

Semester checks – answer key

Semester check 01, pp. 90–93

READING 1 Bringing 'zombie malls' back to life (MC)

Key: 1 B, 2 D, 3 B, 4 A, 5 A

LESEN >>> B1+ Ich kann unkomplizierte Texte über vertraute Themen mit befriedigendem Verständnis lesen und wichtige Information auffinden.

5: ✓✓ 4-3: ✓ 2-0: !!

What next? Discuss your wrong answers with a partner. Try to find out why the option you picked was wrong. Did you misunderstand the text or options in the task? Underline the sentence in the text that points to the correct answer.

LISTENING 2 A history of the world in 100 objects (4W)

Key: 1 all over the world, 2 the project's website/the exhibition's website, 3 as a child/when he was young, 4 first object/first exhibit, 5 fascinating/no longer horrifying, 6 died of/suffered from, 7 Humphrey Davy/a British man

HÖREN >>> B1+ Ich kann unkomplizierte Sachinformationen über gewöhnliche alltags-, berufs- oder ausbildungsbezogene Themen verstehen und dabei Hauptaussagen und Einzelinformationen erkennen, sofern klar artikuliert und mit vertrautem Akzent gesprochen wird.

7-6: ✓✓ 5-4: ✓ 3-0: !!

What next? Check with your teacher if you have an answer not given above – it might still be correct. You could also read the transcript of this podcast online and see if you can find the correct answers if you take time to read the text carefully. Then listen to the podcast again in a few weeks and do the task again. Is it easier now?

LANGUAGE IN USE 3 Music, dancing, and a whole lot of green! (OGF)

Key: 1 putting, 2 which/that, 3 was, 4 spent, 5 their/an, 6 streets/roads (NOT shops), 7 on/along, 8 to, 9 dish/soup, 10 in, 11 as/because/and

SPRACH-VERWENDUNG IM KONTEXT >>> Ich kann ein hinreichend breites Spektrum an sprachlichen Mitteln, die eher vorhersehbare Situationen beschreiben, korrekt erkennen und anwenden.

11-9: ✓✓ 8-6: ✓ 5-0: !!

What next? Make sure you know why you have to use the words given above. For all mistakes, copy the whole phrase into your notebook and study it (e.g. 1: *it involves putting on clothes*).

WRITING 4 Article

SCHREIBEN >>> B1+ Ich kann unkomplizierte, detaillierte Beschreibungen zu einer Reihe verschiedener vertrauter Themen verfassen.

Look at the article you have written and tick the questions.

| Did you ... | Yes | No |
|--|-----|----|
| 1 write around 250 words? | | |
| 2 give your article a catchy title? | | |
| 3 write a short introduction that gets the reader interested ? | | |
| 4 write three paragraphs (one for each bullet point) of about equal length ? | | |

| Did you ... | Yes | No |
|---|-----|----|
| 5 observe the function words (<i>explain, give examples, point out</i>)? | | |
| 6 engage the reader with questions or imperatives ? | | |
| 7 finish your article by giving the reader something to think about ? | | |
| 8 use a variety of linking devices ? | | |
| 9 use powerful adjectives to make reading your article interesting? | | |
| 10 proofread your article for mistakes you might have made? | | |

SPEAKING 5 a Individual long turn

SPRECHEN ▶▶ B1 Ich kann relativ flüssig eine unkomplizierte, aber zusammenhängende Beschreibung zu vertrauten Themen geben.

Study the list below before your partner starts with their long turn. Tick the questions while your partner is speaking. Give honest feedback by telling your partner what went really well and what needs improving.

| Did your partner ... | Yes | No |
|--|-----|----|
| 1 speak for about 3 minutes ? This means for about 1 minute for each bullet point? | | |
| 2 speak fluently without reading from notes he/she has made? | | |
| 3 give clear descriptions of the pictures? | | |
| 4 say what the pictures have in common and what is different about them? | | |
| 5 use the present continuous to describe what the people in the pictures are doing? | | |
| 6 provide some explanation when giving examples in bullet point 2? | | |
| 7 talk about what young people in general (not only him/her) like buying? | | |
| 8 really recommend a shop so that you became interested in this shop? | | |

b Paired activity

SPRECHEN ▶▶ B1 Ich kann ohne Vorbereitung an Gesprächen über vertraute Themen teilnehmen und Informationen austauschen.

Ask a friend to give you and your partner honest feedback based on the list below.

| Student A ... | Yes | No |
|---|-----|----|
| considers the situational context . | | |
| listens to what B says. | | |
| invites B to give his/her opinion . | | |
| reacts to B's arguments politely and competently. | | |
| gives good examples for all bullet points. | | |
| speaks fluently . | | |
| doesn't dominate the discussion. | | |

| Student B ... | Yes | No |
|---|-----|----|
| considers the situational context . | | |
| listens to what A says. | | |
| invites A to give his/her opinion . | | |
| reacts to A's arguments politely and competently. | | |
| gives good examples for all bullet points. | | |
| speaks fluently . | | |
| doesn't dominate the discussion. | | |

Semester check 02, pp. 170–174

READING 1 Artificial intelligence (MM)

Key: 1 J, 2 F, 3 E, 4 I, 5 B, 6 G, 7 H

LESEN >>> B1+ Ich kann in klar geschriebenen argumentativen Texten die wesentlichen Schlussfolgerungen erkennen.

7-6: ✓✓ 5-4: ✓ 3-0: !!

What next? Discuss your wrong answers with a partner. Try to find out why the option you picked was wrong. Underline the sentence in the text that points to the correct answer.

LISTENING 2 Gender roles on TV (4W)

Key: 1 are always beautiful, 2 should do everything, 3 written an essay/invented a term, 4 is always good-looking/is always sexy, 5 present a masculine perspective, 6 focuses on the nurses/focuses on the stressfulness

HÖREN >>> B1+ Ich kann in Filmen und Radiosendungen zu Themen von persönlichem Interesse einen großen Teil verstehen, wenn relativ langsam und deutlich gesprochen wird.

6: ✓✓ 5-4: ✓ 3-0: !!

What next? Now that you have the answers you maybe couldn't hear before, listen again. Can you identify the correct answers now? Feel free to stop or replay the recording as often as you need to.

LANGUAGE IN USE 3 Myths about homelessness (MC)

Key: 1 C, 2 A, 3 D, 4 D, 5 C, 6 B, 7 A, 8 C, 9 D, 10 B

SPRACH-VERWENDUNG IM KONTEXT >>> Ich kann ein hinreichend breites Spektrum an sprachlichen Mitteln, die eher vorhersehbare Situationen beschreiben, korrekt erkennen und anwenden.

10-9: ✓✓ 8-6: ✓ 5-0: !!

What next? Look at your mistakes carefully: What problems did you have? Always consider the whole sentence in context and pay attention to the words before and after the gap. For example:

- Gap (3): You need a gerund to serve as the object of the verb *make*, but *walking* doesn't make sense in this context because the word should describe something related to getting a job.
- Gap (7): *far more likely* introduces a comparison, and only option C can be used to complete it.
- Gap (9): The word *Unfortunately* at the start signals that something bad or unfair is going to be mentioned. Using *often* in the sentence means that it is a problem that when homeless people commit acts of violence, these events are frequently exaggerated or dramatised.

WRITING 4 Report

SCHREIBEN >>> B1+ Ich kann Informationen und Gedanken zu konkreten wie abstrakten Themen, auch kulturellen (z. B. Musik, Filme, literarische Texte), mitteilen und einigermaßen präzise ein Problem erklären.

Look at the report you have written and tick the questions.

| Did you ... | Yes | No |
|---|-----|----|
| 1 read the prompt carefully? Who wants the report and what should it contain? | | |
| 2 interpret the graph correctly ? | | |
| 3 start your report with <i>From, Subject, Date</i> ? | | |
| 4 divide your report into sections with headings ? | | |
| 5 write an introduction and three paragraphs (one for each bullet point)? | | |

| Did you ... | Yes | No |
|---|-----|----|
| 6 use quantifiers (<i>half, a third, more than</i> , etc.) describing the graph? | | |
| 7 use modals (<i>might, should, could</i> , etc.) when writing about bullet points 2 and 3? | | |
| 8 use formal language including passive structures and formal linking words? | | |
| 9 write around 250 words in total? | | |
| 10 proofread your report for mistakes you might have made? | | |

SPEAKING 5 a Individual long turn

SPRECHEN >>> **B1+** Ich kann Gedanken zu eher abstrakten, auch kulturellen Themen ausdrücken und mich darüber austauschen.

Study the list below before your partner starts with his/her long turn. Tick the questions while your partner is speaking. Give honest feedback by telling your partner what went really well and what needs improving.

| Did your partner ... | Yes | No |
|--|-----|----|
| 1 speak for about 4 minutes ? This means a bit more than 1 minute for each bullet point? | | |
| 2 speak fluently without reading from notes he/she has made? | | |
| 3 compare the different situations in the pictures? | | |
| 4 use the present continuous to describe what the people in the pictures are doing? | | |
| 5 use the PEEL strategy (evidence, examples, reasons) in bullet point 2? | | |
| 6 use modals (<i>could, might, should</i> , etc.) when talking about bullet point 2? | | |
| 7 use appropriate vocabulary (related to the topics of communication, media, etc.)? | | |
| 8 give good reasons for the advantages in bullet point 3? | | |
| 9 finish by giving his/her opinion on the advantages of mobiles for children? | | |

b Paired activity

SPRECHEN >>> **B1+** Ich kann ohne Vorbereitung mit einiger Sicherheit an Gesprächen über vertraute Themen teilnehmen.

Ask a friend to give you and your partner honest feedback based on the list below.

| Student A ... | Yes | No |
|---|-----|----|
| considers the situational context . | | |
| listens to what B says. | | |
| invites B to give his/her opinion . | | |
| reacts to B's arguments politely and competently. | | |
| gives good examples for all bullet points. | | |
| speaks fluently . | | |
| doesn't dominate the discussion. | | |

| Student B ... | Yes | No |
|---|-----|----|
| considers the situational context . | | |
| listens to what A says. | | |
| invites A to give his/her opinion . | | |
| reacts to A's arguments politely and competently. | | |
| gives good examples for all bullet points. | | |
| speaks fluently . | | |
| doesn't dominate the discussion. | | |