

3. In secondary school, how did Bill deal with his workload?

- ☐ He did not work hard enough.
- ☐ He gave up quickly.
- ☒ **He tried to manage the pressure.**

4. How did his bad marks affect his opinion about school?

- ☐ They did not affect his opinion at all.
- ☒ **He started to dislike school.**
- ☐ He was annoyed by his teachers' reaction.

5. Was Bill the only boy in his class with problems?

- ☐ There were a few boys facing the same problems.
- ☐ Bill was the one having the biggest problems.
- ☒ **Most of the boys in his class had the same problems.**

Radio:	With education becoming more and more important in today's world, educators, test developers and politicians take a very close look at the students' performance at any stage of a student's educational career. Recent research has once again shown that, looking at the gender gap, girls clearly outperform boys at school. Boys have got considerable learning difficulties and struggle to succeed in reading and writing. The situation is actually alarming and asks for more attention. Before we will have the chance to talk to a UK school improvement officer in tomorrow's show, we have been able to invite Bill, a 15-year-old boy from Kent, who will share his story with us today. Welcome, Bill!
Bill:	Thank you, John. I am happy to be here today.
Radio:	Tell us a little bit about your school career.
Bill:	Well, I didn't start out too great actually. In primary school, things seemed to be fine and I was doing okay. But as soon as I attended secondary school, problems began to arise.
Radio:	What kind of problems?
Bill:	I quickly ran into problems in all the language subjects and also in some of the natural science subjects. Although I tried to stay on top of my workload, it seemed impossible to keep up after a short while and I soon got very bad marks on tests as well as exams.
Radio:	How did you feel about this?
Bill:	I felt helpless. My parents didn't know what to do either. Private tutoring also didn't work and all this frustration finally led to a very negative attitude towards school.
Radio:	Did your teachers talk to you or give you any advice?
Bill:	Some tried to, but when they eventually realized what was going on, it was almost too late, to be honest.
Radio:	Were you the only one in your class experiencing such difficulties?
Bill:	In fact, there were only a few exceptions who didn't have any problems. This was the reason why our teachers started to ask questions.
Radio:	Did they only ask questions or was anything changed after you had shared your problems and worries with them?
Bill:	Well, I have to say that our teachers took our problems really seriously. After a few weeks of discussion and project work we all came up with new methods that helped us to overcome our frustrations.
Radio:	What did your teachers change, for example?
Bill:	First of all, they paid close attention to our seating arrangements. You could finally see boys sitting everywhere in the classroom, not only in the back row. They also tried to find topics that were interesting to all the students in the class.
Radio:	Bill, thank you very much for now. Stay tuned for more information after the break ... (fade out)

E8 Listening Strategies

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

1. **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.
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. **2.1.** Making inferences and deductions based on information in the text. This can include deducing meaning of unfamiliar lexical items from context.
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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):

Schule und Arbeitswelt

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Themenbereich(e):

Kultur, Medien und Literatur

You are going to read a text on package holidays. For questions 1–5, choose the answer which fits best according to what you read.

As a considerable number of flight and holiday companies filed for bankruptcy and the hidden costs of no-frills flights – such as extra charge for heavy baggage or check-in at the airport instead of online check-in – kept increasing, travelers wanted financial security, which helped package holidays see a new boost in 2009. An increase in last-minute bookings has also made package holidays more popular again.

5. Why did travelers return to booking package holidays a few years later?

- ☐ Because many holiday companies and airlines closed down.
- ☐ Because package holidays had become cheaper.
- ☒ **Because package holidays did not produce additional costs.**

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. **3.2.** 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. **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

4. Reading: Eating disorders in teenagers

You are going to read a text on eating disorders in teenagers. For statements 1–6, choose the answer (True or False) which fits best according to what you read.

Eating disorders in teenagers

With the onset of puberty, children turn into teenagers and a period called adolescence begins. Adolescence is the time between puberty and young adulthood, in which the young human body undergoes important physical and mental changes.

To form the basis for normal development and growth, teenagers do not only need constant support, understanding and time to reflect on themselves and their actions, but also a lot of healthy high-quality food. Their bones grow quickly and, depending on the teenagers' growing needs, they should consume high calorie foods.

In Western society in particular, more and more teenagers harm their bodies instead of taking good care of them. One problem a great number of teenagers but also young adults are facing today are eating disorders, which affect the human body negatively. Eating disorders are now considered the third most common chronic disease, especially in young women. The number of people affected has been rising dramatically in the past three decades. If not treated as early as possible, complex illnesses may be a consequence.

An eating disorder, in general, is a condition characterised by abnormal eating behaviour that may involve either too little or too much food intake. While there are quite a number of different eating disorders, anorexia nervosa and bulimia nervosa are the most common ones in young people.

People who starve themselves suffer from anorexia nervosa. The weight loss such people experience is extreme and normally 15% below their normal body weight. The main problem with anorexic people is that, regardless of how thin they are, they always believe that they are too fat. Their fear of gaining weight makes them do excessive exercise, take in laxatives or refuse to eat at all.

Bulimia nervosa is an eating disorder characterised by a combination of refusing to eat and taking in loads of food in a very short period of time. Feelings of guilt, weakness and low self-esteem are often the result of excessive food intake. In order to compensate for these bad feelings, bulimic people try to get rid of the food they have eaten, either by throwing up or by using laxatives.

Teenagers suffering from eating disorders frequently have to deal with serious medical consequences, such as growth retardation, abnormal weight and pubertal delay. Girls in particular have to face irregular or even absent menstruation. Eating disorders can also lead to a loss of body fat, muscle mass as well as bone mineral when the human body is growing. Moreover, there might be abnormalities with regard to one's levels of vitamins, minerals and other trace elements. These problems do not go away when entering adulthood. In fact, they get worse.

Apart from the medical consequences, eating disorders go hand in hand with psychological and emotional problems. People, especially teenagers, suffering from eating disorders often isolate themselves. They also fall easy victim to feelings of anxiety, low self-worth and depression. Regardless of whether one addresses the physical or the psychological consequences of eating disorders, both of them are destructive and affect people's quality of life extremely negatively.

6. Bulimic and anorexic people often turn away from social contacts.

☒ **True**

☐ False

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Themenbereich(e):

Körper und Gesundheit

