



**Landesinstitut für Schule/
Qualitätsagentur**

Aufgabenbeispiele zu den Kernlehrplänen Fach Englisch

(Lernbegleitende Feststellungsaufgaben)

Nordrhein-Westfalen

<http://www.learn-line.nrw.de/angebote/kernlehrplaene>

Lernbegleitende Feststellungsaufgaben Englisch zur Konkretisierung der Kompetenzerwartungen am Ende der Jahrgangsstufe 6

Mit leistungsstärkeren Gruppen können die folgenden Aufgaben bearbeitet werden.

Aufgabenbeispiele für die kommunikativen Teilkompetenzen:

- A) Zusammenhängendes Sprechen
- B) Schreiben
- C) Leseverstehen
- D) Hörverstehen
- E) Sprachmittlung

Handlungsbezogener Kontext

Die Aufgaben beziehen sich auf die folgenden **Themen und Inhalte**:

- Familie, Freundinnen, Freunde, tägliches Leben und Tagesabläufe, Freizeit (A, D und E)
- Feste und Traditionen, exemplarische historische Persönlichkeiten und Ereignisse (B und C)

A) Zusammenhängendes Sprechen: Die Schülerinnen und Schüler sollen mithilfe der thematischen und sprachlichen Vorgaben auf einer *role card* sich selbst, ihre Familie, Freundinnen, Freunde, Hobbys und Interessen in einfacher Form vorstellen.

B) Schreiben: Die Schülerinnen und Schüler sollen einen kurzen persönlichen Alltagstext verfassen, d. h., sie schreiben eine E-Mail an ihre Austauschschülerin bzw. ihren Austauschschüler, in der sie Fragen zu dem kulturellen Ereignis des *Guy Fawkes Day* stellen.

C) Leseverstehen: Die Schülerinnen und Schüler sollen einem adaptierten Text wesentliche inhaltliche Aspekte entnehmen, d. h., sie lesen eine kurze adaptierte Geschichte und entnehmen ihr wichtige Informationen zu Guy Fawkes und dem *Guy Fawkes Day*. Die Bearbeitung des Lesetextes erfolgt auf der Grundlage von *Multiple-Choice*-Aufgaben, *sentence-completion*-Aufgaben und Aufgaben, in denen sie falsche Aussagen korrigieren müssen.

D) Hörverstehen: Die Schülerinnen und Schüler sollen aus einem didaktisierten Hörtext Informationen erschließen, d. h., in der Rolle eines Gastes auf einer *Bonfire Night Party* entnehmen sie einem Gespräch zwischen drei Personen Informationen zu den Gesprächsteilnehmern und den Inhalten des Gesprächs. Sie bearbeiten den Hörtext auf der Grundlage von *Multiple-Choice*- und *sentence-completion*-Aufgaben.

E) Sprachmittlung: Die Schülerinnen und Schüler sollen aus einem einfachen kurzen englischsprachigen Gebrauchstext die Kernaussagen erschließen und auf Deutsch wiedergeben, d. h., sie entnehmen einer Hotelbroschüre die für einen Hotelaufenthalt in England relevanten Informationen und geben diese mündlich auf Deutsch wieder.

Aufgabentypen zur Ermittlung von einzelnen kommunikativen Kompetenzen am Ende der Jahrgangsstufe 6

Kommunikative Kompetenzen	Text-/Materialgrundlagen/Impulse	Aufgabenstellungen	Aufgabenformate
Hörverstehen	<ul style="list-style-type: none"> • Gespräch auf einer Party 	<ul style="list-style-type: none"> • einem Hörtext Informationen zu Personen und Gesprächsinhalt entnehmen 	<ul style="list-style-type: none"> • Vervollständigen von Sätzen • <i>Multiple-Choice</i>-Aufgaben
Sprechen: zusammenhängendes Sprechen	<ul style="list-style-type: none"> • Rollenkarte mit thematischen und sprachlichen Vorgaben 	<ul style="list-style-type: none"> • sich den Schülerinnen und Schülern in der Klasse einer Austauschschule vorstellen 	<ul style="list-style-type: none"> • freies, durch Notizen gestütztes Sprechen
Leseverstehen	<ul style="list-style-type: none"> • Informationen zu einem typischen englischen Fest 	<ul style="list-style-type: none"> • einem Lesetext zu Guy Fawkes und dem <i>Guy Fawkes Day</i> die wichtigsten Fakten entnehmen 	<ul style="list-style-type: none"> • <i>Multiple-Choice</i>-Aufgaben • Vervollständigen von Sätzen • Korrigieren falscher Aussagen
Schreiben	<ul style="list-style-type: none"> • einen kurzen Alltags-text verfassen 	<ul style="list-style-type: none"> • eine E-Mail mit der Bitte um Informationen schreiben 	<ul style="list-style-type: none"> • freies Schreiben
Sprachmittlung	<ul style="list-style-type: none"> • englischsprachige Hotelbroschüre 	<ul style="list-style-type: none"> • den Eltern mündliche Informationen über ein Hotel liefern (auf Deutsch) 	<ul style="list-style-type: none"> • materialgestütztes Erklären

A) Zusammenhängendes Sprechen

Here you have to talk about yourself.

Your school is planning an exchange with a school in Chester.

Your teacher wants to prepare you for this exchange, so you practise talking about yourself.

- *First read the role card.*
- *Then practise talking about yourself with one of your classmates.*
- *Talk about the topics on your role card and use the expressions.*

ROLE CARD

You are in Form 8HM at Kingsway High School in Chester for one day.

The English pupils want to know something about

- your age
- your school
- your family (and perhaps pets)
- your hobbies, interests
- your home town.

Think of a good beginning and a last sentence.

Useful expressions

Hello, I'm happy to ...

I go to ...

I'd like to ...

I like ... /I don't like .../I love .../I hate ...

I'm interested in ...

I live in

B) Schreiben

Now you have to write an e-mail to get some information for a school project.

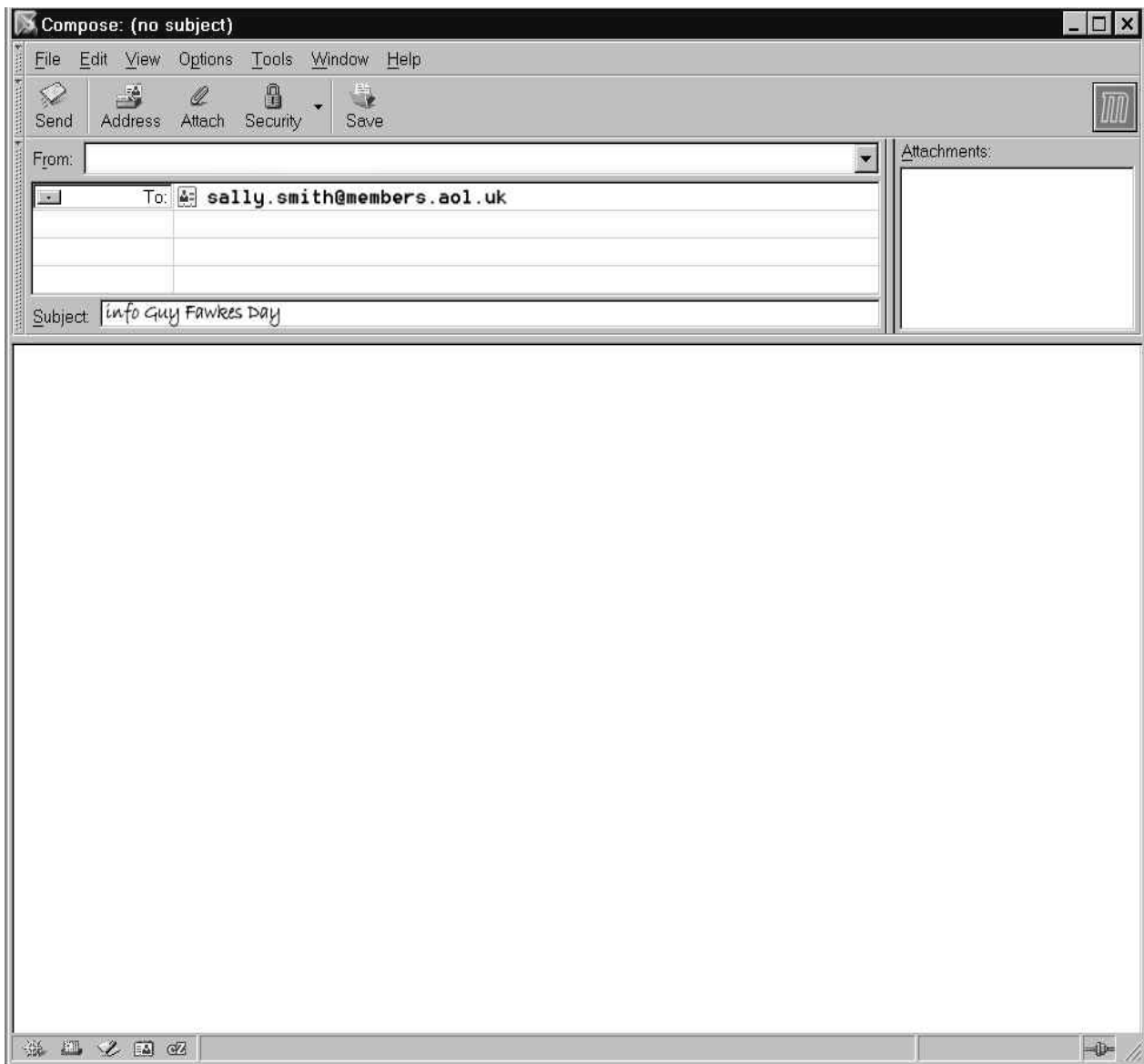
You prepare your exchange trip to Chester with some projects.

One of your projects in class is "English festivals".

Your topic is "Guy Fawkes Day".

Write an e-mail to Sally Smith, your exchange partner. In your e-mail ...

- *tell her about your project.*
- *ask her for information about Guy Fawkes Day: (When ...? Where ...? What ...? Why ...? How ...?)*



C) Leseverstehen

Here you have to read and understand a text about a famous English festival.

You have asked your exchange partner in Chester, Sally Smith, for some information about Guy Fawkes Day. You want to talk about this typical English festival in class. She has sent you the following story.

- *First read the text.*
- *Then do tasks a) – c).*

Guy Fawkes Day

If you live in England you will know the very famous story of Guy Fawkes. He was a man who tried to blow¹ up the English Houses of Parliament in 1605. Imagine that!

He and some of his friends dug² a tunnel under Parliament, which is where the laws³ are made in England. They rolled barrels of gunpowder under the rooms where the Members of Parliament and the King wanted to meet on 5th November. That was the day when Guy Fawkes and his friends wanted to blow up Parliament. But, the night before they could do it the king's men found out about the plot⁴.

They arrested Guy Fawkes and took him to the Tower of London as a prisoner. At the Tower he told them of his plan to blow up Parliament, and he also gave them the names of all the other people who had helped him.

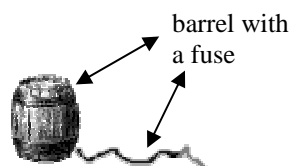
Now, every November 5th people in England celebrate Guy Fawkes Day. Boys and girls get old clothes like an old suit or so and fill them with straw to make a straw figure that looks like Guy Fawkes. If they can get a hat they use that, too. This figure is called a "Guy". It's something like a scarecrow. The children then put the guy in a wooden cart, take him from door to door and ask people for "A penny for the Guy, please."

When they have collected enough pennies they go and buy fireworks. As soon as it gets dark everyone, children and grown-ups, make a huge bonfire with wood and sticks, and they throw the straw Guy on it and set the bonfire alight.

(Quelle: <http://www.toweroflondontour.com/kids/queen.html> adapted)

words:

- blow up = in die Luft sprengen*
- dug = gruben*
- law = Gesetz*
- plot = Verschwörung*



scarecrow

Now find out the most important information with the help of the following tasks:

Task a): Tick (✓) the correct box for each item. Only one answer is correct.

- 1) Guy Fawkes was a man who ...
- a) wanted to blow up the Houses of Parliament.
 - b) was a Member of Parliament.
 - c) was the King of England.
- 2) The night before 5th November the king's men ...
- a) arrested Guy Fawkes.
 - b) arrested Guy Fawkes' friends.
 - c) arrested Guy Fawkes and his friends.

Task b): Complete the following sentences:

- 3) The king's men could to arrest all the people who were in the plot because ...



- 4) The English celebrate Guy Fawkes Day on 5th November because ...



Task c): Correct the following sentences:

- 5) Boys and girls get dresses and skirts for the "Guy".



- 6) The children collect pennies to buy a "Guy".



- 7) The grown-ups build a huge bonfire with sticks and wood.



D) Hörverstehen

Now you have to understand what people say in a conversation.

During your exchange in Chester you are a guest at a Bonfire Night Party and hear a conversation. You want to find out who the guests are.

- Listen to the conversation.
- Complete the following sentences while you are listening.
- Use the following words: friend (2 x), boyfriend (1 x), classmate (1 x)
- Check your answers.

1) Mark is Tom's ...



2) Jenny is Susan's ...



3) Anne is Susan's ...



4) Susan is Tom's ...



You want to find out more details.

- Listen to the conversation again.
- Tick (✓) the correct box while you are listening.

<p>5) Marko is ...</p> <p>a) <input type="checkbox"/> 12.</p> <p>b) <input type="checkbox"/> 13.</p> <p>c) <input type="checkbox"/> 14.</p>	<p>8) Susan's mother is coming at ...</p> <p>a) <input type="checkbox"/> 7.30.</p> <p>b) <input type="checkbox"/> 8.30.</p> <p>c) <input type="checkbox"/> 9.00.</p>
<p>6) Marko is from ...</p> <p>a) <input type="checkbox"/> Spain.</p> <p>b) <input type="checkbox"/> Italy.</p> <p>c) <input type="checkbox"/> England.</p>	<p>9) Tom wants to start ...</p> <p>a) <input type="checkbox"/> the fireworks.</p> <p>b) <input type="checkbox"/> the bonfire.</p> <p>c) <input type="checkbox"/> the dancing.</p>
<p>7) Who loves peanut butter sandwiches?</p> <p>a) <input type="checkbox"/> Tom and Susan</p> <p>b) <input type="checkbox"/> Jenny and Susan</p> <p>c) <input type="checkbox"/> Jenny and Tom</p>	<p>10) Anne is at the party with ...</p> <p>a) <input type="checkbox"/> her classmate.</p> <p>b) <input type="checkbox"/> her new boyfriend.</p> <p>c) <input type="checkbox"/> Susan's boyfriend.</p>

Hörverstehen: Skript

At a Bonfire Night party

(Music in the background, teenagers' voices)

Susan: Hi Jenny. Oh, look, it's late, let's go and get the fireworks.

Jenny: Wait a moment. Susan, can you see that boy? Next to the window.

Susan: Where?

Jenny: Look, that boy with the black hair next to the window.

Susan: I don't know him. He looks like a Spaniard.

Tom: He's only twelve. Better look at me.

Jenny: Only twelve? He looks much older, doesn't he? Like thirteen or fourteen. Do you know him, Tom?

Tom: He's in my form. His name is Mark, but we call him Marko.

Jenny: Why?

Tom: Because he looks Italian, but he's from Chester. Nice, isn't he?

Jenny: Yes. Oh, stop it, Tom. Hey, do you want a peanut butter sandwich?

Tom: Of course, my Mum made them.

(Music in the background louder)

Mmmh, have one, too, Jenny. It's great.

Jenny: I love peanut butter sandwiches.

Tom: And Marko.

Susan: Oh, shut up, you. What are you drinking?

Tom: Me? Coke and orange juice, my favourite drink. I can drink three, one after another.

Susan: Yuck, coke and orange juice, that's not very cool.

Jenny: You really must try this tropical fruit juice cocktail.

Susan: Now, this is a nice drink.

Tom: Let me try it.

(You hear Tom drinking.)

Ugh, it tastes awful, I don't like it.

(The music gets louder.)

Jenny: Listen, what's the time?

Tom: Seven thirty. Why?

Jenny: Seven thirty, good, that's OK. I have to be home at nine.

Susan: Mum's coming for me at eight thirty.

Jenny: Can I come with you at half past eight then?

Susan: Sure.

Tom: Come on now, let's start the bonfire.

Jenny: Just wait, Tom. Susan, look, there's your sister Anne. With her boyfriend.

Susan: What? She hasn't got a boyfriend.

Jenny: Well, she has now. Can't you see how they're dancing?

Susan: Who is he?

Jenny: I don't know, but he's nice, isn't he?

Susan: Let's find out. Come on Jenny. Move.

E) Sprachmittlung

Here you have to explain some information from an English brochure in German.

You are staying with an English family in Chester and your parents want to visit you. You have found a nice hotel for them and tell them on the phone about it.

- *Read the text from the brochure on Northop Hall Country House Hotel.*
- *Give your parents at least four reasons why they should book that hotel (in German, of course).*

Northop Hall Country House Hotel



Northop Hall has everything to make your stay nice. From the moment you come in, you'll start to relax. The Hall is from 1872 and it is in a wonderful place with big quiet gardens and high trees.

The old building has been modernized. All rooms have a radio, a minibar, direct dial telephones and TV with lots of channels.



The large rooms, the wonderful furniture, the good service make Northop Hall the perfect place to stay. Our welcome is always a hearty one.



(Quelle: <http://www.hotel-chester.com>)