


6. Klasse – Test 4

Name: _____ Klasse: _____ Datum: _____

1. Listening: Obesity in young people

 You will hear a report on obesity in young people. For questions 1–5, choose the answer which fits best according to what you hear.

1. What does “to get to grips with” in the first sentence mean?

- to accept
- to handle**
- to understand
- to question

2. Who is most likely to fight obesity?

- children**
- teenagers
- adults
- elderly people

3. What is NOT considered a main cause of obesity?

- binging
- low self-confidence
- illness**
- little exercise

4. Which physical consequence is named as a result of obesity?

- heart attack
- sleeping disorder**
- low blood pressure
- back pain

5. Who should the parents of obese children turn to for help first?

- a doctor**
- a therapist
- a nutritionist
- a psychiatrist

Tapescript: Obesity in young people

Obesity is one of the major chronic diseases people have to get to grips with nowadays. In the United States, for example, obesity and overweight affect a third of all young people living there. More than 300.000 people die every year due to the consequences of a lazy lifestyle and of eating too much junk food. Although more and more people are becoming aware of the serious health risks of too much weight, the problem is still on the rise.

First of all, there is a difference between somebody who is overweight and somebody who is obese. Overweight people have just gained a few extra pounds, which they might easily lose again doing some sports or eating a little differently. In obese people, on the other hand, the total body weight is minimum ten percent more than the weight recommended for their height and body structure.

While it is very difficult to fight obesity in adulthood, children have a good chance of becoming healthy and well-built adults if the problem is recognised and treated early enough. Those who are between 10 and 13 years old, already have an 80 per cent chance of growing into obese adults, unless they adopt a healthier lifestyle.

The causes of obesity can be linked to biological, genetic, cultural as well as behavioural factors. Obesity is generally developed when people take in more calories than their bodies can burn. In most of the cases, reasons other than medical disorders lead to obesity. The main causes of obesity are poor eating habits, eating disorders such as overeating or bingeing, a family history of obesity, a lack of exercise, emotional problems like depression, low self-esteem or stressful events or changes in a person's life, which may be caused by a divorce or death, for example.

Obese children and teenagers have to deal with various problems, both physical and emotional. Physical consequences range from breathing and sleeping problems to an increased risk of developing heart disease, high blood pressure and diabetes. However, the emotional problems young people have to live with are sometimes even worse than the impairment to their health. Obese teenagers are often less popular than their slim classmates. This and low self-esteem tend to result in feelings of anxiety, depression or obsessive-compulsive disorder.

Regardless of the cause, obese children and teenagers should go through professional treatment. First of all, parents have to recognise and accept their children's weight problems. Second, a pediatrician is to be consulted, who will evaluate the medical reasons and causes together with parents and children. Weight-management programs might help obese children stick to the changes slowly introduced in their lives. A combination of better eating habits and regular physical activity will – if consistently followed – eventually turn the young people's lives around.

Who knows?

By helping their children overcome obesity, obese parents might as well change their lifestyles for the better.

E8 Listening Strategies

(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. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
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

in Texten (Audio- und Videoaufnahmen) über vertraute Themen die Hauptpunkte verstehen, wenn deutlich gesprochen wird (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

2. Listening: The importance of listening

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

1. Who is this show's host?

- Drew
- Hugh**
- Lou
- Neo

2. What is said about teaching listening?

- Listening is still neglected in the classroom.
- Teaching listening focuses on business people.
- Foreign language learners need the skill of listening most.
- Teaching listening has gained importance.**

3. According to the speaker, successful communication is based on

- sending a clear message.
- being good at listening to others.
- combining speaking and listening.**
- asking a lot of questions.

4. Why do many people NOT listen?

- They focus too much on their own responses.**
- They do not want to communicate.
- They cannot evaluate the information.
- They are presented with too much information.

5. What is the purpose of the report?

- to promote listening classes for business people
- to help people improve their listening skills**
- to stress the importance of teaching listening
- to criticise people's impatience when listening

Tapescript: The importance of listening

Welcome to “Something new with Hugh”! *(pause)*

Last week we addressed the issue of how crucial good reading skills are in today’s world. This week I would like to draw your attention to the importance of good and effective listening skills. *(pause)*

What about you? *(pause)*

Are you a good listener? Do you consider listening an important skill to master? *(pause)*

You should! *(pause)*

There are four skills people need to make use of in oral and written communication: the skills of reading, listening, writing and speaking. And out of these four skills, listening has long been the neglected skill.

While people in the working environment – especially in businesses that depend on good communication – have been aware of the importance of good listening skills for quite some time, teaching listening has only recently found its way into language classrooms, regardless of whether you are learning your first or a foreign language. *(pause)*

I will not talk about listening in the workplace or teaching listening in language classes, though. I am just going to tell you something general about listening in communication.

As already implied, being good at listening is enormously important in communication. When asked, most people would probably say that speaking is more important when communicating with others, when in fact listening is equally significant in successful communication.

Just think about what you do when communicating with your family and friends. Do you ever find yourself just nodding or saying “yup, yup, uhu, uh” when listening to your spouse, for example, only to ask them to repeat what they have just said because you were not really listening? Or are you – from time to time – unable to listen completely because you are too busy thinking about your reply?

If you have just answered one of the two or even both questions with “Yes”, you might want to sit down for a second and think about your attitude towards listening and communication.

If you want to be better at communicating with others, you first need to start listening actively. Hearing is definitely not enough. You need to process the information presented to you, evaluate it and then act upon it.

I know that working on your listening skills is not an easy thing to do, especially because it takes patience. Why patience? Because in order to be a good listener, you should be able to let your conversational partner finish their thoughts and not interrupt them, which, by the way, is very impolite.

The real benefit of learning to be patient is that you also learn to give yourself some time to respond. If you are able to do that, you’ll soon realise that your responses are of higher quality. *(pause)*

I know that we all lead hectic lives, we are constantly thinking, planning, rethinking and replanning. And we all have something to say!

What is often ignored then is listening. We don’t want to listen to our children, our partners, our colleagues or our friends because we are too busy with our own lives.

Let me tell you something! If you really take the time to listen to who you are talking to and if you take the time to respond truthfully and thoughtfully, your communication will not only be of higher quality but also of lasting value!

E8 Listening Strategies

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

6. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
7. **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.
8. **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.
9. **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.
10. **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

in Texten (Audio- und Videoaufnahmen) über vertraute Themen die Hauptpunkte verstehen, wenn 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):

Einstellungen und Werte

3. Reading: Huntington's disease

You will read a text on Huntington's disease. For questions 1–5, choose the answer which fits best according to what you read.

One of the genetic disorders people have not found a cure for yet is Huntington's disease. Huntington's disease, which is also referred to as HD, is a genetic disorder that affects the body's muscle coordination. It also leads to a decline in people's cognitive ability and eventually to death. Because of the loss of muscle control people have major difficulty swallowing, which can cause choking or malnutrition. Apart from the physical problems, HD patients often develop depression.

In the beginning people might have problems driving their car, learning new things, answering questions or making decisions. They often have mood swings, feel angry and are passive or depressed. With the progression of the disease, these symptoms can become even worse. At a later stage, things like speaking, eating, and walking can pose a major problem. There are also people who cannot recognise family members anymore.

A recent study has shown that Barranquitas, a little village in Venezuela, has the highest concentration of people suffering from Huntington's disease worldwide. Dr Nancy Wexler, a US scientist who has been trying to find a cure throughout her entire medical career, has been travelling to Barranquitas for more than 30 years. Will Grant from the BBC travels with her to learn more about her fight against this disease and about the progress she has already made.

Dr Wexler is driven by a family obsession. Her mother, a scientist, died of Huntington's disease. As the daughter of an HD patient, Nancy Wexler has a one-in-two chance of carrying the disease herself. Together with her father, also a scientist, Nancy Wexler therefore decided to find a cure. This personal experience and emotional attachment make her get up every morning and continue looking, having the hope that the cure must be out there.

Normally Huntington's disease affects 1 in 10,000 people. In Barranquitas, however, a small Venezuelan village, where there have been a lot of inter-marriages between only a

few families in the past, 1 in 10 people is affected. So far more than 1,000 villagers have full-blown HD, and it can be said that many more carry the fatal gene.

Dr Wexler's research in Venezuela played an important role in the breakthrough of 1993. That year researchers were able to identify the problem that causes Huntington's disease. The abnormality responsible for it is a defective gene on chromosome 4.

Luis Sotu, for example, is one of those villagers whose DNA and background helped Dr Wexler discover that gene. Once a talented drummer and athletic fisherman, Mr Sotu, aged 39, has trouble controlling his bodily movements. Both his parents and nine of his thirteen siblings have HD. Unfortunately, some have already died of it.

Dr Wexler is a very strong woman and excellent scientist. She never gives up and she is absolutely convinced that Barranquitas holds the key to a cure, which is the reason why she keeps coming back at regular intervals.

1. Which areas of the body are affected by the disease?

- a person's mental health
- a person's brain
- a person's internal organs
- a person's body and mind**

2. Which problems do NOT occur in HD patients?

- speech problems
- heart problems**
- memory problems
- mental problems

3. What is Dr Wexler’s motivation to find a cure?

- her father’s help
- her professional interest
- her personal life**
- her ambition

4. What makes Barranquitas a special place for HD research?

- There are almost no cases of the disease.
- Many of the families are related to each other.
- There are many carriers of the defective gene.**
- 1 in 1,000 villagers is affected by the disease.

5. What is this text about?

- It describes how the cure was found.
- It gives an overview of Huntington’s disease.
- It outlines Dr Nancy Wexler’s life.
- It gives background information on HD research.**

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 distinguishing that from supporting detail(s)
4. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
5. **1.2** Identifying text topic

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):

Körper und Gesundheit !

4. Reading: Use Your Voice!

You will read a text on young people and voting. For questions 1–5, choose the answer which fits best according to what you read.

Use Your Voice!

An increasing number of countries are allowing teenagers to vote as soon as they reach the age of 16. Without the knowledge or necessary insight, a lot of teenagers understandably do not feel ready yet to take a stand and raise their voice for or against a certain party or set of beliefs. In fact, they shy away from taking part in elections instead of making use of their freedom to state their opinion.

We strongly believe that it is essential for any society that there is a fair proportion of young people actively contributing to a country's positive development. In case you still need to be convinced of the importance of your contribution, we have put together a good set of reasons why teenagers should vote.

1. You have a voice. Use it!

Teenagers often complain about their ideas not being heard and their wishes not being respected. By letting you vote, the government gives you the chance to communicate your ideas. If you have that opportunity, you should seize it and let the government know what you think.

2. You want to be mature? This is your chance!

Many teenagers have a hard time being treated seriously and are only smiled at when they try to participate in an adult conversation. Showing your engagement in politics, for example, underlines that you are not afraid of taking responsibility, which automatically makes you appear more mature.

3. You get what you deserve!

Nowadays, people in general, but young people in particular, seem to like complaining about all the things they do not have. They believe other people's needs are attended to more carefully than their own. The truth is that if you think teenagers and young adults do not get enough attention in the government, then this is most certainly because there are not enough young people voting for that kind of representation. If you vote, you have a chance to make sure you and like-minded people get what you want.

4. Shape your future

When you are in your teens or early twenties the last thing you probably think about is your pension, which is understandable, considering that you have about 45 years to go before you can think about **that**. What you should think about, though, is that most of the things you decide today will affect your future. Social security or medicare are issues, for instance, you should not neglect, but actively care about. There will come a day when you will be affected by decisions made in the past too.

How do you feel about shying away from voting now? We really hope we have been able to open your eyes and help you see how important it is that young people make use of their say. People who realise that they are responsible for their society's future demonstrate that by voting!

1. Why do many teenagers decide against voting?

- They do not understand the process of voting.
- They cannot choose a party.
- They do not want to voice their opinion.
- They are not informed well enough.**

2. What is the main purpose of the text?

- to inform the readers about voting systems
- to raise the question of the importance of voting
- to convince the readers to raise their voice**
- to help the readers decide on their political opinion

3. What does “to be mature” mean (paragraph 4)?

- to seem older than you are
- to be taken seriously
- to act responsibly**
- to actively engage in something

4. What do young people complain about?

- The voting age is too high.
- Their needs are not taken into consideration.**
- The government is not interested in their ideas.
- They have little hope for the future.

5. What does “that” refer to in paragraph 6 (line 3)?

- your future
- your retirement**
- your social security
- your life

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. **1.3.** Identifying text purpose
3. **4.1.** Predicting the meaning of (unknown) words from the context
4. **3.1.** Understanding explicitly stated main idea(s) and/or distinguishing that from supporting details.
5. **3.4.** Understanding cohesive relationships (reference, ellipsis, substitution, conjunction, lexical cohesion)

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

7. Writing: A report on good communication

Your class has been talking about good communication in personal relationships for the past two weeks. At the end of the discussion your teacher, Mr Cline, has asked you to write a **report** on the main factors of good communication. In your report, you should:

- define successful communication
- outline the skills you need to communicate well
- discuss the problems that can arise
- analyse the benefits of good communication

Write your **report** in around **200 words**. Divide your report into **sections** and give them **headings**.

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GERS Beschreibung – SCHREIBEN

B1 Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.

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