

4. Under what condition will new schools be built?

- ! **Sponsors provide both money and locations.**
- ! There is a higher interest of children and adults in education.
- ! The curriculum covers a greater variety of subjects.

5. What is the “good heart”?

- ! a subject
- ! a project
- ! **a concept**

Tapescript: The Maitreya Project in India

Radio:	It's two o'clock in the afternoon and this is Eric Clark with 'Education worldwide'. It is a great pleasure to welcome Bitu Rina today, a representative of the Maitreya Project in northern India which is sponsored by our radio station. Welcome Ms Rina!
Rina:	Thank you very much for inviting me. It's great to be here.
Radio:	Please tell us something about the Maitreya Project.
Rina:	The Maitreya Project is a multi-faceted project including all sorts of programs with regard to infrastructure, employment, healthcare and, of course, education. Especially by introducing extensive education and healthcare programs of high quality and, what's even more significant, of international standards, we hope to contribute to the people's well-being in the region.
Radio:	I suppose there is an urgent need for such a program particularly in this region?
Rina:	Millions of people living in the rural areas of northern India have to cope with extremely difficult circumstances. Most of the people living there do not receive adequate healthcare. There are also people who receive no healthcare whatsoever because they cannot afford it. Malnourishment, a high rate of infant mortality and poor health are part of everyday life.
Radio:	Could you give us a bit more insight into your mission?
Rina:	We have defined various missions for the project. Offering medical services, both to cure as well as to prevent diseases, and health education for children and grown-ups is just one aspect of the program. In terms of education, a curriculum has been developed which aims at academic achievement and moral development. Depending on funding and the availability of land sites, new schools will be built, which will then provide primary, secondary and even vocational education.
Radio:	As far as I am informed, you are also planning to have an impact on the employment and infrastructural development in the area.
Rina:	Yes, that's true.
Radio:	I have to say I am very impressed by what I've heard so far. If you don't mind I would like to learn more about the Maitreya Education Project, its curriculum, subjects and social implications.
Rina:	I'd love to say more about our education project. I am really grateful we are in the position to provide free education from kindergarten to secondary school to all village children, no matter what their religion, caste, gender or social status. Our curriculum is based on "the good heart".
Radio:	What do you mean by "the good heart"?
Rina:	The idea of "the good heart" is about the qualities of kindness and compassion. We help our children develop a sense of respect and ethical responsibility towards other beings.
Radio:	Interesting. <i>(pause)</i> Thank you so much for the insight you have already provided. After the break we will be back with more information on the Maitreya Education Project. You are also welcome to call and ask questions concerning Bitu Rina's work in India. <i>(fade out)</i>

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. **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. **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

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):

Interkulturelle und landeskundliche Aspekte

2. Listening: Mice

 You will hear a radio report about mice. For statements 1-7, choose the answer (True or False) which fits best according to what you hear.

1. The field mouse is the best-known mouse species.

True

False

2. Despite their many natural enemies, mice can live in nearly all areas.

True

False

3. Mice are carriers of illnesses.

True

False

Prime Time Key

4. Mice are most active during the day.

True

False

5. Mice can see as well as they can hear.

True

False

6. Mice are often used in labs although they are expensive.

True

False

7. Mice easily adapt around humans.

True

False

Tapescript: Mice

Mice are small mammals that belong to the order of rodents. The best-known mouse species is the house mouse, which is often kept as a pet. In some places, people are also familiar with different sorts of field mice.

Cats, wild dogs, foxes, birds of prey and snakes are known to feed on mice. Even though it has its enemies, which prey heavily upon it, the mouse is among the most successful mammals in the world today. Its most remarkable feature is its ability to adapt to all kinds of environments.

Mice can be extremely harmful and annoying rodents. They may damage and eat crops or spread diseases through their feces and parasites.

Mice are nocturnal animals. While they have a well-developed sense of hearing, their eyesight is very poor. Their sense of smell helps them find food and spot predators.

Mice are often used for experiments in the fields of biology and psychology, on the one hand because they are mammals and on the other hand because their gene material is similar to humans. Compared to rats, mice are used more frequently in scientific experiments. Other reasons for making use of mice in labs are that they are tiny, inexpensive and that they reproduce quickly.

Pet mice are popular with both children and teenagers. They can be good companions because they like to play and because it does not take them long to get used to humans. Owners of pet mice should not leave their mice unattended outside. Natural predators such as birds, lizards, dogs and cats are just waiting for some nice and tasty snack.

In case you are thinking about getting a pet mouse, make sure that you have a big enough cage. It should be about the size of a hamster cage. Mice normally eat any kind of fruit or grain from plants. When you keep a mouse, you can also buy food for it in a pet store.

E8 Listening Strategies

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BIST Deskriptoren – HÖREN

Die Schülerinnen und Schüler können

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

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Themenbereich(e):

Umwelt und Gesellschaft

3. Reading: The importance of reading

You are going to read a text on the importance of reading. For questions 1-5, choose the answer which fits best according to what you read.

The importance of reading

Being able to read is one of the most valuable skills to be acquired because it opens the doors to infinite knowledge and changes our view of the world and of the people who live in it. The skill of reading therefore plays an important role in an individual's personal and educational development.

Although used throughout in education, more and more people do not consider reading a pleasant free-time activity. For young people especially, reading often becomes an imposition, something that they would like to avoid if at all possible. One reason for people losing interest in reading is the availability of all sorts of media which seem to be far more attractive these days because they often do not ask for being active. A growing number of young people, children and teenagers alike, prefer spending their time playing computer games or watching television. Adults often busy themselves with work or seemingly more exciting leisure time activities too.

People who understand the importance of reading keep pointing out how crucial it is that we do not stop reading but that we learn to appreciate the benefit of it. Children in particular need to be made familiar with books and their advantages from an early age.

There are various reasons why reading is of high significance to us. Children who are read to – or read themselves as soon as they are able to – develop a greater ability of understanding different concepts without much effort. Their critical thinking benefits from the stories they are confronted with. Generally, it can be said that they learn how to think independently instead of being constantly spoon-fed.

The equation is an easy one: The more children read, the better they become at reading. The more interesting and enjoyable the texts they read are, the more they will want to read in general. Furthermore, by reading children automatically build their vocabulary and improve their command of language as well as of their communication skills. By reading children are exposed to a great variety of grammatical structures and phrases. In addition, being good at reading has an immediate effect on their spoken and written language skills.

What people have to begin to understand is that reading does not have to be considered annoying or tiresome. Pick the right book or text and you will experience quite the opposite! Reading enriches people's lives because it allows them to lose themselves in different worlds – their own worlds of imagination – and to gain knowledge of everything one can possibly think about.

It is the ability to evaluate, process and question the world we live in that makes us stand out from the rest. By giving up reading we give up an important part of our independence!

1. What is meant by “imposition” in the second paragraph?

- an activity
- a benefit
- a hardship**

2. Who likes spending their time with things other than reading?

- children and teenagers
- children and adults
- children, teenagers and adults**

3. “People who understand the importance of reading keep pointing out how crucial it is that we do not stop reading but that we learn to appreciate the benefit of it.” What does “it” at the end of the sentence refer to?

- importance
- reading**
- benefit

4. When should children be made familiar with books?

- before they can read**
- as soon as they can read
- when they understand the books

5. What makes people like reading?

- They improve their grammatical knowledge.
- They develop their communication skills.
- They are interested in the stories.**

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

Prime Time Key

1. The study looked at any kind of shopping.

True

False

2. Food shopping usually takes an hour.

True

False

3. A lot of women are in therapy to overcome their shopping habits.

True

False

4. Guilt about shopping grows when other people are involved.

True

False

5. The need to go shopping is stronger than the feelings of guilt.

True

False

6. Compulsive shopping is considered a less serious addiction.

True

False

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. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
3. **3.4.** Understanding cohesive relationships (reference, ellipsis, substitution, conjunction and lexical cohesion).
4. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
5. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details
6. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).

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

5. Language in use: Fudge

You are going to read a text about how to make fudge. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these with a tick (✓).

<p>Fudge is a sort of confectionery often flavored up with cocoa, which is</p>	<p><u>up</u></p>
<p>famous for its sweetness and richness. When making fudge you have to mix with the</p>	<p><u>with</u></p>
<p>following ingredients: milk, butter and sugar. The mixture is then heated on at 116°C,</p>	<p><u>on</u></p>
<p>which is also called the 'soft-ball' stage. While cooling, you have to beat it, so that it</p>	<p><u>✓</u></p>
<p>will becomes a smooth and creamy substance. If you would like to make chocolate</p>	<p><u>will</u></p>
<p>fudge, just add together chocolate to the mixture. Of course, you can also</p>	<p><u>together</u></p>
<p>experiment with all sorts of ingredients and from flavors.</p>	<p><u>from</u></p>
<p>One of the most more important things about making fudge is getting its texture right.</p>	<p><u>more</u></p>
<p>Heating it at the correct temperature is what is necessary for that. It is actually the</p>	<p><u>✓</u></p>
<p>temperature that can distinguishes hard caramel from fudge. The higher the top</p>	<p><u>can</u></p>
<p>temperature, the more sugar is dissolved and the more water disappears.</p>	<p><u>✓</u></p>
<p>!</p>	

6. Language in use: Extraterrestrial life

Complete the text with the words from the list. There are two extra words that you should not use.

belonging	blessed	comes	existing	going	have
include	know	prove	refer	search	talk

The word “extraterrestrial” ___ **comes** ___ from the Latin words “extra”, which means “not of”, and “terrestris”, which is “_ **belonging** _ to earth”. Everything that does not ___ **have** ___ its roots on earth is therefore considered extraterrestrial life.

The various forms of extraterrestrial life ___ **include** ___ bacteria-like organisms as well as human-like beings that are thought to be more sophisticated and advanced than we are. So far we are not in the position to ___ **prove** ___ whether such forms of life exist. Scientists, for example, _ **search** _ for evidence of unicellular life ___ **existing** ___ within the Solar System. Regular people most commonly ___ **talk** ___ about aliens and the appearance of UFOs when they ___ **refer** ___ to extraterrestrial life. There are, in fact, a lot of people who believe that the Earth can, by no means, be the only planet ___ **blessed** ___ with life.

Not used: going, know