

3. How much time do people invest in using the Net, their phones or the TV?

- 3.5 hours
- 8 hours**
- 16 hours
- 12 hours

4. What is the main factor that has led to the drastic increase in the time spent online?

- mobility in Internet access
- the introduction of smartphones**
- popularity of social networking sites
- Internet addiction

5. What did you just listen to?

- a discussion
- a report**
- an interview
- a speech

Tapescript: Multi-tasking media users

Female voice (radio host):

Have you ever thought about how much time you spend reading and answering text messages or playing games on your mobile phones, chatting with your friends online or just surfing the Net in order to gather information on all sorts of topics you are interested in?

How much time do you think you – in comparison to the average Briton – spend watching TV, talking on the phone or being online?

One hour a day? Two hours a day? Or even more than that? (pause)

Listen to the following report on multi-tasking media users in the UK and decide for yourself where you stand compared to the average media user in the UK.

Male voice:

Recent research has now shown that the average Briton spends about half of their life consuming media and using communications, either at work or in private life.

About 1,200 subjects have taken part in a study conducted by Ofcom, an independent regulator and competition authority for the UK communications industries, which suggests that people living in the UK spend between six to seven hours every single day surfing the Internet, watching TV or using their mobile phones. Taking into consideration that we are capable of multi-tasking on various devices, average people actually spend the equivalent of almost nine hours a day using media and communications.

The study also shows that watching TV is still on top of all the media we have access to nowadays, followed by the radio. Average people spend at least 3.5 hours a day watching TV and about 91% of the people living in the UK have access to radio services.

Out of the 16 hours people are usually awake, they spend about 8 hours engaging in media and communications activities. By multi-tasking, which means using several devices at the very same time, people are even able to cram in much more than 8 hours.

Research also suggests that the growing use of smartphones and, to a smaller extent, the access to mobile Internet have led to a rise in the hours spent using different media. Today, people are no longer forced to be in a particular place to have access to the Internet. Looking at the numbers, it can be said that the amount of people using their mobile phones to surf the Net has nearly tripled in the past 3 years. Currently 13.5m people are using their phones for online purposes.

Interestingly enough, there is one website that seems to have pushed web use via the mobile phone, namely Facebook. According to this study, Facebook accounts for over 40% of mobile web use recorded in the UK. By way of comparison, Google holds 8%.

Finally, it can be said that social networking makes up almost one quarter of all the time people spend online. Facebook is by far the most commonly used one.

Female voice again (radio host):

Wow, are we really that dependent on media and communications services? That's amazing and frightening at the same time, I would say.

You know what, instead of chatting to my friend on Facebook tonight, I'm going to talk to her in person, meeting up in a café we both like. Take care!

E8 Listening Strategies

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

1. **2.2.** Determining a speaker's attitude or intention towards a listener or a topic.
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. **1.2.** 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.
5. **2.3.** Relating utterances to their social and situational contexts.

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):

Kultur, Medien und Literatur

2. Listening: Food in multicultural Britain

 You will hear different people speak about food in multicultural Britain. For questions 1–5, choose the answer which fits best according to what you hear.

1. What are you listening to?

- a commercial
- a food podcast
- a radio show**
- a report on breakfast

2. What was the situation in Britain like fifty years ago?

- The British hardly had any interest in food from other countries.
- The British were frequently consuming international food.
- The British were actively avoiding a variety in their dishes.
- The British had to go to other countries to eat different kinds of food.**

3. Which statement is correct?

- Roast beef is still considered people's most favourite food.
- Yorkshire pudding has almost disappeared from menus in restaurants.
- The variety of dishes available reflects Britain's multicultural nature.**
- The British like Chinese and Italian food the most.

4. What does Thomas say about Italian food?

- People can only get greasy and thick pizzas in Britain.
- More and more Italian restaurants are run by Americans.
- Italian restaurant owners are mainly interested in the money they make.
- It is quite a challenge to find original Italian restaurants.**

5. Why does Paul like Indian food?

- Because he has Indian roots.
- Because it is healthier.
- Because it is all about vegetables.
- Because he favours spicy dishes.**

Tapescript: Food in multicultural Britain

Radio host:

Hmm ... Can you smell that? Freshly baked croissants and steaming hot coffee! Hmm ... Oh ... I am on air?! (laughing slightly) Oops ... Sorry, folks! When it comes to tasty breakfast, delicious lunch or dinner, I just **can't** resist.

Speaking of which, today we are going to talk about food, more specifically, about the incredible diversity of food within the United Kingdom.

(pause)

While people had to travel to enjoy food from other cultural backgrounds just fifty years ago, you can now find Indian, Chinese, Italian, Mexican, Caribbean, German or Middle Eastern food right in one place. Having a Chinese meal, a Greek, Hungarian or Italian pizza or an Indian takeaway is part of today's multicultural big cities. Before people of different nationalities and cultures started coming together and living with each other, British food was mostly about fish and chips, roast beef and the famous Yorkshire pudding. These have certainly not disappeared from people's plates, but the dishes now offered are much more diverse and therefore representative of British culture these days.

(pause)

Just spend a few days in London, for example, and see what you can find there! To give you a better picture, I have talked to various Londoners about their favourite cuisine. Let's hear what they have to say.

Thomas (young man)

I am Thomas. My favourite food? Well, I have always loved pizza and pasta. For me, Italian food is the best thing one can eat. It's the combination of dark red tomatoes, Parmesan cheese, prosciutto and spices like basil and oregano that my taste buds are fascinated by (laughing). It's not that easy, though, to find good Italian restaurants over here since our pizzas are often served the American way ... with just too much greasy cheese and the dough is definitely too thick. Luckily, I have found about three small restaurants run by Italians who care less about the money they make than about the quality of their cuisine.

Carrie (younger woman)

Hello, my name is Carrie. I am from London ... and I feel like having to take a stand for English food here (laughing). This goes to all the people in the world who believe that we cannot cook properly. Fish and chips is, by no means, all that we can do. (laughing again) As a matter of fact, we also have a long tradition of various dishes which are very tasteful. Take the Lancashire hotpot, for example. That's a sort of stew with potatoes and lamb ... usually unknown to a lot of people but surely worth the money.

Paul (young man)

Hi, I am Paul. To be honest, I don't think I'd be able to make it through a whole week without eating Indian food at least once (laughing). I don't know why I like it so much ... I guess it's mostly about the spices and also the way they prepare the meat they eat, which is primarily either lamb or chicken. Indian food relies on spices and is all about strong flavours. Garlic also plays an important role in Indian dishes. Turmeric, curry powder and cumin are essential ingredients. And ... um ...

Prime Time – Key

vegetables are part of it, of course ... such as potatoes and spinach. What I like most about it is that it is served quite spicy and hot.

Radio host:

This is it for today! Thanks for listening and don't forget to spoil your palate! ☺

E8 Listening Strategies

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

1. **2.3.** Relating utterances to their social and situational contexts.
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. **1.3.** Listening for specific information, including recall of important details. Understanding directions and instructions.
5. **2.2.** Determining a speaker's attitude or intention towards a listener or a topic.

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 die Hauptpunkte verstehen, wenn in deutlich 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):

Essen und Trinken

3. Reading: Acne in young people

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

A nasty skin disorder

Young people, especially those in the midst of puberty, know how uncomfortable and embarrassing IT can be. We are talking about acne! For young people, in particular, it is really the most unattractive feature on a person's face, back or chest that almost always seems to come up at the worst time. This is to give you some general information about it and some tips on how to deal with it.

What acne is

Acne, which is often also just called zits or pimples, refers to those red lumps in or under a person's skin. Young people between the age of 11 and 18 are the ones mostly affected by it. Some people may even suffer from it up until their mid 20s. Acne can involve both mild and severe outbreaks of pimples and cysts on the face, back, shoulders and chest.

Pimples are those lumps with a white head of pus which can be, but should not be squeezed. They usually do not leave any scars. Cysts, on the other hand, do not only have pus but also other tissue in them. They can be red, swollen or sore, but do not come to a head. In contrast to pimples, cysts might well cause scarring and also an uneven and blotchy skin colour.

Why people get acne

Right around the onset of puberty, teenagers' hormones start getting active and going haywire. Some of the hormones produced by the body are called 'androgens'. Women as well as men have these hormones; men just have more of them. When these androgens start affecting the body's oil glands, the glands get bigger and bigger and produce more oil. Bacteria, or germs, which can usually be found on the skin, make the oil

thicken, which then leads to blocked pores. These blocked pores normally result in blackheads, white-heads, pimples or even cysts.

Who is more likely to get acne

In general, you can blame your genes for your acne. If acne runs in your family, you run a greater risk of getting it too. Girls often get it earlier than boys. Boys, however, usually suffer from more outbreaks than girls and also from worse pimples and cysts.

..... (5)

As already mentioned, acne can make people feel really uncomfortable and even miserable. Grown-ups might tell you that having acne is normal and part of being young. If your acne starts worrying you so much so that you become extremely self-conscious, you do not necessarily have to accept those annoying pimples but can consult a doctor. There are medical treatments that can, in fact, help a lot. Do not hesitate to make use of them if you think this might improve your quality of life.

1. Which statement is NOT correct?

- Pimples must not be squeezed.
- Pimples are filled with pus.
- Cysts can be squeezed.**
- Cysts can make the skin look uneven.

2. What causes blocked pores?

- the androgens the body produces
- a lack of body care
- an increase in oil gland activity
- germs causing the oil to get thicker**

3. Which is the best heading for the last paragraph (paragraph 5)?

- Whether or not you should just live with acne**
- What problems teenagers usually have
- What doctors can do about acne
- What side effects medical treatments can have

4. What is the main purpose of this text?

- to advise people suffering from acne to see a doctor
- to inform about acne and measures against it**
- to point out what psychological damage acne can cause
- to describe the different forms of acne

5. Who is this text written for?

- doctors treating teenage acne patients
- grown-ups trying to help their teenage kids
- teenagers looking for details about acne**
- psychologists treating teenagers with low self-esteem

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/or distinguishing that from supporting details.
4. **1.3.** Identifying text purpose
5. **1.3.** Identifying text purpose

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):

Körper und Gesundheit

4. Reading: How to have fun outdoors

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

How to have fun outdoors

Are you one of those teenagers who prefer staying indoors, playing computer games or sitting on the couch watching TV? Well, I would like to convince you that you can have as much fun outdoors as indoors, if not more. I hope that after reading this you will just put on your shoes, grab your jacket and go outside.

Tip #1: Go on a city safari

You might not know this but the cities we live in are a fantastic place to live for lots and lots of animals. Just think about all the food, water and shelter birds, insects and all sorts of creepy-crawlies can find in our cities. There are also plenty of different plants to discover and explore.

The good thing about animals in cities is that they are usually less shy than those living in the wild because they are already accustomed to all the people rushing past them. Both squirrels and birds might as well just come really close and see whether you have got any food for them.

If you are extremely keen on seeing all sorts of water birds, make sure you go to park ponds, canals or rivers. These are the best places to see ducks, coots or moorhens.

One more piece of advice: If you are considering going on a city safari, try to go as early as you can. Joggers, commuters or dog-walkers often scare all those great animals away and you won't see much of them during the day.

Tip #2: Butterflies

Late summer is the perfect time for watching butterflies, unless the weather is cold or wet. Butterflies prefer warm and sunny August and September days. If the weather is all right, though, you will find a great variety of butterflies.

They usually sit on all sorts of flowers and feed on their nectar. Apple trees with fallen fruit lying around underneath are also places to go for butterflies. The butterflies most often whizzing around those apples are red admirals, which, by the way, even let people come really close so that they can see their orange, white and black patterning.

Tip #3: Trap moths at night

While most people probably feel disgust and hysteria when seeing moths, I have to say that they are fun creatures to look at.

It is true! Their reputation is not the best – considering that they find their way into our clothes and food. But I am sure that as soon as you take a closer look at one of the nearly 2,500 moth species there are, you will have to agree with me that they are really beautiful and fascinating creatures.

If you are wondering now where you might find them, I have got good news for you: They are everywhere! You will find them in urban gardens as well as any rural areas. To catch them you just have to wait till it is getting dark. Take a butterfly net and a torch with you and enjoy!

1. What is the purpose of the introduction?

- to make the readers feel guilty about their behaviour
- to criticise couch potatoes and their lifestyle
- to present the benefit of being outdoors
- : **to make the readers think about going outside**

2. In this context, what does “accustomed to” mean?

- stressed by
- : **familiar with**
- scared of
- fed by

3. Which of the following statements is correct?

- Butterflies can be observed throughout spring, summer and autumn.
- Butterflies are mainly attracted by ripe fruit.
- Weather does not affect the observation of butterflies.
- : **Red admirals are less shy than other species.**

4. Why do many people dislike moths?

- Because they come out at night.
- Because they can be found everywhere.
- Because they ruin our clothes and food.**
- Because they are attracted by light.

5. Who is the text written for?

- people who love nature
- people who should spend less time indoors**
- people who like going on safaris
- people who are interested in animals

E8 Reading Strategies

(http://www.uni-klu.ac.at/ltc/downloads/LTC_Technical_Report_2.pdf)

1. **1.3.** Identifying text purpose
2. **4.1.** Predicting the meaning of (unknown) words from the context
3. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
4. **3.2.** Locating, identifying, understanding and comparing facts, opinions, definitions (search reading included).
5. **1.3.** Identifying text purpose

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; Hobbys und Interessen

6. Language in use: My favourite place

Read the following text. Some words are missing. Use the words in brackets to form words that fit in the gaps (1–7). Write your answers in the gaps.

Cape Town is still my all-time favourite holiday destination in this world. I just came back from an (1) **unforgettable** (**forget**) trip about two weeks ago and I would go back right now if I (2) **could** (**can**).

One of the things I consider most (3) **beautiful** (**beauty**) is being on the beach and at the same time having that (4) **breathtaking** (**breath**) mountain view in the background. In (5) **addition** (**add**) to the wonderful landscape, Cape Town has to offer a (6) **variety** (**vary**) of things. This place is full of energy and (7) **excitement** (**excite**), and the people are great fun to be with.

7. Writing: Communication now and then

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, zusammenhängende Texte zu mehreren vertrauten Themen aus ihrem/seinem Interessengebiet verfassen, wobei einzelne kürzere Teile in linearer Abfolge verbunden werden.

Themenbereich(e):

Umwelt und Gesellschaft

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