


Test 4

Name: \_\_\_\_\_ Klasse: \_\_\_\_\_ Datum: \_\_\_\_\_

1. Listening: Facebook

 You will hear a discussion between two students about Facebook. For statements 1–6, choose the answer (True or False) which fits best according to what you hear.

1. This is the second discussion taking place this week.

True

**False**

2. Today millions of users must use Facebook.

True

**False**

3. Simon thinks Facebook is the best social platform.

True

**False**

4. Lisa is not against online communication.

True

False

5. Simon argues that the owners of Facebook are not allowed to keep personal information.

True

False

6. Many people use Facebook to avoid going out.

True

False

**Tapescript: Facebook**

Teacher	<p>Good morning everybody! I think today Simon and Lisa are up for this week's discussion. (Pause) Simon ... Lisa! Would you please take a seat out here. (Klassengeräusche)</p> <p>If I remember correctly, you are going to discuss the positive and negative aspects of Facebook.</p>
Simon	<p>Yes ... Good morning!</p> <p>Lisa and I have decided to talk about Facebook because social networking sites are becoming more and more significant for masses of people. (Pause)</p> <p>At the moment Facebook has got 500 million users and there are many, many teenagers among them, which is also a reason why we have chosen this topic. I am going to represent the supporters of Facebook ...</p>
Lisa	<p>... and I am going to speak for the opponents. (auffordernd) Simon!</p>
Simon	<p>One of the best things about Facebook and any other social platforms is that you can share ideas, moods and pictures with your friends any time you feel like it. You can either post comments, update your status or use chat rooms to stay in touch with your buddies.</p>
Lisa	<p>I agree that today communication is a lot easier because of the internet. When it comes to Facebook I would not consider every post necessary. Let me give you an example! Who is interested in reading about what you had for lunch or for how long you have been waiting for the bus. I don't believe that anybody's life is that important!</p>
Simon	<p>But this is what social contact is all about. In real-life conversations people <b>also</b> say things that are unimportant or even stupid.</p>
Lisa	<p>That may be true, but don't forget that real-life conversations happen in real time. As soon as something is said, it's gone again. If you post a stupid comment online, it will be there forever.</p>
Simon	<p>But you can delete your posts, too.</p>
Lisa	<p>That's an illusion. The people who own Facebook keep everything.</p>
Simon	<p>They may keep all the data but they are not permitted to pass that information on to others ... (Pause)</p> <p>Another positive aspect of Facebook is that it offers many ways to entertain yourself.</p> <p>You can play hundreds of games like Farmville, do fun quizzes, look at photos that other people have posted or link your page to youtube clips.</p>
Lisa	<p>I would not necessarily see that as something positive. Facebook is just another excuse for not going outside and meeting other people. I am sure you have already heard about lots of teenagers and adults who have become addicted and pulled back from their social contacts.</p>
Teacher	<p>Lisa, Simon. Thank you for making such great points. It's time for class discussion. (fade out)</p>

## E8 Listening Strategies

([http://www.uni-klu.ac.at/ltc/downloads/LTC\\_Technical\\_Report\\_3.pdf](http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_3.pdf))

1. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.
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. **2.2.** Determining a speaker's attitude or intention towards a listener or a topic.
5. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
6. **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):

Hobbys und Interessen



**4. What kind of business did most Greeks in Tarpon Springs work in?**

- sponge selling
- sponge diving**
- sponge manufacturing

**5. What is the purpose of this report?**

- to inform the listeners about the Greek-Americans' lifestyle**
- to criticize the Greek-Americans' way of living
- to persuade the listeners to visit Tarpon Springs

## Tapescript: Greek-Americans

Welcome to *Around the U.S.* This is Lou Zima and today we are taking a closer look at the Greek part of our country's magnificent mosaic.

Officially known as the Hellenic Republic, Greece is a European country on the southern end of the Balkan Peninsula between the Aegean and Mediterranean Seas. Its neighboring countries are Albania, the Republic of Macedonia, Bulgaria and Turkey, and the capital city is Athens.

Greece has a total population of about ten million, and can be considered a linguistically and ethnically homogeneous nation, with 97% of the people speaking Greek. Most people belong to the Eastern Orthodox Church. Only a small percentage of the people living in Greece are Muslim, Roman Catholic, Greek Catholic, or Jewish.

Official records confirm that the Greek sailor Don Teodoro or Theodoros was the first Greek to set foot on America in 1528. One of the first Greek colonies was to be found near Saint Augustine, Florida, and set up in the 18<sup>th</sup> century. While the colony itself was a failure, many Greeks coming to America because of the colony had already moved elsewhere and were successful as merchants and businessmen. Until the 1880s, the U.S. Greek population was relatively small. However, at the beginning of the 20<sup>th</sup> century, poor economic conditions in Greece made many people leave their country and immigrate to the United States. There they hoped to make a fortune, while still wishing to return back home some day.

Although some Greeks started settling in the Northeast as well as the Midwest of the United States, most Greeks were to be found in Tarpon Springs, Florida, where they started an incredibly successful sponge diving business. Today, Tarpon Springs still has the highest percentage of Greek-Americans in the U.S. and calls itself the "sponge" capital of the world.

Tarpon Springs is unique from its restaurants to its monuments because the Greeks living there are extremely keen on preserving their traditions and beliefs. The role of family and the church as well as the way they harvest the sponges have all been kept alive in Tarpon Springs for more than four generations. While many aspects of their lives have remained, traditional Greek-Americans' work ethics are distinctly modern.

This is Lou Zima and you are listening to *Around the U.S.* And I'll be back with more on Greek-Americans in New York and Chicago in a few minutes.

## E8 Listening Strategies

([http://www.uni-klu.ac.at/ltc/downloads/LTC\\_Technical\\_Report\\_3.pdf](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. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
4. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
5. **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):

Interkulturelle und landeskundliche Aspekte

### 3. Reading: The trouble with boys in school

**You are going to read a text on the trouble with boys in school. For questions 1–5, choose the answer which fits best according to what you read.**

#### The trouble with boys in school

This is to comment on the lecture my classmates and I listened to at school today. Peg Tyre, an acclaimed American journalist and writer, presented her book ‘The Trouble With Boys’ in our assembly hall today.

She started out by telling us about a 16-year-old boy who seems to be a very bright, thoughtful and nice teenager when talking to him outside of school. His relationship with his parents is a very good one. He likes rock music and plays the guitar regularly. However, as soon as he enters his school building in Salt Lake City he gets extremely nervous and puts on a fearful look. In class, he quickly loses focus and therefore often misses important information. His teachers do not have the time to explain things twice because they have to deal with approximately 36 students per class, and he has already been classified as stupid and lazy even though he can perform excellently when not put under pressure.

According to Peg Tyre, this boy’s description fits a lot of young boys today. Statistics say that more and more boys are falling behind in our school system. In elementary school, for example, boys are two times more likely to be diagnosed with learning disabilities than girls. In higher classes, the problems continue with boys falling behind with regard to standardized writing tests, just to mention one aspect. Statistics also show that the number of boys disliking school has risen about 71% in the past 30 years. As far as the future is concerned, Tyre does not believe that the gap between boys and girls will close soon.

I can only confirm that boys tend to get lower grades than girls. The reasons for this vary, of course. One might be that both students and teachers act under a lot of pressure nowadays. There are states in the US in which teachers do not really have a say in when and how they will teach their students certain things. Quite on the contrary, teachers are told by the state what, when and how to teach, leaving the students’ abilities totally out of consideration. The standardized tests students have to take do not allow for a lot of time to process the materials students are presented with every single day. It is basically about memorizing one fact after the other, without ever asking what they think about these facts.

Another reason I believe to be responsible for the boys’ lower achievement is that in many cases boys are asked to behave like girls. They are told to sit still, focus and just be quiet. There is not much room for running around, screaming or just letting off some steam. Sports classes have even been cut in favor of more theory-based subjects.

One more thing that I consider important is that more and more boys do not like reading. The media we have access to make it easy to find something other to do than read. While girls seem to like reading, boys often think of it as something unmanly, which, of course, is not true. I prefer ending my day with a book, but my friends do not necessarily know that because they would rather play soccer or hit the town.

To sum it up, I have to say that I enjoyed listening to Peg Tyre. The statistics and stories she presented were very interesting and shocking at the same time. I hope that politicians, educators, teachers and parents will soon figure out a way to put the boys in this country back on track because they deserve a fair chance in life.

**1. Why did Peg Tyre start her lecture with the example of a 16-year-old boy?**

- to illustrate why teachers do not have time to repeat information
- to illustrate in what ways teenage boys react to school**
- to illustrate the influence of the parents on teenage boys

**2. Why do boys fall behind at school?**

- Because the structure of writing tests has changed.
- Because they are not interested in school.
- Because they have difficulties studying.**

**3. What does the writer criticize about the school system?**

- The states have too much influence on the information presented.**
- The teachers do not care about what the students are interested in.
- The students are presented with too much detailed information.

**4. What is the writer's attitude towards reading?**

- He knows reading is important but thinks only girls should do it.
- He sometimes reads but prefers doing sports or going out.
- He likes reading but tries to hide it from his friends.**

**5. What sort of text is this?**

- personal statement**
- descriptive essay
- formal letter

## E8 Reading Strategies

([http://www.uni-klu.ac.at/ltc/downloads/LTC\\_Technical\\_Report\\_2.pdf](http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf))

1. **3.5.** Making propositional inferences (deducing information that is not explicitly stated from information that is explicitly stated).
2. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
3. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
4. **3.5.** Making propositional inferences (deducing information that is not explicitly stated from information that is explicitly stated).
5. **1.1.** Identifying text type

## 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):

Schule und Arbeitswelt

#### 4. Reading: Meg comes to see me in Aussie Land!

**You are going to read a blog entry written by Karen, who is currently in Australia. For statements 1–7, choose the answer (True or False) which fits best according to what you read.**

This goes to my dearest friends and all my faithful readers! I hereby sincerely apologize for not posting anything in the last two weeks, which is usually so not me but I simply couldn't find the time to do so because ... Can you believe it?! My best friend Meg came to see me in the land of Aussies and stayed for almost twelve days! The time we spent together was so exciting and packed with fun, laughter, and unforgettable experiences! I hope you can forgive me ☺

Ok, back to the story!

Meg arrived in Brisbane on July 3. I was so excited about her arrival even days before I actually saw her again after – what seemed to me like – an eternity!

On her arrival day we did nothing but have coffee and talk about everything that was new with her.

The first three days we only spent around Brisbane. I was busy showing her the ins and outs of this great city while she was trying to keep up with soaking in all the beauty this place has to offer. We even got round to meeting my new friends on campus. They seemed to like each other, which I find cool.

Apart from eating the most delicious food in some of the smaller restaurants and bars in Brisbane and doing excessive shopping once or twice, we just had the best time doing nothing but laughing our heads off.

On Meg's fourth day in Australia we went to Cairns, which is very close to the Great Barrier Reef, a fantastic place for scuba diving, snorkeling and reef cruising. After having a very tasty breakfast in a cute little café, we decided to lie out in the grass a little since you won't find beaches in Cairns. I swear ... we only lay there for an hour! You wouldn't believe what 1 hour of Aussie sun can do to your body. Looking in the mirror back in the hotel we couldn't believe our eyes: We were roasted!!!

Meg started to laugh hysterically and called me a lobster! ☺

The next day we were headed to the Great Barrier Reef. Meg desperately wanted to go there, which was fine by me since I love the GBR.

While snorkeling on various reefs we saw so many different kinds of coral and fish. You wouldn't believe the variety of beautiful and colorful fish you get so see there. What's even better is the water! It's crystal clear!!! Just like in the movies!

Time flew when Meg was with me. If I wrote down everything that we did, it would probably take me hours, which I don't have because class starts in about 50 minutes.

There is just one more thing we did that I would like to share with you because it was great fun. One day we went to Steve Irwin Australia Zoo, north of Brisbane. I had wanted to go there all semester and I figured it was even better to go there with my best friend. We got to play with some kangaroos and koalas. The little koala babies in the animal hospital were the cutest thing in the world I have ever seen. We felt like cuddling them and taking them home with us. Our zoo day was just an awesome day!

Oh, it's late. I have to run ...

You all know that I am having a great time here in Brissy but I also miss my family and friends a lot. It's only another four weeks and I will get to go back home! Can't wait to see you all again!

Love, Karen

## Prime Time – Key

1. Karen cares about updating her friends at home.

- True**  
 False

2. On Meg's first day in Brisbane the girls talked about what had been going on in both their lives.

- True  
 **False**

3. Karen is glad Meg and her Aussie friends got along well.

- True**  
 False

4. The first days were full of exciting trips.

- True  
 **False**

5. The girls got sunburned while snorkeling the Great Barrier Reef.

- True  
 **False**

6. Karen has tried to include everything in her blog that she and Meg did.

- True  
 **False**

7. Karen will leave Brisbane in not more than four weeks.

- True**  
 False

## E8 Reading Strategies

([http://www.uni-klu.ac.at/ltc/downloads/LTC\\_Technical\\_Report\\_2.pdf](http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf))

1. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
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. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
5. **2.1.** Finding specific details (e.g. names, figures, dates, any other surface-level information).
6. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
7. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.

## 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):

Erlebnisse und Fantasiewelt

## 5. Language in use: Airplanes and environmental concerns

Read through the text and choose the correct answer (A or B) for each gap (1–9) in the text.

One of the consequences of global economic growth is the (1) ..... increase in air travel. While airlines are (2) ..... satisfied with the steadily growing numbers of passengers taking to the skies and the transportation taken care of via airplanes, there are at the same time more and more (3) ..... concerns.

Airplane emissions have been identified as (4) ..... contributing to the greenhouse effect and therefore to climate change. Experts expect a (5) ..... 50% rise in carbon dioxide emissions by the middle of the 21<sup>st</sup> century. Compared to cars, the (6) ..... emissions coming from airplanes contribute to climate change three times as much because planes emit their gases (7) ..... in the atmosphere.

(8) ....., the Kyoto Protocol, an international agreement on climate change, does not set any restrictions on carbon dioxide emissions caused by air travel, although planes are (9) ..... for emitting 600 million tons of CO<sub>2</sub> every year.

- (1) **A constant** B constantly
- (2) A incredible **B incredibly**
- (3) **A environmental** B environmentally
- (4) A critical **B critically**
- (5) **A dramatic** B dramatically
- (6) **A enormous** B enormously
- (7) **A high** B highly
- (8) A Interesting **B Interestingly**
- (9) **A responsible** B responsibly

## 6. Language in use: Eating healthy food

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

are – are made – comes – cutting – do – do not – is – need – think – will realize

When it (1) **comes** to eating healthy food, a lot of people (2) **think** that this means eating food that does not taste good or look nice. What they immediately think about are Brussels sprouts, cauliflower, goat cheese or tofu, when in fact healthy food (3) **is** much more than that. It is basically about eating enough fruits, vegetables, oily fish and whole grain foods while (4) **cutting** back on things like red meat, sugary drinks and refined grains.

A healthy diet is about keeping the balance. If you (5) **are** willing to experiment a little, you (6) **will realize** how exciting, tasty and exotic other kinds of food can be.

There is one myth you should bear in mind! Vegetarian dishes are not always healthier than non-vegetarian dishes. There are quite a few vegetarian dishes that (7) **are made** with lots of oil, sauces and cheese. They are also often fried, which is why they (8) **do not** always qualify as healthy dishes.

**Distractors: do, need**

## 7. Writing: The upset passenger (email)

### **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):**

Erlebnisse und Fantasiewelt