

Semester checks – answer key

Semester check 01, pp. 86–91**READING 1** The future of urban nature (T/F/J)

Key: 1 F, Miyawaki wondered if there; 2 F, Tiny forests can thrive; 3 T, They also provide habitat / Even though mini-forests are; 4 T, By bringing those plants; 5 T, Ron Finley from South; 6 F, Ron's neighborhood "guerilla gardening"; 7 T, On PARK(ing) Day, which

LESEN >>> B2 Ich kann längere Texte, auch Berichte und Artikel, zu aktuellen Fragen sowie literarische Texte selbstständig lesen und verstehen.

7-6: ✓✓ 5-4: ✓ 3-0: !!

What next? Now that you know the correct answers and where they are in the text, compare the expressions used in the text with those in the task. Are there any synonyms you didn't know that prevented you from getting the answer correct? For example, in item 1 it says "The majority of Mumbai's inhabitants" – how does the text express the same idea?

LISTENING 2 Birdwatching (4W)

Key: 1 a nest/a crow
2 drum on metal
3 their backstories/what have they seen
4 Wembley/inner-city London
5 book in a library/A Guide on Birds
6 widened the diversity/reaching a wider audience
7 there's so much beauty/opens your mind

HÖREN >>> B2 Ich kann längeren Redebeiträgen und komplexer Argumentation folgen, sofern die Thematik einigermaßen vertraut und der Rede- oder Gesprächsverlauf durch explizite Signale gekennzeichnet ist.

7-6: ✓✓ 5-4: ✓ 3-0: !!

What next? Listen to the recording again and stop after every question. Write down the language the speakers use to communicate the idea of the questions. For example, item 2 asks how woodpeckers have changed their behaviour while Lindo says, "Some woodpeckers have learned to drum on metal."

SPEAKING 3 a Individual long turn

SPRECHEN >>> B1+ Ich kann eine Argumentation, auch in Form einer Präsentation, gut genug ausführen, um die meiste Zeit ohne Schwierigkeiten verstanden zu werden.

Study the list on the next page 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 describe the nature of the chart including all information (e.g. title) given?		
2 use quantifiers (<i>a large proportion, ...</i>) describing the survey?		
3 focus on the essential information discussing the chart?		
4 give two or three good reasons with supporting details when talking about bullet point 2?		
5 make two or three useful suggestions with supporting details when talking about bullet point 3?		
6 use modal verbs/conditionals when talking about bullet points 2 and 3?		
7 speak fluently without reading from notes he/she has made?		
8 speak for about 4 minutes (a bit more than 1 minute for each bullet point)?		

b Paired activity

SPRECHEN ►► B1+ Ich kann ein Gespräch oder eine Diskussion aufrechterhalten und dabei kurz zu den Standpunkten anderer Stellung nehmen, Vergleiche anstellen und verschiedene Möglichkeiten angeben.

Ask a friend to give you and your partner honest feedback based on the tables 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 reasons and supporting details for all content 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 reasons and supporting details for all content points.		
speaks fluently .		
doesn't dominate the discussion.		

LANGUAGE IN USE 4

Do you have a growth mindset? (MC)

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

SPRACHVERWENDUNG IM KONTEXT

►► Ich kann ein hinreichend breites Spektrum an sprachlichen Mitteln korrekt erkennen und anwenden.

10-9: ✓✓ 8-7: ✓ 6-0: !!

What next? Find reasons why only the correct answer to each item fits the text. Especially for the answers you got wrong, find out what grammatical structure or expression you didn't know. Here are some examples:

- Item 1 needs to complete a conditional clause about an imaginary situation in the past. You can see this because the main clause uses the verb form *would have passed*, so the conditional clause can only be in the past perfect (*had* + past participle of the verb).
- On the other hand, item 4 needs to complete a fixed phrase with the correct preposition. If you discover you don't know a phrase like that, immediately record it in your notes for revision.

WRITING 5 Blog post

SCHREIBEN ▶▶ B1+ Ich kann mit einer gewissen Sicherheit größere Mengen von Sachinformationen über vertraute Routineangelegenheiten und über weniger routinemäßige Dinge zusammenfassen, darüber berichten und dazu Stellung nehmen.

Look at the blog post you have written and tick the questions.

Did you ...	Yes	No
1 state your user name and give the blog post a catchy title ?		
2 get the reader's attention in your introduction ?		
3 write three paragraphs (one for each bullet point) of about equal length?		
4 add relevant supporting details ?		
5 use semi-formal or neutral language ?		
6 use a variety of linking devices ?		
7 engage the reader with (rhetorical) questions and imperatives ?		
8 observe the function words ?		
9 "invite" the reader to comment on your blog post or take action in your conclusion ?		
10 proofread your blog post for common mistakes you might have made?		

Semester check 02, pp. 170–175

READING 1 How an Italian 'experiment' is embracing AI (MM)

Key: 0 D, 1 H, 2 C, 3 F, 4 K, 5 B, 6 G, 7 A, 8 L, 9 I;
Not used: E, J

LESEN ▶▶ B2 Ich kann die Hauptaussagen von inhaltlich und sprachlich komplexen Texten, auch literarischen zu konkreten und abstrakten Themen verstehen.

9–8: ✓✓ 7–5: ✓ 4–0: !!

LISTENING 2 Prince Rupert's dog Boy (MC)

Key: 1 A, 2 D, 3 C, 4 C, 5 A, 6 D, 7 C

HÖREN ▶▶ B2 Ich kann Hauptaussagen und spezifische Informationen von inhaltlich und sprachlich komplexen Redebeiträgen zu konkreten und abstrakten Themen verstehen, wenn Standardsprache gesprochen wird.

7–6: ✓✓ 5–4: ✓ 3–0: !!

What next? Some of the information given in the recording is quite complex and specific. For the items you got wrong, listen to the parts where they are discussed multiple times. You might even want to copy down parts of the text in writing for practice.

SPEAKING 3 a Individual long turn

SPRECHEN >>> B2 Ich kann zu einer großen Bandbreite von unterrichtsbezogenen Themen klare und detaillierte Beschreibungen und Darstellungen geben, Ideen ausführen und durch untergeordnete Punkte und relevante Beispiele abstützen.

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 say what the pictures have in common and what is different about them? (BP1)		
2 use the present continuous when describing what the people are doing? (BP1)		
3 speculate how the people might feel about the paintings? (BP1)		
4 support his/her opinion with examples (evidence) and reason ? (BP2)		
5 use a variety of sentence starters avoiding the overuse of <i>I think ...</i> ? (BP2)		
6 make one or two good suggestions supporting them with relevant details instead of offering a variety of suggestions without any details? (BP3)		
7 speak fluently without reading from notes he/she has made?		
8 speak for about 5 minutes (a bit less than 2 minutes for each bullet point)?		

b Paired activity

SPRECHEN >>> B2 Ich kann mich in vertrauten Situationen aktiv an informellen Diskussionen beteiligen, indem ich Stellung nehme, einen Standpunkt darlege, verschiedene Vorschläge beurteile, Hypothesen aufstelle und auf Hypothesen reagiere.

Ask a friend to give you and your partner honest feedback based on the tables 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 relevant supporting details (examples, evidence, reason) for each content point .		
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 relevant supporting details (examples, evidence, reason) for each content point .		
speaks fluently .		
doesn't dominate the discussion.		

