much (7) **interruption** (**interrupt**).

There are stand-ups who use music or magic tricks to spice up their performances. The performances themselves usually take place in comedy clubs and bars or colleges and theatres.

Being (8) **successful** (**success**) as a stand-up comedian is the result of hard work. Very often comedians work (9) **incredibly** (**incredible**) long for very short programmes, which they keep improving while repeatedly performing them on stage.

7. Writing: Reality TV shows

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BIST Deskriptoren – SCHREIBEN

Die Schülerinnen und Schüler können

Erfahrungsberichte schreiben, in denen Gefühle und Reaktionen in einem einfachen, zusammenhängenden Text wiedergegeben werden (B1).

GERS Beschreibung – SCHREIBEN

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

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