

Allgemein bildende Schulen

Gymnasium

*Innovativer
Bildungsservice*

The art of writing
Skills trainer

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1 Introduction

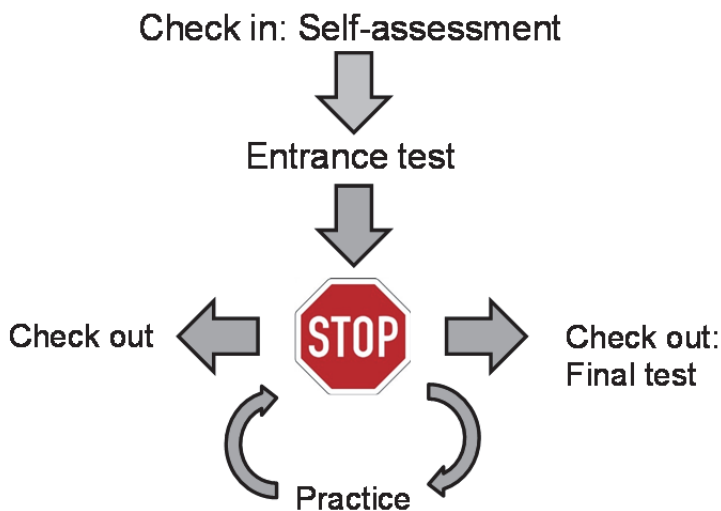
1.1 What this book is

This book can help you to find out in which areas of writing you are doing well and in which areas you might need more practice. It offers tips and background knowledge, tests and study material to practice your writing skills.

This book lists skills, strategies and areas of content knowledge which help you to improve your writing. You will find them in the table on page 9. They are arranged in an order which reflects the typical stages of the writing process: Understanding assignments and texts you will write about – structuring your ideas and planning your writing – making correct and creative use of the English language – proofreading and correcting your texts. As you learn and understand what the art of writing consists of, step by step you will become more aware of your writing process and in doing so become a better writer.

This book is designed to help you to assess, test and practice/expand your skills on your own. For each test and study material there are solutions to compare your test results with. You can always decide on your own whether you want to practice more or move on to the next skill.

1.2 How to use this book



1.2.1 Check in: Self-assessment

Read the skills listed in the table. Make sure that you understand what they are about. If you are not sure what is meant by a certain skill, you can go to the explanations at the beginning of each entrance test.

Then assess your skills and tick off in the table:

++	=	Excellent
+	=	Good
0	=	Should be better
-	=	Poor

1.2.2 Entrance test (ET)

Take the tests on your own. Please do NOT use any help in the form of dictionaries or grammar books and do not copy from someone else. Nobody one will give you a bad grade, in case you copy from your neighbor or peek at the solution sheets – but it will blur your test results.

1.2.3 Stop

At the bottom of each entrance test, you will find a STOP SIGN.



CHECK – EVALUATE – DECIDE

CHECK ⇒ Look up the test solutions and compare them with your test results. Some tests require a very clear and predictable solution and you can easily compare them with your test results on your own. In other tests various solutions are possible and the solution sheet can offer only one possible solution (“suggested solution”). In these cases you might want to have a peer look at your results and give you feedback.

EVALUATE ⇒ How did you do in the test?

- Tick this off in the table:

++	=	Excellent
+	=	Good
0	=	Should be better
-	=	Poor

Tip: Evaluating your performance is not easy since there are no credits to count and you are probably quite insecure about which category you should tick off.

Most of the tests are quite short and test only very limited aspects of your writing skills. Therefore it is recommended that you are quite critical and strict on yourself: You should only judge your test performance as “excellent” when your solutions are perfect - complete and correct. Minor and very few mistakes should be evaluated as a “good” performance.

- If you are not sure how to evaluate your test performance, get a second opinion. Have your teacher evaluate your test performance. Does he or she confirm your evaluation? If yes, he or she can circle the box you ticked off. If no, he or she can circle a different box.

- Entrance Tests 11 – 14 refer to your use of words and grammar. The tests focus only on one aspect of this. Therefore you should hand in a complete piece of writing to your teacher and have him or her give you feedback on “typical” mistakes or flaws. You should write this in the table where it says “I focus on_____”.
- Finally, compare your test performance with your self-assessment: Did you do as you expected?

DECIDE ⇒ Do you feel that you need more practice?

- If not, please tick this off in the table and color that field green. This means that you have acquired that skill and you don’t need to practice it more. You may take the next entrance test.
- If yes, please tick this off in the table and color that field red. This means that you need to practice more.

Tip: You can start practicing after each entrance test or you can take all the entrance tests first and practice later. In this case, you might end up with a lot of red fields and not know where to start practicing. You can make a ranking: Mark the field you want to start with number one. Proceed accordingly.

1.2.4 Practice your skills

Go to the training material and do the exercises. You may use help in the form of dictionaries, grammar books, your peers etc. The column in the table where it says “additional material” lists helpful pages in your textbook or additional exercises.

After each item of training material, you will find a stop sign.



CHECK – EVALUATE – DECIDE

CHECK ⇒ Compare your results with the (suggested) solutions.

EVALUATE ⇒ Think about how you did in the exercise and reflect upon it. What was easy? What was difficult? Why?

DECIDE ⇒ Do you feel that you need to practice more or are you ready to take the final test? Remember: You do not have to complete all exercises. You are your own teacher: You decide when you take the final test!

1.2.5 Final Test (FT)

Take the tests on your own. Please do NOT use any help in form of dictionaries, grammar books or copy from someone else. Remember again that cheating will blur your test results.

After each final test you will find a stop sign.



CHECK – EVALUATE – DECIDE

CHECK ⇒ Compare the test solutions with your test results. Mark deviations and mistakes in your test. Show your test to your teacher.

EVALUATE ⇒ How did you do in the final test? Tick off in the table. Then have your teacher evaluate it. Does he or she confirm your evaluation? If yes, he or she can circle the box you ticked off. If no, he or she can circle a different box.

++	= Excellent	I have completely acquired this skill and need more difficult challenges!
+	= Good	I have acquired this skill and do not need further practice.
0	= Should be better	I still feel insecure about this skill and would like to practice more.
-	= Poor	I definitely need further support and more training material.

DECIDE ⇒ Can you move on to a different skill or do you need more training? The sentences next to the four evaluation categories may help you to make that decision.

1.2.6 Demonstrate your writing skills

- Select one of the writing assignments or come up with your own idea.
- Have your teacher confirm your choice and write it down in your writing certificate.
- Plan, write and revise your text.
- Hand your text in to your teacher.
- He or she will give you feedback. You might need to improve your text.
- Eventually your teacher will certify that you are an awesome writer!

2 Training plan

	Skills	Self-assessment	Entrance Test	Entrance Test Performance	Do you need further practice? Yes – please color the field red. No– please color the field green.	Training material, additional material	Final Test	Final Test Performance
P R O C E S S		- 0 + ++		- 0 + ++	Yes No			- 0 + ++
	1. I can find pieces of information in texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	TM 1	FT 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2. I can read between the lines and draw conclusions from texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	3. I can understand tricky questions and explanations, follow instructions and make use of given examples.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	4. I can structure pieces of information from texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	5. I can make notes of my own ideas and structure them.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	6. I can make an outline.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	TM 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	7. I can argue for and against something.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	TM 7	FT 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	8. I can write in a tone which is appropriate to a given situation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	TM 8	FT 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	9. I know the characteristics of different types of texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	TM 9		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	10. I can connect my ideas and thoughts by using linking words.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	11. My can use words correctly and precisely.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> focus on:			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	12. My use of words varied.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> focus on:			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	13. My use of grammar is correct.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 13	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> focus on:			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	14. My spelling is correct.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 14	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> focus on:			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. I can proofread and evaluate texts and use feedback to improve my texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ET 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Evaluation grid		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I can demonstrate my writing skills and get a writing certificate.

Writing Certificate

Congratulations

To: _____

You have successfully proven what an awesome writer you are!

Assignment: _____

Task Type: _____

Date: _____ Signature: _____

3 Entrance tests (ETs)

 **You need this text for Entrance Tests 1-7.**

Parents gone – freedom arrived!!!?

Marc`s parents have left on a short trip to the mountains and Marc is looking forward to three full days home alone! However, when he wakes up on Saturday morning, he finds a letter on the kitchen counter, which drastically reduces his excitement about his new freedom. Here is what it says:

1 Dear Marc:

2 As you know we have left for a short trip to the mountains.

3 This is to let you know that we have made some arrangements for you to make sure you are safe
4 during our absence. We are aware that this might be upsetting. However, please keep in mind that
5 we did not do this to punish you or spoil your weekend, but because we are worried for you and
6 feel that it is our duty as your parents to watch out for you and protect you.

7 First of all, we unplugged the TV. Since you found out how to change the code, we cannot regulate
8 programs and watching hours anymore. Sorry, son, but you really left us no choice! We cannot al-
9 low you to watch TV all day long – it will keep you from studying and going to training. Also, we
10 feel that you haven't really made the best choices when it comes to the programs you watch.
11 Those reality shows are full of foul language and horrible behavior and we do not want you to con-
12 sume rubbish like that all day. We never see you watch educational programs or sophisticated
13 movies, although we come up with good suggestions all the time!

14 Furthermore, we closed down the internet. We were discussing this to the very last minute, but
15 eventually agreed that this was necessary to keep you from further ruining your future. You know
16 that it is dangerous to post too much personal information on your Facebook wall. Nevertheless,
17 we have caught you sharing inappropriate things numerous times and you don't seem to realize
18 how damaging and dangerous this can be. Also, we don't want you to be stuck in front of the com-
19 puter all day – socializing with friends in real life is so much better for you and we want to help you
20 go outside more often. We also feel that you have neglected your homework lately and we are real-
21 ly worried about your grades! In the parent-teacher-conference last week Mrs. O'Reilly, who had
22 always praised you, expressed her concern about your poor performance in her class. Marc, can
23 you imagine how disappointed we were???

24 Moreover, we have made arrangements for you to go over to Granny's house for lunch. She will
25 wait for you every day at 12.30 p.m. sharp with a delicious, home-cooked lunch. We know that you
26 won't like this, but it will help you to structure your day and eat nutritious and healthy food. We are
27 really concerned about your eating habits – burgers, chips and candy – and have watched you put
28 on weight and become quite irritable lately. You know well that too much fat and sugar is bad for
29 you and we want you to have a meal with fresh veggies at least once a day. Please don't disappoint
30 grandmother by standing her up or being late. You know how lonely she is and how happy you can
31 make her by spending some time with her. Remember how much she has done for you over the
32 past years, so please be punctual and dependable and don't mess this up! We are sure that
33 Grandma will let us know, if you don't show up at her place or arriver there too late!

34 Saving the best for last, we asked Aunt Lucy to come over every night at 10 p.m. to make sure you
35 come home on time. You know that it is illegal for teenagers under 16 to stay out longer than 10
36 p.m. In the past you have been late several times and we had to look and take you home. This is
37 why we'll have Aunt Lucy come over at 9:30 p.m. every night to check if you are really home. Re-
38 member if the police catch you after 10 p.m., you will be in trouble and we want to keep you safe
39 from harm. Aunt Lucy will call us, if you are not home. She is also instructed to kick everyone out
40 of our house, since we do not want you to have sleepovers or throw parties in our absence. We do
41 not want people we don't know and whose parents we have never met to smoke and drink in our
42 house. Aunt Lucy will make sure that everyone leaves at 9:30 p.m., so you are not exposed to any
43 bad influences and get a good night's sleep. We have asked your aunt to spend the nights so you
44 won't get scared being home all alone. We think it is very nice of Aunt Lucy that she is willing to
45 come over every night and take the bus for almost one hour just to get here. When we asked her,
46 she wasn't enthusiastic at first, but then agreed, because she remembers being an only child and
47 feeling lonely.

48 So instead of being angry, we suggest that you thank her for watching over you.

49 Please remember that we did not do this to ruin your days alone or punish you. As your parents it
50 is sometimes our job to make uncomfortable decisions for you. At this point we simply feel that
51 you are not mature enough to make it through the next days without our guidance. Once you grow
52 older and more mature, you will be granted more freedom. Maybe next year, if you are more re-
53 sponsible, we might be able to take away some control and allow you to make more decisions on
54 your own. Again, at this point, we are worried about you and do not want you to have to suffer the
55 consequences of stupid teenage behavior later in your life. One day, you will understand that and
56 thank us for it.

57 Always remember that we love you.

58 Hugs and kisses,

59 Mom and Dad

60 P.S. Please remember to vacuum, wash the dishes and take out the garbage. Thanks and have a
61 great time!!!

3.1 Entrance test – Skill 1:

"I can find pieces of information in texts."

In many writing assignments you are asked to write about a text or use a text as a stimulus for creative writing. In such cases it is essential that you identify pieces of information in texts so you can refer to them and pick up on them in your own text.

NOW YOU:

Please answer the questions and write down the answers in the table. You do not have to write complete sentences. Also give the line from which you got the information.

Question	Answer:	Line(s)
Where are Marc's parents going?		
When must Marc be home?		
What will Marc's grandmother cook?		
Which TV programs does Marc like to watch?		
How long does it take for Aunt Lucy to get to Marc's house?		
What will happen, if Marc does not show up at his grandmother's house for lunch?		
What will his parents maybe do next year?		
What does Marc do on Facebook?		
What is Aunt Lucy instructed to do?		

True or false? Please tick off! Also give the line from which you got the information!

	True	False	Line(s)
Marc's parents know his friends' parents.			
Aunt Lucy has a lot of brothers and sisters.			
Lately Marc has been in a good mood.			
Marc's parents have lots of good ideas about which TV programs to watch.			
Marc's teacher is worried about Marc's performance in class.			



CHECK – EVALUATE – DECIDE

3.2 Entrance test – Skill 2:

"I can read between the lines and draw conclusions from texts"

Quite often a lot of information in a text is not so obvious (= you don't notice it right away) - it is hidden "between the lines". When you want to reply to or write about a text you should not forget about this hidden information – it often provides very useful ideas for your own texts.

NOW YOU:

Read the letter carefully. Then read the statements below and circle the correct letter (A B C D).

1. Overall, Mom and Dad assume that

- A Marc is lonely.
- B Marc is disrespectful.
- C Marc is not responsible enough.
- D Marc is bored.

2. The letter shows that Marc's parents are

- A relaxed.
- B careless.
- C trustworthy.
- D anxious.

3. Judging from the letter, overall Marc and his parents have

- A an easy-going relationship.
- B no relationship.
- C a difficult relationship.
- D a relationship based on mutual trust.

4. How old is Marc?

- A 18
- B 16
- C younger than 16
- D 21 or older

5. Aunt Lucy is

- A Marc's mother's sister.
- B Marc's father's sister.
- C not is aunt in a literal sense.
- C Marc's godmother.

6. How many brothers and sisters does Marc have?

- A One brother and one sister
- B None
- C One sister who doesn't live with him
- D A half-brother who doesn't live with him



CHECK – EVALUATE – DECIDE

3.3 Entrance test – Skill 3:

"I can understand tricky questions and explanations, follow instructions and make use of given examples."

When you are given a writing assignment, especially one that refers to a text, it is crucial that you slowly and carefully read all the instructions and follow them step by step. You should completely understand what you should and should not do. Also, you often get help in the form of language support and examples which show you how to start and give you hints on, for example, which tense you should use.

NOW YOU:

a) Follow the instructions.

Please underline as it is shown below:

- What Marc's parents did before they left.
- What they say about Marcus's grandmother
- What they say about the duties of parents

Now match the following headings with the paragraphs. One heading should be used twice!!!!

Consuming rubbish	Bad people
Our concerns - our duties	Bad web

b) Tricky questions on the text: Please read carefully and circle the correct letter!

1. Which of Marc's bad habits is NOT mentioned in the letter?

- A He watches too much TV.
- B He eats junk food
- C He changes his girlfriends all the time.
- D He posts personal things on Facebook.

2. Which sentence is NOT correct?

- A Marc is never allowed to watch TV.
- B Marc likes food.
- C Marc is engaged in some sport.
- D Marc must be home at 10 p.m.

3. Which statement is NOT given in the text?

- A Grandma often feels lonely.
- B Marc's parents gave Aunt Lucy instructions.
- C Marc doesn't like sports.
- D If Marc gets more mature, there might be fewer regulations in the future.

4. Which sentence is correct?

- A Marc has always been a role model for other kids.
- B Marc has never been alone before.
- C Marc has broken some rules before.
- D Marc has always and constantly broken the rules.

c) Paying attention to examples and hints:

Now imagine you are Marc's dad. He is really worried about Marc being home alone.

Write down what he hopes that Marc will do and will not do. In each case write four sentences.

I hope he will do his homework in our absence.

I hope

I hope that he won't

I hope



CHECK - EVALUATE - DECIDE

3.4 Entrance test – Skill 4

"I can structure pieces of information from texts."

When writing a text which refers to a text you have read before, it is essential that you take notes from the text and structure them. This helps you to organize your own thoughts and the text you are about to write.

NOW YOU:

Marc's parents have their reasons for what they have done. Please match their arguments with each of their arrangements.

a) Write what they have done in the boxes on top of the table. Then write their arguments in the boxes below. You may write notes.

	Arrangement 1: Unplug TV	Arrangement 2:	Arrangement 3:	Arrangement 4:
Argument	<i>Parent code broken</i>			
Argument				
Argument				

b) Now scan the text again: What general arguments for being so strict do Marcus's parents bring forward? You may write notes.

1.

2.

3.



CHECK – EVALUATE – DECIDE

3.5 Entrance test – Skill 5:

"I can make notes of my own ideas and structure them."

Before you start writing a text, it is helpful to brainstorm for ideas: Write down everything which comes to your mind. This way you won't forget anything when you get carried away doing the actual writing.

The next step towards a logical text is to structure your ideas: Depending on what you like best and what makes sense for the given task, you can either make a mindmap or structure your ideas in a table.

3.5.1 Entrance test – Skill 5a

"I can structure my ideas in a table."

When you structure ideas that refer to ideas from a text, an intelligent approach is to write them in a table. Here you can compare your ideas with the ideas from the text. This is especially helpful when you want to counter someone's arguments (pro/con arguments).

NOW YOU:

You are Marc and you want to counter your parents' arguments. Write down your arguments in the table below. Also make your arguments stronger by supporting them with examples from your personal experience or well-known facts (statistics, general knowledge etc.). Match these examples with your arguments.

Your parents' arguments	Your counter arguments	Support (facts, examples..)
Arguments for unplugging TV		
Parent code broken	<i>I had no choice – regulations were too strict for my age.</i>	<i>Only two hours per day allowed</i>
TV keeps you from studying/training		
Bad choice in TV programs		
Arguments for closing down internet		
Protect you from oversharing on FB		
Helps you to socialize in real life		
PC eats up study hours		
Arguments for lunch at grandmother's		
Healthy meal		

Structures your day		
Grandma deserves it		
Arguments for Aunt Lucy's stay over		
Help you to be home 10 p.m. and stay out of trouble with police		
No bad role models		
No fear, good night's sleep		



CHECK - EVALUATE - DECIDE

3.5.2 Entrance test – Skill 5b:

"I can structure my ideas in a mind map."

When you are asked to write a text from someone else's perspective – a quite common creative writing assignment – you have to use your imagination and put yourself in that other person's or character's shoes. This is not easy, but you can practice it: Actors and actresses do it all the time, when they rehearse and play a role. Seeing things from a different perspective allows you to expand your thinking and opens your mind – in real life it can help you to understand other people better, resolve arguments and find compromises.

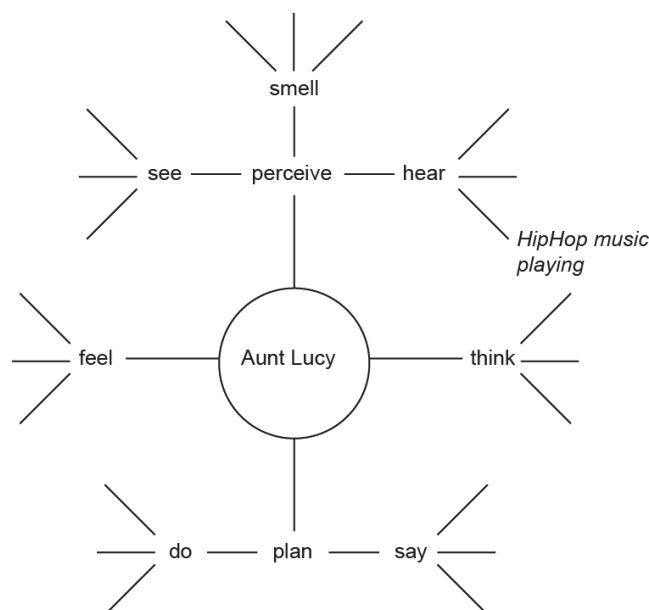
A mindmap can help you to visualize and structure all the various ideas you are getting while putting yourself in a fictional character's shoes. It is like a tree with larger branches for your major ideas and sub-branches for your minor ideas.

NOW YOU:

Imagine you are Aunt Lucy. It is shortly before 10 p.m. and you are on your way to Marc's house. As you are getting closer, you notice a lot of things you don't like at all. It dawns upon you: Marc is having a party!

Write down what you see/hear/smell. Then write down what you feel and think about all this and what you plan on doing and saying.

- ➔ You should find at least 3 ideas per verb of perception (see, hear, smell).
- ➔ You should find at least 3 adjectives describing how she feels.
- ➔ You should find at least 3 ideas for what she thinks.
- ➔ You should find at least 3 ideas for what she plans to do.
- ➔ You should find at least three ideas for what she plans to say.



CHECK – EVALUATE – DECIDE

3.6 Entrance test – Skill 6:

"I can make an outline."

Once you have chosen a topic and you have brainstormed for ideas and structured them, the last step in the prewriting stage is creating an outline: An outline is like a map which shows you your path of writing! It helps you to organize your thoughts in a logical order. This is how you can make sure that each idea is fully developed and you will not get stuck when doing the actual writing.

NOW YOU:

Imagine you are Marc and you are very disappointed about your parents' letter. Overall, you believe that you are old enough to use both, the TV and the PC, responsibly. Write an email to your parents in which you ask them to think their decisions concerning the TV and the PC. Pick up on one of their arguments for each decision and counter it. Support your arguments.

Write a sentence outline for your text. Use the following frame.

1. Salutation: *Dear Mom, Dear Dad:*
2. Introduction: *I am disappointed because...*
3. Main thesis: *"I am old enough and ..."*
 - 3.1 Decision 1 (TV):
 - 3.1.1 Parents' argument:
 - 3.1.2 Your counter argument:
 - 3.1.2.1 Support:
 - 3.1.2.2 Support:
 - 3.2 Decision 2 (PC):
 - 3.2.1 Parents' argument:
 - 3.2.2 Your counter argument:
 - 3.2.2.1 Support:
 - 3.2.2.2 Support:
4. Conclusion:
5. Closing: *I hope you will think this over.*

Waiting for your call, Marc.



CHECK – EVALUATE – DECIDE

3.7 Entrance test – Skill 7:

"I can argue for and against something."

When you argue with someone in person and you want to convince that person to do something for you, give you or allow you something, you have to know how to argue smartly:

- First, it is a good idea to repeat what the other person said or wrote in your own words. This shows the other person that you are actively listening and understand their point of view. It creates a good base from which you can bring forward your own thoughts and ideas.
- Second, bring forward your counter argument and use a suitable phrase to introduce it.
- Third, support your argument with a good example. This makes your argument stronger.

NOW YOU:

You are Marc and you have just picked up the phone to call your parents. You want to convince them to allow you more freedom while they are gone. After each of your mom's arguments

FIRST – repeat each argument in your own words. Use the introductory phrases below.

~~It is certainly true that../you are right when you say that../ I admit that.../I can't deny that.../I am aware that../I am really sorry for../I understand that...~~

SECOND – bring forward your own argument.

Use the introductory phrases below:

~~But you know very well that/you shouldn't forget that /are you aware of the fact that/but you shouldn't forget that/but you should keep in mind that /but I have told you before that/but you have said yourself that~~

Use the ideas below:

~~Teenagers need calories/much work for school/grumpy neighbors/few friends on FB/ unfair teacher/ computer for schoolwork/good judgement~~

THIRD – support your argument.

Use the ideas below:

~~Unreasonable punishment/ Facebook friends from school/English test/ /find reason to complain/ research for history project/recognize foul language/get craving for burgers~~

Marc: Hi Mom, this is Marc. I just found your letter on the kitchen table and I must say that I am really disappointed and actually angry with you!

Mom: Hey Marc. What makes you say that?

Marc: Well, you took the Internet away from me. How do you expect me to feel?

Mom: Well, Marc, you left us no choice. You were online all the time and you seem to never go outside anymore.

Marc: *It is certainly true that I am on the computer a lot. But you know very well that I use it a lot for school. Yesterday I was doing research for a history project for a couple of hours.*

Mom: Another thing is that we are concerned about your privacy. We know that you post a lot of personal things on Facebook and we have told you numerous times how dangerous that can be!

Marc: _____

Mom: Now let me explain why we had to unplug the TV. I have noticed how many of these horrible reality shows you have been watching lately. They spoil your taste and language!

Marc: _____

Mom: I am also tired of watching you eating fast food and gaining weight. This is so unhealthy!

Marc: _____

Mom: You haven't been going to training recently. Last week your coach called me to ask whether you plan to stay on the team!

Marc: _____

Mom: That's it, I said no sleepovers at our house! Last time when you had Chris and Damon over the neighbors called me the next day to complain about loud music, dancing and laughter. I don't want us to get in trouble again.

Marc: _____

Mom: How many times have you been late over the last months? In your midterm report card it said 10 times late! You need to get enough sleep so you wake up easily and get to school on time!!

Marc: _____



CHECK – EVALUATE – DECIDE

3.8 Entrance test – Skill 8:

"I can write in a tone which is appropriate to a given situation."

Depending on the situation, the type of text you choose and the person you address, your tone of speaking or writing will differ. For example, when you write to your best friend, you will use a more informal tone (jokes, abbreviations) than when writing to your teacher. When you write someone a short note, you will express things more directly than when writing a formal letter of request.

Politeness is not only about being a nice person and being well-liked by other people. Often people deliberately use different forms of politeness in order to get what they want or express how they feel – without coming across too direct or even aggressive. Polite words and a sense of diplomacy can open many doors for you and people will be more eager to listen to what you have to say and will be more willing to give you what you want. The culture of many English-speaking countries places a special focus on politeness. Foreigners who are not aware of that are very likely to be seen as rude and upfront.

NOW YOU:

The following questions, requests and complaints are quite rude and they are not very likely to get the person what he or she wants.

Make them more diplomatic and polite. There are always a few possible solutions.

1. Mom, you are so unfair! It is my right to have access to the Internet!

May I please have access to the internet again?

2. Mom, stop ruining my life! I want to have my friends over tonight!
3. I want to talk to Dad about this right now!
4. You always cook the same old stuff. I am tired of it!!
5. I am not going to help you in the kitchen. I have better things to do!
6. Don't talk to me when my friends are over. You are embarrassing me!
7. Mom, I am going to stay out until 11 p.m. tonight.
8. Mom, I want pasta for dinner tonight!!
9. Mom, help me with my homework! ...
10. I don't want to go to the movies with you.
11. This fish is way too salty!



CHECK – EVALUATE – DECIDE

3.9 Entrance test – Skill 9:

"I know the characteristics of different types of texts."

There are many different types of texts which all have different characteristics. Now that you are in grade 9 you should be familiar with personal letters/emails, live reports, reports on personal experiences, short notes, text summaries. When you want to write a certain type of text, it is important that you know what is typical for it and write your text accordingly.

For example, when you write a short note, you must be able to list the most important information briefly and get to the point. On the other hand when you want to tell a friend about something you have experienced or write a diary entry you must be able to express different emotions. Knowing what is expected of you when you have to write a specific type of text will help you to fulfill your task in writing assignments.

NOW YOU:

These are the text types you should be able to write by now: Short notes/messages, text summaries, personal letters, reports on personal experiences, live reports.

Please fill in the gaps using the words and phrases below.

Simple present / share your experiences and give a recommendation/simple past / ~~Dear...~~ / inform someone / Love, yours, / personal feelings and a personal opinion / present progressive tense / emotions, the atmosphere and impressions / diary / informal / when, where, who, what / what is going on at the moment of reporting / exclamations, short and incomplete sentences.

1. A good way to start a personal letter is _____ *Dear* _____
2. A good way to end a personal letter is _____
3. The tone of a personal letter is mainly _____
4. The purpose of a short note is to _____
5. Short notes and text summaries do not contain _____
6. A text summary is written in the _____ tense.
7. When you write a text summary you have to be able to answer the 4 "W questions":

8. A live report is written in the _____ tense.
9. A live report reports on _____
10. A live report also reports _____
11. Typical sentences for a live report are _____
12. A report on a personal experience is written in the _____ tense.
13. People who want to keep their personal experiences private write them in their

14. When you write a report of a personal experience for other people, it is mainly to



CHECK – EVALUATE – DECIDE

3.10 Entrance test – Skill 10:

"I can connect sentences and ideas by using linking words".

When you want to connect your sentences and ideas in a logical way, it is helpful to use "linking words" or so-called "connectors". Some of them you know already **and** you use them all the time **although** you may not be aware of them. The more of these "little" words you use, the more logical and coherent your texts will become and the more elaborate your writing style will get.

Linking words can be used in two ways:

- You can form a more complex sentence out of two shorter sentences. This makes your writing style more elaborate.

*You are my best friend. You have always been there for me.
You are my best friend because you have always been there for me.*

- You can connect two ideas. The sentences stay separate. This makes your text more coherent.

*Marley was really disruptive in class. She got kicked out.
Marley was disruptive in class. **Therefore**, she got kicked out.*

NOW YOU:

Please write down the correct linking words in the empty spaces.

Whenever, instead (2x), one the one hand, in case, on the other hand, ~~however~~, obviously, on top of that, meanwhile, therefore

- Boys and girls are really different. _____ *However*, _____ this doesn't mean they cannot get along.
- You should not stay in school being sick! _____ you should go home and lay down.
- Do you mind stepping outside for a little bit? _____ I can take a closer look at the results and see what we can do.
- Many students just dropped their garbage in the hallway. _____ more garbage cans were put up in the school building.
- Marley was skipping school for two consecutive days last week. _____, _____ she was caught smoking in the schoolyard. She will be in serious trouble!
- Jamie has been practicing the guitar non-stop. _____ he is determined to win the big school music contest on Friday.
- We decided not to go home after the meeting. _____, _____, we went to this Irish pub down the street and had a ball.
- _____ he is a very dedicated teacher, _____ he yells at students quite often.
- You can always call me _____ you need help.
- Take an umbrella with you _____ it rains.



CHECK – EVALUATE – DECIDE

3.11 Entrance test – Skill 11:

"I can use words correctly and precisely."

When you want to communicate with someone successfully, it is important that you use the correct words in the correct context. Otherwise people can misunderstand you.

- There are some English words which look very similar to a German word, however, they mean something completely different. Those words are called "**false friends**" and you must be very careful with them. The most common English-German false friend is the verb "to become": *I **became** a letter yesterday*. This would mean that you actually turned into a letter (and ceased being a person). The correct sentence would be: *I **got** a letter yesterday*.
- Also, there are some words that often go together and just sound "right" to native English speakers and other combinations just sound "wrong" – for example you talk about a "*fast train*", a "*quick train*" just doesn't sound right. These word combinations are called **collocations** and using them makes your texts sound more natural.
- Finally, a lot of English verbs are used in combination with different prepositions. Depending on the prepositions, they take on different meanings: For example "*to break out*" (ausbrechen) means something different from "*to break down*" (zusammenbrechen). To avoid misunderstanding and miscommunication it is important that you use these **phrasal verbs** correctly.

NOW YOU:

a) Phrasal verbs:

break up / down / away / out **check** in / out / on **come** across / up / down /
turn down / around / on

1. Marvin is heart-broken. His girlfriend*broke up*..... with him.
2. When she told him, he was very shocked and crying.
3. I am allergic to nuts. Whenever I eat them, my skin.....in a rash.
4. Lara's parents were extremely strict with her. When she was eighteen, she from them and left home.
5. Let's.....luggage first. Then we can walk around the airport until we have to board our plane.
6. My mom calls me every day to make sure I am ok. I don't like the way she me so often.
7. All guests have to before they leave the hotel.
8. Miranda always with great ideas. She is so creative.
9. When I was doing research for my history project last night, I some very interesting information.
10. I am feeling very weak and nauseous. I think I am with the flu.
11. It is incredibly loud and I am trying to concentrate. Can you please the volume?
12. Scott, your TV right now! They are showing a wonderful live concert on BBC.
13. She was already on her way to school but then she and came back home.

b) Collocations: Do or make?

1. Have you your homework?
2. I have a big decision!
3. Don't a mess in the classroom!
4. She a big mistake when she turned him down. He is a great guy!
5. Can you please me a favor? I really need your help!
6. My mum all the grocery shopping.
7. My dad the beds in the morning. He is an early bird and doesn't mind.
8. Marc was so sad when he got his test back. He very poorly.
9. Sorry, can I please a phone call?
10. Don't so much noise at night. I am trying to sleep.
11. Can you please the dishes today?
12. She really him wrong when she called him a liar! He has always been honest to her.

c) False friends: The false friends make the sentences below confusing. Please cross them out and replace them with the correct word!

Here are the words you should use:

cell phone / security deposit / boss / letter / good / current / sensitive / way / map / for / ~~bench~~

1. After a nice long walk in the park we needed some rest and sat down on a ~~bank~~. *bench*
2. Can you please write me a long brief to let me know how things are going?
3. Every time we watch a sad movie, she starts crying. She is so sensible.
4. I think we got lost. Let's stop for a second and look at the card so we can find the right way.
5. His art of talking is really annoying. He gets on everybody's nerves.
6. He always listens to his teachers, never disrupts class and always does his homework. He is such a brave boy!
7. I watch the news every night at 8 p.m. I think it is important to know about actual events.
8. When we moved into our new apartment, the landlord asked us to pay a 1000 Euro caution.
9. The chief of this company is a very nice person so don't be afraid to call him and ask for a job.
10. I have been learning English since almost seven years.
11. You are not allowed to use your handy inside the school building!



CHECK – EVALUATE – DECIDE

This test only tests only one aspect of your use of words. Have your teacher give you feedback on other "typical" mistakes and write this in the table (special focus on).

3.12 Entrance test – Skill 12:

"My use of words is varied."

Good writers are able to express their ideas in many different ways and playfully use the rich vocabulary of the English language.

If you keep using the same word over and over again, your text will become dull and boring. Finding alternatives will make your texts more rich and precise. For example, instead of using the verb "to walk" all the time, you can find different verbs such as to "stroll", "rush", "march", "step" to describe an action more precisely.

Another way of making your text more colorful and interesting is using so-called **idioms**: These are words and expressions that do not have a literal (or direct) meaning, but are used in a nonliteral way: For example, when you say "we are all in the same boat", this doesn't mean that everybody is actually in a real boat, but expresses that "everyone is in the same situation".

NOW YOU:

a) The following idioms all contain words about body parts. What do they mean? Please tick off!

1. "I am all ears."
I am listening carefully. ✓
I cannot listen to you right now.
2. "They were armed to the teeth."
Their arms were hurting.
They had a lot of guns with them.
3. "You hit the nail on the head!"
You hurt me!
You are absolutely right.
4. "You should learn this by heart."
You should put all your love and energy into learning this.
You should memorize it.
5. "I don't want to stick out my neck."
I don't want to take that risk.
I don't want to catch a cold.
6. "He is an old hand at teaching."
He is tired of teaching.
He is an experienced teacher.
7. "They don't see eye to eye."
They don't agree with each other.
They never meet.
8. "He is under her thumb."
She controls him.
He controls her.

b) The word “big” can take on many different meanings and is therefore often overused. Find a better alternative!

Make use of the following words:

Huge / ~~older~~ / important / intense / tall and heavy / great / grown-up / noble / major

1. I have a ~~big~~ sister. *older*
2. This is one big problem!
3. Are you looking forward to your big day tomorrow?
4. He is a big person in the fashion industry.
5. He looks so different – he has become so big.
6. I am not feeling well. I have a big headache.
7. The performance turned out to be a big success.
8. He helps everybody – he has such a big heart.
9. Our school building is very big.



CHECK – EVALUATE – DECIDE

This test only tests one aspect of your use of words. Have your teacher give you feedback on other “overused” words and write this in the table (“focus on”).

3.13 Entrance test – Skill 13:

"My use of grammar is correct."

As a learner of English as a foreign language you spend considerable time studying English grammar. You learn how to build correct grammatical forms and you get to know the rules and exceptions to the rules. That is important, but even more important is to know when and how to use which form. Correct usage of grammar is the basis for all successful communication. The more correct your grammar is in a certain context, the clearer your message will become and the more likely people are to understand you. If you use wrong grammatical forms, your message will become confusing and you probably will not be able to get it across.

Some areas of English grammar are trickier than others. The tenses of the English verb seem to be especially challenging for learners. The entrance test below tests only your use of English tenses. To get a profound evaluation of your grammatical skills, you should show one of your texts to your teacher, so he or she can analyze it for "typical" and recurring mistake and tell you in which areas of grammar you should practice more.

NOW YOU:

The following test focuses on verbs and auxiliaries and their correct use.

- a) Which verb form is correct? Underline the correct form!

What (do you do/are you doing) in your free time? I (read / am reading a lot). At the moment I (read / am reading) a book by Doris Lessing. A few years ago I (have worked / worked) for a German car company. I (have loved / have been loving / loved) my job, but then they (were cutting / cut) corners and I (must leave / had to leave). Luckily, I soon (have been offered / was offered/had been offered) a great position in a publishing company. I (hadn't thought / thought / didn't have to think) long about it and (taken / took / take) the job. I (work / have worked / have been working) there for one year and I (did regret / don't regret) taking that job!

- b) In the following text there are some verbs in the wrong tense!

Please spot the mistakes, underline them and correct them.

Every day I am going to school. I go to the JKG for five years and over the years I learn to like it a lot! I meet my friends in the morning and then we are going to the classroom and wait for the teachers. But yesterday has been different! When I come to school in the morning, the school was closed! I was really confused and have called a classmate. I had not seen anybody. When my friend answer the phone, I asked him where he is. He said that he is still at home because we have holidays! He said that schools will be closed for the next two weeks. He also told me that I leave him alone and that he want to sleep. I couldn't believe what he says! I had forgot that the school was closed for Easter Break! Suddenly I heard a loud noise – my alarm clock rings and I woke up! I have only been dreaming!

- c) Fill in the gaps with auxiliaries.. Also use the negative form if necessary Not all the forms listed in the box are required.

Can / must / need / should / have to / be able to / be allowed to / could / would / may / might

1. During summer time it get really hot in Berlin.
2. You park your car here. It is forbidden.
3. I am not hurt. You worry!
4. Your parents have been so worried when you didn't come home.
5. The stove is really hot. Tell Timmy he touch it!
6. Once you are done with your homework, you leave.
7. If you want to get this job, you try harder.
8. It is so unfair. All my friends stay out until 10 pm.
9. I am not sure whether I will make it to your party. I work late tonight.
10. You should take an umbrella, just in case. It rain.
11. Marvin is such a great runner. He is run short distances faster than anybody else in his team.



CHECK – EVALUATE – DECIDE

This test only tests one aspect of your use of grammar. Have your teacher give you feedback on other "typical" grammatical mistakes and write this in the table ("focus on").

3.14 Entrance test – Skill 14:

"My spelling is correct."

Incorrect spelling can spoil an otherwise well-written text. If a text is overloaded with spelling mistakes, it becomes hard to read. It also makes a bad impression on teachers who grade your texts and get irritated if you keep making the same mistakes all over again.

NOW YOU:

The following short text contains an unusual amount of spelling mistakes. They are, however, quite "typical" and becoming aware of them can help you to avoid them in the future.

Mark the mistakes and correct them.

Yesterday, when ~~it~~ I wok up, it was raining very heavili. The Sun was behind big and grey Clouds and i didnt feel like geting up at all. I stayd in bed for a bit longer and than I finaly managed to get ready for school. My mom sayed: don't forget to take a umbrella! When i steppd outside i realized that i didnt take it with me and i started runing: I didnt want to get wet and I didnt want to be late for Class. I made it to School on time and my first Class was english. My english teacher is very nice and the lessons are funnyer then most classes. By the time English was over, i was finally awake and redy for the next Class. Tonight i will be in Bed earlyer!



CHECK – EVALUATE – DECIDE

This test focuses on "typical" spelling problems of learners of English. To get an idea of where your personal weaknesses in spelling are, hand a text in to your teacher and get feedback. Then write this in the table ("focus on").

3.15 Entrance test – Skill 15:

"I can proofread and evaluate texts."

Once you have completed a text, you should not immediately publish it, hand it in or, in case of an email, click the "send button". There might still be some grammatical or spelling mistakes, an unclear structure or your text might simply not be complete as regards to the given task.

That is why it is important to carefully read over your text again, identify mistakes and missing parts and improve your text. You can do this with your own text or a peer's text which you give feedback to. When you proofread, you should take into account all the aspects of successful writing you have learned before: A logical structure, text type characteristics, task fulfillment, language correctness etc. Proofreading and improving a text might not be so much fun and it takes quite some time, but it is definitely worth it: It will result in a better text and probably pay off in a better grade!

NOW YOU:

1. Read the email and the writing assignment:

To: Benstudent@dotmail.com
From: hansonteacher@Bensschool.com

Subject: Oral grade

Dear Ben,

Yesterday you came up to me after class to complain about your oral grade. You said that you felt treated "unfairly" and that you deserved a better oral grade. I am sorry that I won't be able to improve your grade because

- You have been very disruptive in my class.
- You have not been doing your homework.
- You have not contributed to our class discussions.
- You have been late on several occasions.

You should know that you do have a chance to improve your grade point average in my class: In a couple of weeks you will be given another oral grade, which could help you to raise your grade point average. But please keep in mind that I cannot and will not erase or change the first grade I have already given you.

Best regards,

Mrs. Hanson

You are Ben. Answer Mrs. Hanson's email.

Explain to her why her four points of criticism are wrong and why you feel that you deserve a better oral grade.

Give examples to support your arguments.

Remember that you have better chances if your email is polite.

2. Read the email a student wrote and write down your observations in the evaluation grid on page 38. Is the task fulfilled? Which aspects of the email do you like? Which aspects should be improved? Once you have written down your observations, please evaluate each of the aspects listed in the evaluation grid.

++	=	Excellent
+	=	Good
0	=	Should be better
-	=	Poor

To: hansonteacher@Bensschool.com

From: Benstudent@hotmail.com

Subject: RE: oral grade

Hi Mrs. Hanson!!!

I got your email and sorry that i´m disagree with you. And i will you explain how I think.

- i´m not disruptive in your class and i´m always listening. Yesterday when we talked about schools in germany i talked with my friend about that! You must believe me!

- i´m doing my homework most of the time. When I´m not doing it, it is because i haven´t time because of other things I must do for school. For example last week i have to do history.

- i´m contributing to our class discussions! Yesterday in class I talked to my friend about schools in germany. I know that because I lived one year there.

- it is true that i have been late on several occasions. So sorry for it!!!!!! I feel bad ☹ !!! I will be on time now! Promise!!!!!!

Now I think you must change my grade! It must be better!

Let´s talk tomorrow again!

Evaluation grid Name of author: _____ Observed by: _____ Date: _____

Text genre: _____ Topic: _____ Referring to text: _____

	Observations: WELL DONE	Observations: SHOULD BE IMPROVED	Evaluation ++/+/0/-
Logical structure Introduction- main body – conclusion; Paragraphs			
Text type characteristics Text type:			
Task fulfillment: Ideas relevant to the task, completion of task			
Quality of content: Creative ideas, background knowledge			
Tone: Formal vs. informal, politeness			
Linking words			
Words: Correctness, variety, spelling			
Grammar: Correct usage, variety			



CHECK – EVALUATE – DECIDE

4 Entrance tests (ETs) – Solutions

4.1 Entrance test – Skill 1 – Solutions:

a)

Question	Answer	Line(s)
Where are Marc's parents going?	To the mountains	2
When must Marc be home?	At 10 p.m.	35-36
What does Marc's grandmother cook?	A delicious, home-cooked lunch	25
Which TV programs does Marc like to watch?	Reality shows	11-12
How long does it take for Aunt Lucy to get to Marc's house?	Almost one hour	45
What will happen, if Marc does not show up at his grandmother's house for lunch?	Grandmother will report it to his parents	32-33
What will his parents maybe do next year?	Control him less	52-54
What does Marc do on Facebook?	Post to much personal information	17
What is Aunt Lucy instructed to do	Make everyone leave	42

b)

	True	False	Line(s)
Marc's parents know his friends' parents.		x	41
Aunt Lucy has a lot of brothers and sisters.		x	46-47
Lately Marc has been in a good mood.		x	27-28
Marc's parents have lots of good ideas about which TV programs to watch.	x		13
Marc's teacher is worried about Marc's performance in class.	x		21-22

4.2 Entrance test – Skill 2 – Solutions:

1C / 2D / 3C / 4C / 5C / 6B

4.3 Entrance test – Skill 3 – Solutions:

a) and b)

Dear Marc:

OUR CONCERNS – OUR DUTIES

This is to let you know that we have made some arrangements for you to make sure you are safe during our absence. We are aware that this might be upsetting. However, please keep in mind that we did not do this to punish you or spoil your weekend, but because we are worried for you and feel that it is our duty as your parents to watch out for you and protect you.

CONSUMING RUBBISH

First of all, we unplugged the TV. Since you found out how to change the code, we cannot regulate programs and watching hours anymore. Sorry son, but you really left us no choice! We cannot allow you to watch TV all day long – it will keep you from studying and going to training. Also, we feel that you haven't really made the best choices when it comes to the programs you watch. Those reality shows are full of foul language and horrible behavior and we do not want you to con-

some rubbish like that all day. We never see you watch educational programs or sophisticated movies, although we come up with good suggestions all the time!

BAD WEB

Furthermore, we closed down the internet. We were discussing this to the very last minute, but eventually agreed that this was necessary to keep you from further ruining your future. You know that it is dangerous to post too much personal stuff on your Facebook wall. However, we have caught you sharing inappropriate things numerous times and you don't seem to realize how damaging and dangerous this can be. Also, we don't want you to be stuck in front of the computer all day – socializing with friends in real life is so much better for you and we want to help you go outside more often. We also feel that you have neglected your homework lately and we are really worried about your grades! In the parent-teacher-conference last week Mrs. O'Reilly, who had always praised you, expressed her concern about your poor performance in her class. Marc, can you imagine how disappointed we were?

HEALTHY LUNCH

Moreover, we have made arrangements for you to go over to granny's house for lunch. She will wait for you every day at 12.30 p.m. sharp with a delicious, home-cooked lunch. We know that you won't like this, but it will help you to structure your day and eat nutritious and healthy food. We are really concerned about your eating habits – burgers, chips and candy – and have watched you put on weight and become quite irritable lately. You know well that too much fat and sugar are bad for you and we want you to have a meal with fresh veggies at least once a day. Please don't disappoint grandmother by standing her up or being late. You know how lonely she is and how happy you can make her by spending some time with her. Remember how much she has done for you over the past years, so please be punctual and dependable and don't mess this up! We are sure that she will let us know, if you don't show up at her place or arrive there too late.

BAD PEOPLE

Saving the best for last, we asked Aunt Lucy to come over every night at 10 p.m. to make sure you come home on time. You know that it is illegal for teenagers under 16 to stay out longer than 10 p.m. In the past you have been late several times and we had to look for you and take you home. This is why we'll have Aunt Lucy come over at 10 p.m. every night to check if you are really home. Remember if the police catch you after 10 p.m., you will be in trouble and we want to keep you safe from harm. Aunt Lucy will call us, if you are not home. She is also instructed to kick everyone out of our house, since we do not want you to have sleepovers or throw parties in our absence. We do not want people we don't know and whose parents we have never met to smoke and drink in our house. Aunt Lucy will make sure that everyone leaves at 9:30 p.m., so you are not exposed to any bad influences and get a good night's sleep. We have asked your Aunt Lucy to spend the nights so you won't get scared being home alone.

OUR CONCERNS – OUR DUTIES

Please remember that we did not do this to ruin your days alone or punish you. As your parents it is sometimes our job to make uncomfortable decisions for you. At this point we simply feel that you are not mature enough to make it through the next days without our guidance. Once you grow older and more mature, you will be granted more freedom. Maybe next year you will be more responsible so we can take away some control and allow you to make more decisions on your own. Again, we are worried about you and do not want you to have to suffer the consequences of stupid teenage behavior later in your life. One day, you will understand that and thank us for it.

Always remember that we love you.

Hugs and kisses,
Mom and Dad

P.S. Please remember to vacuum, wash the dishes and take out the garbage. Thanks and have a great time!!

c) 1C / 2A / 3C / 4C

d) Suggested solutions:

I hope he will do his homework in our absence.

I hope he will go outside and meet friends.

I hope he will go to training.

I hope he will eat lunch with Granny.

I hope he will take out the garbage.

I hope he won't watch reality shows.

I hope he won't post personal information on Facebook.

I hope he won't eat junk food.

I hope he won't smoke and drink.

I hope he won't stay out later than 10 p.m.

The task and the example show that you need to use the will-future!

4.4 Entrance test – Skill 4 – Solutions:

a)

	Unplug TV	Close down internet	Lunch at Granny's	Aunt Lucy's visits
Argument	Parent code broken	Oversharing on Facebook	Healthy meal	Stay out of trouble with police
Argument	TV keeps Marc from studying/training	Keeps him from socializing with friends	Structures Marc's day	No bad company
Argument	Bad TV programs	Keeps him from studying	Grandma deserves it	Good night's sleep; no fear

b)

1. Marc is immature.
2. They want to protect him from making mistakes.
3. It is their job as parents to make such decisions.

4.5 Entrance test – Skill 5 – Suggested solutions:

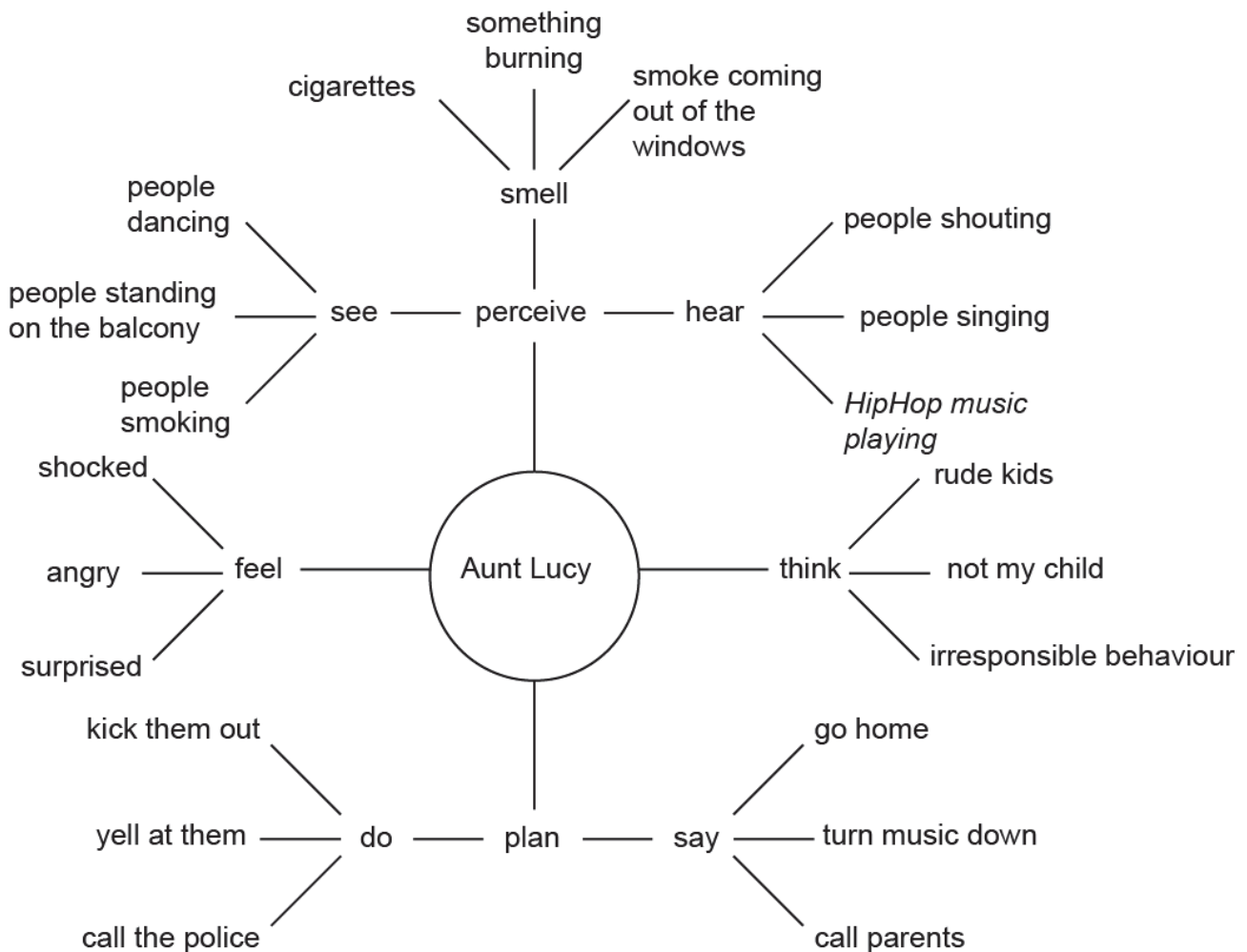
a) Table:

Parents' arguments	Your counter arguments	Support (facts, examples..)
Arguments for unplugging TV		
Parent code broken - no parental control anymore	No choice – rules too strict and not suitable for my age anymore	Only two hours per day allowed.
TV keeps Marc from studying/training	Watch only after homework/training	Always after 8 p.m.
Bad choice of TV programs	Watch educational programs	Discovery Channel, CNN
Arguments for closing down internet		
Protect him from oversharing on FB	Can do it elsewhere if I want to	Call my friends and ask!
Helps him to socialize in real life	Facebook IS real life to teenagers	Make plans on FB and meet later
PC eats up study hours	Research for school	History project

Arguments for lunch at grand-mother's		
Healthy meal	I eat healthy food	Lettuce, tomatoes on Hamburgers
Structures Marc's day	Her structure, not MINE	Her lunch time = my breakfast time
Grandma deserves it	She is mean and grumpy.	Yells at me. Asks personal questions.
Arguments for Aunt Lucy's stay over		
Stay out of trouble with police	With permission slip it is legal to stay out longer.	Read it online. Ask Marvin's mother.
No bad company	I am my own person, I don't imitate.	I don't drink and smoke.
No fear, good night's sleep	I need less sleep. Not scared.	Proven fact: At 15 less sleep needed!

b) Mindmap

Suggested solutions:



4.6 Entrance test – Skill 6 – Suggested solutions:

1. Salutation: Dear Mom, Dear Dad:

2. Introduction: I am disappointed because you treat me like a child.

3. Main thesis: "I am old enough and I can handle the TV and the PC responsibly."

3.1 Decision 1 (TV): You unplugged the TV.

3.1.1 Parents' argument: The TV keeps me from studying and training.

3.1.2 Your counter argument: I watch TV after training and studying.

3.1.2.1 Support: I have good grades.

3.1.2.2 Support: I am in good shape.

3.2 Decision 2 (PC): You closed down the internet.

3.2.1 Parents' argument: I share too much personal information on Facebook.

3.2.2 Your counter argument: I only share my opinion.

3.2.2.1 Support 1: I discuss school issues.

3.2.2.2 Support 2: I discuss sports issues.

4. Conclusion: It is safe to let me watch TV and go online.

5. Closing: I am hoping you will think this over.
Waiting for your call, Marc.

4.7 Entrance test – Skill 7 – Suggested solutions:

Marc: Hi Mom, this is Marc. I just found your letter on the kitchen table and I must say that I am really disappointed and actually angry with you!

Mom: Hey Marc. What makes you say that?

Marc: Well, you took the Internet away from me. How do you expect me to feel?

Mom: Well, Marc, you left us no choice. You were online all the time and you seem to never go outside anymore.

Marc: *It is certainly true that I am on the computer a lot. But you know very well that I use it a lot for school. Yesterday I was doing research for a history project for a couple of hours.*

Mom: Another thing is that we are concerned about your privacy. We know that you post a lot of personal things on Facebook and we have told you numerous times how dangerous that can be!

Marc: *I admit that I share a lot of personal information on Facebook. But you should know it is safe because I have only few friends on Facebook. And most of them I know from school.*

Mom: Now let me explain why we had to unplug the TV. I have noticed how many of these horrible reality shows you have been watching lately. They spoil your taste and language!

Marc: *You are right when you say that I watch a lot of reality shows. But you shouldn't forget that I have good judgment. I recognize foul language when I hear it and do not imitate it.*

Mom: I am also tired of watching you eating fast food and gaining weight. This is so unhealthy!

Marc: *I can't deny that I have been eating lots of junk food lately. But are you aware of the fact that teenagers need lots of calories? This is why I get a craving for hamburgers every now and then.*

Mom: You haven't been going to training recently. Last week your coach called me to ask whether you plan to stay on the team!

Marc: *I am aware that I haven't been too training much lately. But I have told you before that I have so much work to do for school. Last week I had to study for an English test.*

Mom: That's it, I said no sleepovers at our house! Last time when you had Chris and Damon over the neighbors called me the next day to complain about loud music, dancing and laughter. I don't want us to get in trouble again.

Marc: *I am sorry for those unpleasant phone calls. But you have said yourself that they are grumpy. They always find a reason to complain.*

Mom: How many times have you been late over the last months? In your midterm report card it said 10 times late! You need to get enough sleep so you wake up easily and get to school on time!!

Marc: *I understand that you are worried about my report card. But you should keep in mind that my teacher is really unfair. He gives me unreasonable punishment all the time.*

4.8 Entrance test – Skill 8 – Suggested solutions:

1. Mom, you are so unfair! It is my right to have access to the Internet!
Mom, please don't you think it would be a good idea to turn on the Internet again? / Can we please turn on the internet again? May I please have access to the internet again?
2. Mom, stop ruining my life! I want to have my friends over tonight!
Mom, what do you think of the idea of me inviting my friends over tonight? / Mom, can I please invite my friends over tonight? /
3. I want to talk to Dad about this right now!
I was hoping to talk to Dad. I was thinking I would like to talk to Dad about this.
4. You always cook the same old stuff. I am tired of it.
Mom, what about cooking something different today? Could we cook something different today? What do you think of the idea of cooking something different today?
5. I am not going to help you in the kitchen. I have better things to do.
I am sorry for not being able to help out in the kitchen. I have so much homework to do.
6. Don't talk to me when my friends are over. You are embarrassing me.
Mom, do you mind NOT talking to me when my friends are over? It makes me feel a little/a bit uncomfortable.
7. Mom, I am going to stay out until 11 p.m. tonight.
Mom, can I please stay out/What do you think of the idea of.../ May I please stay out ...?
8. Mom, I want lasagna for dinner tonight.
Mom, could we possibly have pasta for dinner tonight? Can we please have pasta...?
9. Mom, help me with my homework!
Could you please help me.../ Would you please help me.... / Could you please take the time and help me/ It would be great if you could help me...

10. I don't want to go to the movies with you.
I would love to go to the movies with you, but I am afraid, I can't.
11. This fish is way too salty!
This fish tastes a little bit salty/slightly salty

4.9 Entrance test – Skill 9 – Solutions:

1. A good way to start a personal letter is Dear XY,
2. A good way to end a personal letter is Love/Yours,
3. The tone of a personal letter is mainly informal
4. The purpose of a short note is to inform someone
5. Short notes and text summaries do not contain personal feelings and your personal opinion
6. A text summary is written in the simple present tense.
7. When you write a text summary, you have to be able to answer the "4 W Questions: When/Where/Who/What/Why?
8. A live report is written in the present progressive tense.
9. A live report reports on what is going on at the moment of reporting
10. A live report also reports emotions, the atmosphere, impressions.
11. Typical sentences for a live report are exclamations, short + incomplete sentences.
12. A report on a personal experience is written in the simple past tense.
13. People who want to keep their personal experiences private write them in their diary.
14. When you write a report on a personal experience for other people, it is mainly to share your experiences and to come to a conclusion or recommendation (Empfehlung).

4.10 Entrance test – Skill 10 – Solutions:

1. Boys and girls are really different. However, that doesn't mean they cannot get along.
2. You should not stay in school while being sick. Instead you should go home and lay down.
3. Do you mind stepping outside for a little bit. Meanwhile I can take a closer look at the results and see what we can do
4. Many students just dropped their garbage in the hallway. Therefore more garbage cans were put in the school building.
5. Marley was skipping school for two consecutive days last week. On top of that, she was caught smoking in the schoolyard. She will be in serious trouble!
6. Jamie has been practicing the guitar non-stop. Obviously he is determined to win the big school music contest on Friday.
7. We decided to not go home so early Instead we went to this Irish pub down the street and had a ball.
8. On the one hand he is a very dedicated teacher, on the other hand he yells at students quite often.

9. You can always call me whenever you need help.
10. Take an umbrella with you in case it rains.

4.11 Entrance test – Skill 11 – Solutions:

a)

1. Marvin is heart-broken. Yesterday his girlfriend *broke up* with him.
2. When she told him, he was very shocked and *broke down* crying.
3. I am allergic to nuts. Whenever I eat them, my skin ... *breaks out*
4. Lara's parent were extremely strict with her. When she was eighteen, she*broke away*.....from them and left home.
5. Let's *check in* our luggage first. Then we can stroll around a little bit before we have to board our plane.
6. My mum calls me every day to make sure I am ok. I don't like it that she *checks on*..... me so often.
7. All guests have to *check out*..... before they leave the hotel.
8. Miranda always *comes up* with great ideas. She is so creative.
9. When I was researching for my history project last night, I ... *came across* some very interesting information.
10. I am feeling very weak and nauseous. I think I am ... *coming down* with the flue.
11. It is incredibly loud and I am trying to concentrate. Can you please *turn down* the volume?
12. Scott,*turn on*..... your TV right now! They are showing a wonderful live concert on BBC.
13. She was already on her way to school but then she*turned around*.... and came back home.

b)

1. Have you*done*..... your homework?
2. I have*made*..... a big decision!
3. Don't*make*..... a mess in the classroom!
4. She*made*..... a big mistake when she turned him down. He is a great guy!
5. Can you please*do*..... me a favor? I really need your help!
6. My mum*does*..... all the grocery shopping.
7. My dad*makes*..... the beds in the morning. He is an early bird and doesn't mind.
8. Marc was so sad when he got his test back. He*did*..... very poorly.
9. Sorry, can I please*make*..... a phone call?
10. Don't*make*..... so much noise at night. I am trying to sleep.
11. Can you please*do*..... the dishes today?
12. She really*did*..... him wrong when she called him a liar! He has always been honest to her.

c)

1. After a nice long walk in the park¹ we needed some rest and sat down on a ~~bank~~. *bench*
2. Can you please write me a long ~~brief~~ to let me know how things are going? *letter*
3. Every time we watch a sad movie, she starts crying. She is so ~~sensible~~. *sensitive*
4. I think we got lost. Let's stop for a second and look at the ~~card~~ so we can find the right way. *map*
5. His ~~art~~ of talking is really annoying. He gets on everybody's nerves. *way*
6. He always listens to his teachers, never disrupts class and always does his homework. He is such a ~~brave~~ boy! *good*
7. I watch the news every night at 8 p.m. I think it is important to know about ~~actual~~ events. *current*
8. When we moved in our new apartment, the landlord asked us to pay a 1000 Euro ~~caution~~. *downpayment*
9. The ~~chief~~ of this company is a very nice person so don't be afraid to call him and ask for a job. *boss*
10. I have been learning English ~~since~~ almost seven years. *for*
11. You are not allowed to use your ~~handy~~ inside the school building! *Cell phone/mobile phone*

4.12 Entrance test – Skill 12 – Solutions:

a)

1. I am all ears.
I am listening carefully. ✓
I cannot listen to you right now.
2. They were armed to teeth.
Their arms were hurting.
They had a lot of guns with them. ✓
3. You hit the nail on the head!
You hurt me!
You are absolutely right. ✓
4. You should learn this by heart.
You should put all your love and energy in learning this.

¹ bank = German: Bank (Geldinstitut), Ufer (eines Flusses)

brief = German: kurz (Adjektiv)

sensible = German: sinnvoll, ratsam, vernünftig

card = German: Postkarte, auch: Pappe

art = German: Kunst

brave = German: mutig

actual = German: eigentlich, tatsächlich

caution = German: Vorsicht, Umsicht

chief = German: Häuptling, Haupt – (Adjektiv)

since = German: seit (immer mit einem bestimmten Zeitpunkt: *since 1998, since yesterday*)

handy = German: geschickt, praktisch

- You should memorize it. ✓
5. I don't want to stick out my neck.
I don't want to take that risk. ✓
I don't want to catch a cold.
6. He is an old hand at teaching.
He is tired of teaching.
He is an experienced teacher. ✓
7. They don't see eye to eye.
They don't agree with each other. ✓
They never meet.
8. He is under her thumb.
She controls him. ✓
He controls her.

b)

1. A big sister = an older sister
2. A big problem = a difficult problem
3. A big day = a significant day
4. A big person = a tall and heavy person, important person
5. A big headache = an intense headache
6. A big success = a great success
7. A big boy = a grown boy
8. A big heart = a noble heart
9. A big building = a huge building

4.13 Entrance test – Skill 13 – Solutions:

a)

What (do you do / are you doing) in your free time? I (read / am reading a lot). At the moment I (read / am reading) a book by Doris Lessing. A few years ago I (have worked / worked) for a German car company. I (have loved / have been loving / loved) my job, but then they (were cutting / cut) corners and I (must leave/had to leave). Luckily, I soon (have been offered/was offered/had been offered) a great position in a publishing company. I (hadn't think/thought/didn't have to think) long about it and (taken/took/take) the job. I (work/have worked/have been working) there for one year now and I (did regret/don't regret) taking that job!

b)

Every day I am going to school. I go to the JKG for five years and over the years I learn to like it a lot! I meet my friends in the morning and then we are going to the classroom and wait for the teachers. But yesterday has been different! When I come to school in the morning, the school was closed! I was really confused and have called a classmate. I had not seen anybody. When my friend answers the phone, I asked him where he is. He said that he is still at home because we have holidays! He said

that schools will be closed for the next two weeks. He also told me that I leave him alone and that he wants to sleep. I couldn't believe what he says! I had forgotten that that the school was closed for Easter Break! Suddenly I heard a loud noise - my alarm clock rings and I woke up! I have only been dreaming!

Corrected version:

Every day I go to school. I have been going to the JKG for five years and over the years I have learned to like it a lot! I meet my friends in the morning and then we go to the classroom and wait for the teachers. But yesterday was different! When I came to school in the morning, the school was closed! I was really confused and called a classmate. I didn't see anybody. When my friend answered the phone, I asked him where he was. He said that he was still at home because we have holidays! He said that schools would be closed for the next two weeks. He also told me to leave him alone and that he wanted to sleep. I couldn't believe what he said! I had forgotten that that the school was closed for Easter Break! Suddenly I heard a loud noise - my alarm clock rings and I woke up! I had only been dreaming!

c)

1. During summer time it*can / may* get really hot in Berlin.
2. You*mustn't / shouldn't / can't*..... park your car here. It is forbidden.
3. I am not hurt. You*needn't / don't have to*..... worry!
4. Your parents*must*..... have been so worried when you didn't come home.
5. The stove is really hot. Tell Timmy he*shouldn't / mustn't*..... touch it!
6. Once you are done with your homework, you*may / are allowed to*..... leave.
7. If you want to get this job, you*must / should* try harder.
8. It is so unfair. All my friends*are allowed to*..... stay out until 10 pm.
9. I am not sure whether I will make it to your party. I*must / have to* work late tonight.
10. You should take an umbrella, just in case. It*may / might*..... rain.
11. Marvin is such a great runner. He is*able to*..... run short distances faster than anybody else in his team.

4.14 Entrance test – Skill 14 – Solutions:

Yesterday, when ~~i~~ wok up, it was raining very ~~heavili~~. The ~~Sun~~ was behind big and grey ~~Clouds~~ and ~~i didnt~~ feel like ~~geting~~ up at all. I ~~stayed~~ in bed for a bit longer because it was so cozy ~~their~~. I ~~finaly~~ managed to get ready for school. My mom ~~sayed~~: don't forget to take ~~a~~ umbrella! When ~~i~~ ~~stepped~~ outside ~~i~~ realized that ~~i didnt~~ take it with me and i started ~~running~~: I ~~didnt~~ want to get wet and I ~~didnt~~ want to be late for ~~Class~~. I made it to ~~School~~ on time and my first ~~Class~~ was ~~english~~. My ~~english~~ teacher is very nice and the lessons are ~~funnyer~~ ~~then~~ most classes ~~By~~ the time English was over ~~i~~ was finally awake and ~~redy~~ for the next ~~Class~~. Tonight ~~i~~ will be in ~~Bed~~ ~~early~~er!

Corrected version:

Yesterday, when I woke up, it was raining very heavily. The sun was behind big and grey clouds and I didn't feel like getting up at all. I stayed in bed for a bit longer because it was so cozy there. I finally managed to get ready for school. My mom said: "Don't forget to take an umbrella!" When I stepped outside, I realized that I didn't take it with me and I started running: I didn't want to get wet and I

didn't want to be late for class. I made it to school on time and my first class was English. My English teacher is very nice and the lessons are funnier than most classes. By the time English was over, I was finally awake and ready for the next class. Tonight I will be in bed earlier.

4.15 Entrance test – Skill 15 – Suggested solutions:

Evaluation grid		Name of author: _____		Observed by: _____		Date: _____	
Text genre: _____		Topic: _____		Referring to text: _____			
	Observations: WELL DONE	Observations: SHOULD BE IMPROVED	Evaluation ++/+/0/-				
Logical structure Introduction- main body – conclusion; Paragraphs	<i>Intro – main body – conclusion ✓ Paragraphs with topic sentences ✓ Examples ✓</i>		++				
Text type characteristics Text type:	<i>Salutation ✓</i>	<i>No closure!</i>	0				
Task fulfillment: Ideas relevant to the task, completion of task	<i>All four points of criticism refuted ✓</i>		++				
Quality of content: Creative ideas, background knowledge	<i>“ it is true that I have been late...” – diplomatic! Smart move!</i>	<i>“Talking to friend” is not class participation! Not an argument!</i>	+				
Tone: Formal vs. informal, politeness		<i>Salutation: “Hi” No forms of politeness: “ Let’s talk tomorrow” Too many exclamation marks (!!!) Ⓜ = informal; email to a teacher must be more formal Promise = too informal!</i>	-				
Linking words		<i>No linking words!</i>	-				
Words: Correctness, variety, spelling		<i>“i” “germany” - capitalize it! Overused words: do/talk” Explain something <u>IQ</u> someone</i>	0				
Grammar: Correct usage, variety		<i>Tenses: Present Progressive vs. Present Perfect Progressive; Have (got) – haven’t got/ don’t have Have to do - simple past: had to do</i>	+				

5 Training material

5.1 Training material – Skill 1:

"I can find pieces of information in texts."

What you can learn here:

- Quickly get a rough idea what a text is about
- Scan a text for specific information
- Guess a word's meaning from the context
- Use different techniques to mark information in a text
- Answer questions on a text in your own words.

Dear Mr. Hershey:

I am writing this to let you know that I am very sorry about my recent behavior in your German class. I realize that my actions, words and overall attitude were childish and totally disrespectful to you and my classmates.

First of all, it was wrong of me to use my cell phone in class to browse Facebook while Alicia was holding her presentation. I should have taken notes instead and I now understand that it was disrespectful to both you and Alicia. I can assure you that she will also get an apology from me and I can only hope that she will accept it.

I am also apologizing for repeatedly passing notes in your class. I realize that because of that I have been missing a lot of important information which I could use to improve my writing and I know that I should have been paying better attention. I also understand that by passing those notes I have been distracting my classmates' attention and kept them from learning. From now on, I will limit my communication in class to meaningful contributions to our discussions and I will wait to discuss personal issues until recess.

I also wanted to apologize to you for not doing my homework the way I was supposed to. I am aware that there are no excuses, however, I am hoping that you can understand my lack of discipline when you know something about my personal situation: In short, my parents are in the middle of a nasty divorce and on top of that my boyfriend has broken up with me. I realize that none of this is your or my classmates' fault and it does not excuse me being late and not prepared for class. It is just that I haven't been myself lately and I have been trying to distract myself from all the pain I have been going through by staying out late and going to parties.

Mr. Hershey, I want to express my deepest regret for saying disrespectful things to you on numerous occasions. When I said "whatever" to you, I displayed a rude attitude towards you, which was immature of me. When I think about it now, I realize that I was mad and embarrassed – embarrassed about getting caught and mad at myself for acting like a child.

I'm in school to learn. Truth is, we all get bored at times, but that's hardly ever a problem in your class. Even if it were, I should have known better than to not focus. I've always enjoyed your teaching style and truly think that you are an outstanding German teacher! Truth also is that I am responsible for my own actions, no matter how difficult a certain situation might be. I wanted you to know that I am completely aware of that.

Finally, I wanted to thank you for giving me warnings instead of giving me detention on a Saturday morning because my parents would have grounded me for at least two weeks and I would have felt

even more alone not being able see anybody. I promise you won't have to make that decision ever again!

Please don't think this is some ploy to get your understanding and keep you from giving me a bad grade. I'm sure that missing homework and not paying appropriate attention will lower my grade and I deserve that. All I am hoping is that my recent actions have not gotten me a bad reputation with you and that you are willing to give me another chance to show you my interest in the German language.

If you can offer suggestions as to how to improve my punctuality, work ethics and attitude, I would love to listen to you and learn from you. I think you are not only a great teacher, but an understanding person who listens to what students have to say instead of just punishing them. I would really love to talk to you, if you are willing to give me some time. You can reach me at emmycain@gmail.com.

Thanks you for taking the time to read my email.

Sincerely,

Emily McCain

1. How to get a rough idea of what a text is about:

Before answering detailed comprehension questions, it is best you quickly read a text for the gist, which means you get a rough understanding of what the text is about. It is important not to get stuck on words you don't know or passages you don't understand. Just read on and get the overall content of the text.

NOW YOU:

Quickly read the text above and answer the questions below:

- Who is Emily? _____
- Who is Mr. Hershey? _____
- What is their relationship? _____
- What is Emily's reason for writing the letter? _____
- What does Emily want? _____



CHECK – EVALUATE – DECIDE

2. How to scan a text for detailed information:

Once you have a general understanding of a text you can start looking for specific information.

Now read the instructions and questions carefully. Look up words you don't understand. Make sure you know what to look for.

Take a pencil or a text marker. Scan the text for the information you need and underline/mark the phrases/sentences which contain the information you are looking for. You can use different colors for different questions.

If you have to scan a text for specific questions and detailed information, the questions can come in different ways:

a) W-questions which require a specific answer: When/why/where/who(m)/what/. Often you are asked to circle the correct letter/answer.

Example: *What does Mr. Hershey teach?*

- A Spanish
- B English
- C World History
- D German!!!!

Tip: Only focus on the information you need to find, do not get stuck on passages or words you do not understand. Look for words and phrases in the text which are used in the question. In the given example you could look for "teach, teacher, Mr. Hersey" or you could look for words which are related to these words (such as "class", "lesson" "subject" ...). In the example above there are two passages in the text which answer the question: Line 1 "In your German class". Line "outstanding German teacher").

NOW YOU:

Circle the correct letter.

1. What personal problems does Emily have?
 - A She is sick.
 - B She is getting bullied.
 - C Her parents are going through a divorce.
 - D She takes drugs.

2. What did Emily do during a classmate's presentation?
 - A She fell asleep.
 - B She passed a note.
 - C She drank Coke.
 - D She went online.

3. Who, according to Emily, is to blame for Emily's actions in class?
 - A Emily
 - B Alicia
 - C Emily's parents
 - D Mr. Hershey

4. How did Mr. Hershey react to Emily's behavior in class?

- A He called her parents.
- B He lowered her grade.
- C He gave her extra work.
- D He warned her to not do this again.

b) Sometimes you are given a statement and you must decide whether it is true or false. Be careful – this is not about your personal opinion on the text! The statements only refer to the text. Often you have to give evidence from the text (which line?).

Tip: Read the statements carefully. Make sure that you understand all the words AND the information of the statement. Then look for the text passage where this information is given and compare the text to the statements.

	True	False
Emily's parents are happily married.		x
1. Emily doesn't want her teachers to call her parents.		
2. Saying "whatever" to a teacher or an adult is rude.		
3. The students in Emily's class have been practicing listening comprehension.		
4. Emily is always on time for class.		
5. Emily doesn't want to have a bad reputation with her teacher.		

c) You are given a sentence which you have to complete or a gap which you have to fill. Often there are a number of possible words or phrases you can choose from.

Example: Michael thinks of Mr. Hershey as teacher.

A boring / a demanding / an outstanding / a humorous

Michael thinks of Mr. Hershey as an **outstanding** teacher.

Tip: Carefully read the sentences and find out what you need to look for. Make sure that you understand all the words and phrases which are offered. Then scan the text and compare it with the sentences.

NOW YOU:

1. Emily wants to improve her _____.

- A grades
- B attitude
- C relationship with her classmates
- D concentration

2. Emily's parents are going through a _____ divorce.

- A peaceful
- B senseless
- C nasty
- D confusing

3. Emily is mad at _____.

- A her parents
- B her classmates
- C her teachers
- D herself

4. Emily is thankful because Mr. Hershey _____.

- A gave her a warning
- B gave her detention
- C is a native speaker of German
- D listens to her problems

Tip: Sometimes you are not offered exactly the same word which is used in the text:

Example: Michael thinks of Mr. Hershey as teacher.

A boring/a strict/an excellent/a funny

Michael thinks of Mr. Hershey as **an excellent** teacher.

Tip: Pick the word which comes closest to the word in the text. (Outstanding = herausragend – excellent)

5. When Emily displayed a rude attitude, _____.

- A she acted as if she was an adult
- B she acted like a little child
- C she acted crazy
- D she acted like an idiot

6. Emily has been trying to distract herself from _____.

- A the hurt she was feeling
- B school.
- C her responsibilities
- D conflicts with her friends



CHECK – EVALUATE – DECIDE

3. How to guess a word's meaning:

Emily's letter contains a lot of words you probably do not know yet. Looking them all up would cost you a lot of time.

Tip: Sometimes you can guess the meaning of a word by the way it is used in the context. This is called "intelligent guessing".

Example line: "thank you for giving me warnings instead of detention on a Saturday morning= having to come to school on Saturday as a form of punishment. German = Nachsitzen.

NOW YOU:

Please guess what the underlined words in the following sentences could mean. Explain in your own words. Write down the German word.

a) "...my parents would have grounded me for at least two weeks and I would have felt even more alone then. "

I think it means:

In German:

b) "Please don't think this is some ploy to get your understanding."

I think it means:

In German:

c) "From now on I will limit my communication in class to meaningful contributions to our class discussions."

I think it means:

In German:

d) "It is just that I haven't been myself lately and I have been trying to distract myself from all the pain I have been going through...."

I think it means:

In German:



CHECK – EVALUATE – DECIDE

4. How to answer questions on the text in your own words.

Sometimes you are asked to answer questions on a text in complete sentences and in your own words. You should not merely copy passages from the text!

Example: *What is Emily's reason for writing this letter? Emily wants to tell Mr. Hershey that she is sorry for her bad behavior in class.*

Tip: Make notes and write them on the margins next to the text. The notes can help you to answer questions in complete sentences.

1. What does Emily think of Mr. Hershey? She thinks that

_____.

2. What is Emily's personal situation like?

_____.

3. What does Emily apologize for in her letter?

_____.

4. What does she want from Mr. Hershey?

_____.



CHECK – EVALUATE – DECIDE

5.2 Training material – Skill 6:

„ I can make an outline.“

What you can learn here:

- Structure the different parts of your text and their relationship
- Write a thesis statement
- Distinguish a sentence outline from a topic outline

How to write a thesis statement: At the beginning of an outline there should be one sentence which expresses the central idea of a text. This sentence should be complete, precise and brief.

Example: *“Pocket money helps children to handle money more responsibly.”*

How to write a topic outline: The headings of the different parts of the text are expressed in words or short phrases.

Example:

Thesis: “Pocket money helps children to handle money more responsibly.”

1. Learn to plan
 - 1.1 Weekly plan
 - 1.2 Monthly plan
2. Learn to calculate
 - 2.1 Compare prices
 - 2.2 Know budget

How to write a sentence outline: The headings of the different parts of the text are expressed in a short, but complete sentence.

Example:

1. Children learn to plan.
 - 1.1 Younger children need weekly plans and weekly payments.
 - 1.2 Teenagers can plan for a month and monthly payments are recommended.
2. Children learn to calculate.
 - 2.1 They learn to compare prices of products.
 - 2.2 They learn to have an overview of their current budget.

Tip: Do not mix up the two types of outlines!

Tip: Each text consists of an introduction and a conclusion – they do not have to be part of the outline.

NOW YOU:

Read the email and identify the thesis. Summarize the thesis in one sentence.

Now retrace the structure of the email and create the topic outline which was probably used. Use the framework below.

Dear Mom, Dear Dad,

I found your letter on the kitchen counter this morning and I must say that I am very shocked by the lack of trust you seem to have in me. Each of the arrangements you have made and rules you have set up show me that you expect only the worst of me. Here is what I have to say to you:

You are saying that it is your job as parents to protect me from making mistakes. I know that I have made mistakes before, but you know what? Those mistakes were important lessons and they have helped me to find out what is good and what is bad for me and they have helped me to become a better person. You should understand that mistakes are necessary so people can learn from them and grow. By not letting me make mistakes you don't allow me to live, learn and grow.

Remember how drunk I was when you picked me up at Marvin's party and how upset my stomach was? I will never forget how terrible my hangover was the very next day and I haven't touched a drop of alcohol ever since!

I also recall how I once stole cigarettes from the store next door and how I got into serious trouble for that. Do you remember how embarrassed I was and how hard it was for me to confess it and apologize to the store owner? I can assure you that since that day I have never taken someone's belongings again!

I am sure you remember what it was like being a teenager and I am positive that you have made mistakes as well and learned from them. In fact, I know that both you were once young and made mistakes and that you eventually learned your lesson.

I remember how you, Dad, didn't put enough effort in your homework while you were in 11th grade and how your grades got affected by that and you ended up having to go to summer school. Didn't you tell me that since that summer you became a conscientious student and always turned in your assignments on time.

And, Mom, I remember that you once told me that at college you were hanging around with "bad" people who kept you from studying and doing your part-time job. Apparently this "bad" company cost you one semester and I remember you telling me that since then you were always very careful who you became friends with.

This is what growing up is about – you live and learn, you try and make mistakes, you fall and you get up again. If you keep me from making mistakes, you keep me from growing up and, trust me, you don't want me to stay a kid forever! This is why you need to stop controlling me and let me make my own mistakes: For this weekend let me party hard, watch stupid movies and waste my time with senseless online chats so I will long to read serious books again. Allow me to eat greasy burgers and fattening fries so I can look forward to enjoying a healthy home-cooked lunch again. Let me stay up all night and go to school dead tired on Monday morning because this will make me appreciate the value of a good night's rest. All in all, let me be foolish, young and crazy so I can get more mature, wiser and more responsible.

I know that you were young once and that you remember what it feels like being a teenager. Please let this memory help you make the right decision.

Urgently waiting for your call....
Your teenage son Marc

1. Salutation: Dear Mom, Dear Dad:
2. Introduction: Shocked...
3. Main thesis:
4. My mistakes
 - 4.1
 - 4.2
5. My parents mistakes
 - 5.1
 - 5.2
6. Request
7. Conclusion:
8. Closing:



CHECK – EVALUATE – DECIDE

5.3 Training material – Skill 7:

“I can argue for and against something”.

What you can learn here:

- Finding ideas for counter arguments
- Using introductory phrases for your arguments
- Supporting your arguments
- Being diplomatic

1. How to find counter arguments

When you want to counter someone’s arguments, it is essential that you understand their argumentation and come up with good ideas for counter arguments.

A good first step is to write down your ideas for counter arguments as notes or very simple sentences. You can worry about how to put them into nice words later!

NOW YOU:

„Teachers should stop giving homework. Instead, students should practice more in school.”

In New Jersey, a state in the U.S.A., parents started an initiative against homework in public schools. You can find their arguments in the table below.

Now imagine you are a school principal and you want to defend the practice of giving homework. Write down your arguments for homework in the table. Make notes or write very simple sentences.

Arguments against homework	Arguments for homework
If the lessons are well-planned and rigid, students learn enough in school.	<i>Students must practice what they have learned at home.</i>
Homework costs a lot of time every day. It keeps the children from pursuing their hobbies, such as sports, music and so on.	
Often there is a mass of boring exercises which do not really contribute to a child’s learning.	
Children whose parents cannot help them at home are disadvantaged.	
Homework is a source of conflict between teachers and students.	
Homework is a source of conflict between students and parents.	
Teachers give homework, but don’t check the students’ work appropriately.	
Often student's don’t exactly know what to do at home and cannot ask for clarification.	
Teachers use homework to discipline or punish students.	



CHECK – EVALUATE – DECIDE

2. How to put your ideas for counter arguments in a good sentence.

Now that you have a good idea for an argument, you must know how to put it into words. To do that it is helpful to use introductory phrases that link your counter argument with the other person's argument:

„I am not going to lend you money because you still owe me 10 Dollars.“

„I am so sorry but I was going to return it and then something else came up.“

NOW YOU:

You want more pocket money. However, your parents think that this is a bad idea and they have a lot of arguments.

Read their arguments and counter them.

Use the following introductory phrases to start your argumentation:

This is a great idea but/that is true but/~~this is all very well~~ but/ this is wrong because /I know you mean well but/that is correct but / you are mistaken because/ I admit this is true but

Use the following ideas for your counter arguments.

No food/no time/for Christmas only/not necessary/~~only fifteen~~ /less than others/study hard

“I will not give you more pocket money because...”

1. You have to learn how to handle the money you get.
This is all very well but I am only fifteen and I am still young.
2. You spend all of your money on junk food.
3. You can get a job like babysitting or walking someone's dog.
4. Your grandparents give you a lot of extra money on the side.
5. I am saving money so you can pay for college or university later.
6. You are getting more pocket money than most of your friends.
7. You don't deserve it because you never help out at home.



CHECK – EVALUATE – DECIDE

3. How to support your arguments:

An argument becomes stronger, that is more convincing, when you support it with a good example. This example could be an experience you have personally made, something you heard or saw on TV or it could be something most people agree on.

Example:

Thesis: "Teenagers consume too much sugar."

Argument: Even in so-called "healthy food" there is a lot of hidden sugar.

Example: For example, a bowl of cereal contains about ten teaspoons of sugar.

NOW YOU:

Facebook is a social network millions of people use every day to connect with friends, chat with friends, share pictures and posts and communicate with people from all over the world.

However, many experts have pointed out the dangers of Facebook and demanded that it should be forbidden for people under eighteen.

Here are their arguments. Please match the arguments with the supporting facts or examples.

Arguments: Facebook is dangerous for teenagers because...

1. Teenagers tend to post too much personal information on Facebook.
For example, they write about their love life and conflicts and put that on their Facebook wall.
2. There are many dangerous people with a fake profile on Facebook.
3. Teenagers spend too much time on Facebook and neglect their learning.
4. Teenagers often stop socializing in real life because of Facebook.
5. A lot of arguments between teenagers start on Facebook.
6. Teenagers bully each other on Facebook.
7. Teenager often post inappropriate pictures on Facebook which could get them a bad reputation.
8. Teenagers cannot concentrate in school because they are on Facebook all night.

Use the introductory phrases below:

For instance / for example / fact is / psychologists say / it is common that / statistics show / it is a fact that / it's a sad fact

Supporting facts or examples:

~~They write about their love life and conflicts and put that on their Facebook wall.~~

They go on Facebook every few minutes to check new posts and comments.

There are cases of criminals contacting teenagers under a false profile.

Teenagers stay in their rooms all day and chat with their "friends" instead of going out.

More and more physical fights between girls occur which started as a Facebook argument.

A lot of teenagers report being harassed by hateful comments on Facebook.

They publish pictures of themselves kissing, making out, drinking and smoking.

Many kids are allowed to take their laptops to bed and stay online as long as they please.



CHECK – EVALUATE – DECIDE

4. How to be diplomatic

a) When you want to convince a person, it is not smart to disagree with everything he or she says. Sometimes it is necessary to meet the person half way and agree with certain points. You can thereby build a bridge and you are more likely to win the person over! This is called diplomacy and it helps people to find a compromise.

Example: Your parents won't allow you to stay out until midnight because

1st: It is illegal.

2nd: It is dangerous.

Agree with argument 1: "It is true that according to the law I have to be home at 10 p.m."

Counter argument 2: "But you know that the friends I will be with are all over 18 and they watch out for me."

NOW YOU:

Leila is sixteen and wants to spend a weekend in Paris – with her boyfriend! Her mom doesn't think this is a good idea.

You are Leila. Be diplomatic and agree with your mom's arguments. Then counter her arguments – but only three of them!

Use the following introductory phrases for agreeing:

I am aware that / it is true that / I also know that / you are right when you say that / I agree that /

Use the following introductory phrases for your counter arguments:

But you should know that / everyone knows that / but don't you know that

Use the following ideas for your counter arguments:

dangers everywhere / speak English / mature for his age

Leila, I will not allow you travel to Paris with your boyfriend because....

1. You don't know the French language and you couldn't find help if you got into trouble.

Agree: *It is true that....*

Counter:

2. Paris is too far and we could get you in case you need help.

Agree:

3. You don't know your boyfriend long enough to go on a trip with him.

Agree:

4. Paris is a big and dangerous city.

Agree:

Counter:

5. Your boyfriend is under 18 and he is too young to take care of you.

Agree:

Counter:

b) Being diplomatic also means relating to someone's feelings. This means that you show people that you understand how they are feeling. When you express your compassion for someone's feelings in a given situation, you create mutual understanding and a good base from which you can bring forward your own arguments.

Example:

"You never help me with homework. Because of you my grades went down!"

"I can tell you are frustrated".

NOW YOU:

Lucy's little brother Aaron constantly complains to Lucy and wants something from her. You are Lucy and you know that by relating to your brother's feelings it is easier to say no to him.

1. Write down an adjective which expresses best how Aaron probably feels.

You can use the following adjectives:

mad / angry / upset / frustrated / annoyed / jealous / bored / helpless / irritated / lonely / scared....

2. Show Aaron that you take him seriously by expressing how he feels.

You can use the following introductory phrases:

~~I can tell that~~/I can feel that/ I can see that/you must be really/I am sorry you are/ it is too bad that....

Aaron: Lucy, you always steal my candy, although I hide my candy jar it in my closet.

Lucy: *I can tell that you are really mad.*

Aaron: Lucy, I can't sleep because you talk so loudly. I will not be able to concentrate tomorrow in class.

Lucy:

Aaron: Lucy, you always wear my favorite sweater. Whenever I need it, it is dirty or gone!!

Lucy:

Aaron: Lucy, I always get in trouble for having incomplete homework. I will get a bad grade tomorrow!

Lucy:

Aaron: Lucy, you always get to choose which program we watch on TV. It is so unfair!

Lucy:

6. How to write an argumentative text

The following text deals with the show Germany's Next Top Model. It consists of an introduction, a main part with three arguments, their explanations, support and a conclusion.

1. Please number the introduction, the main part, and the conclusion with 1, 2, 3.
2. Please underline in the main part:

- The thesis
- The arguments.
- The explanation of the arguments.
- Examples.

Germany's Next Top Model – entertaining or harmful?

Germany's Next Top Model has become one of the most successful shows on German TV. For a couple of weeks when the show is on thousands of teenagers, mostly girls, watch the teenage candidates take part in various contests, do photo shoots, walk the catwalk and leave the show one after another until one girl remains – and becomes Germany's next top model.

For some people this is good entertainment. However, I think that it is irresponsible to broadcast such a show because it is harmful for young girls.

First the show lures young girls into thinking that if they do anything which is asked of them they can become a supermodel.

Young girls are led to believe that if they take part in stupid contests and do things they are actually afraid or ashamed of, they will become famous and highly-paid top models. For example, the candidates have to jump from high buildings or they must stand in the freezing cold for many hours with almost no clothes until they start crying.

Moreover, the show makes fun of the candidates and humiliates them in front of millions of viewers. The girls are exposed to unfair, mean and very personal criticism and they are publicly misled and played by the jury. For example, when the jury tells the girls who must leave the show and who can stay in the show, the girls are told that they are too shy, too lazy or too boring or simply not pretty enough. Many girls break down crying in front of the camera and leave the show devastated and humiliated.

Finally, the show presents a simplistic picture of what "typical" girls are like. Girls are shown as moody, irritable, talkative and "bitchy". For instance, the candidates are constantly shown in situations where they talk badly about another girl in front of the camera or yell at each other.

All in all, it has become clear that GNTM is not just the funny and entertaining show it would like to be seen as and therefore should not be on TV. As I have shown, it makes fun of very young girls in front of millions of viewers and presents a completely false picture of the fashion business, which is dangerous for the candidates and the show's teenage viewers.

5.4 Training material – Skill 8:

"I can write in an appropriate tone".

What you can learn here:

- Distinguish rude sentences from polite sentences
- Use forms of politeness
- Be aware of when polite forms are appropriate
- Recognize and use "white lies"

1. The table below lists very impolite or rude sentences and their polite counterparts.

Compare the rude sentences to the polite sentences. Underline the polite forms. Then write down in the right column how politeness is expressed.

	Don't!!!	Instead...	Polite Forms
Asking for something	Hand me the key! Open the door for me!	<u>Could you</u> hand me the key? <u>Would you</u> mind opening the door? <u>Would you</u> please open the door for me?	<i>Questions with auxiliaries: Could you...? Would you...?</i>
Announcing something which concerns another person	I will come by tomorrow! I am going to borrow this book from you.	May I come by tomorrow? Do you mind if I come by tomorrow?	
Asking for information	Hey, when does this class end?	Could you please tell me when this class ends? Excuse me, can you please tell me when this class ends?	
Telling someone something unpleasant	You must put in more work next time. You need to think this over. Your pants are dirty!	What do you think of the idea of putting in more work next time? Wouldn't it be a good idea to think this over? Could it be that your pants are dirty?	
Expressing a wish	I really want my test back! I want to talk about my oral grade!	I was hoping we could get our tests back today. I was thinking we could talk about my oral grade	
Not understanding	Huh? What? I don't get it!	Pardon me? Sorry? Excuse me? Could you repeat this, please? Would you mind explaining this again?	

Saying no	<p>I don't want to come to your party. No way - I am not interested in dating you.</p> <p>Sorry, but I don't feel like driving you home!</p>	<p>I would love to but I have got other plans. Thank you, but I am afraid I can't come to your party. That sounds awesome but I am too busy. Would it be a problem for you to ask someone else for a ride home?</p>	
Addressing people you don't know	<p>Hey, you, what is the closest way to..?</p> <p>Hi, lady, how much is this shirt?</p>	<p>Excuse me, sir... Excuse me, madam... Excuse me, miss...</p>	
Criticizing someone	<p>Your text is bad. You have to rewrite it!</p> <p>Your text is full of mistakes.</p>	<p>You might have to change your text a little bit. You probably should make some slight changes. I found a few mistakes in your text.</p>	

2. The following polite sentences are scattered around. Please match them with their impolite/rude counter parts in the table below.

I know a wonderful hairdresser who specializes in covering grey hair. Look how natural my hair looks!

Excuse me; do you happen to know the time?

What do you think of the idea of me staying out a little bit longer?

I am so sorry for having to leave so abruptly. It is completely my fault that I forgot the time.

Could you please tell me my oral grade?

Would you mind keeping it down a little bit? I am trying to concentrate.

Excuse me, could I make a suggestion, please? Why don't we do something different today?

Why don't you take some time and get a hair wash?

Rude	Polite
<p>I want to know my oral grade now!</p> <p>You should wash your hair as soon as possible.</p> <p>I am really tired of having to be home at 10 p.m.</p> <p>Oh, I have to go right now! Bye for now.</p> <p>You look really old. Weird that you don't color your grey hair.</p> <p>What's the time?</p> <p>Shut up! You are so noisy!</p> <p>Not another grammar lesson! It is so boring.</p>	<p><i>Could you please tell me my oral grade?</i></p>

3. Please make the following sentences less direct and upfront. Please go beyond the magic words please and thank you and use different forms of politeness.

Tip: Politeness is not only expressed through verb forms. Sometimes it is appropriate to tell so-called “white lies”. These are small and harmless lies which you can tell in order to not hurt someone’s feelings.

Example:

“Sorry, I won’t go to the movies with you. You are not my type at all.”

White lie: Thanks for asking me, but I don’t have time tonight. I have to study for a test.

1. Hey, man, how do I get to Beale Street?

Excuse me, Sir, could you please tell me the way to Beale Street.

2. Mr. Hendricks, I am not going to hold a presentation in your class. I don’t feel like it.

3. Mrs. Huffington, the grade you gave me is totally unfair. You need to think it over.

4. I don’t like this gift. What is wrong with your taste??

5. You look so different – you have become so fat.

6. This tastes awful. I am not going to eat this!

7. Give me some money!

8. Those pants make you look fat.

9. I will come by tomorrow so we can have lunch at your house!

10. Your place is messy and dirty. I am disgusted.

5.5 Training material – Skill 9:

"I know the characteristics of different types of texts."

What you can learn here:

- Recognize different types of texts
- Recognizing the characteristics of different types of texts
- Changing a text into a different type of text

1. Recognizing different types of texts

A first step towards writing according to the characteristics of a certain text type is text type awareness. This means that you recognize text types when you read them and know what is typical for them.

The text types you should be able to write by now are: Personal letters, short notes, live reports, reports about personal experiences and text summaries.

Please read the texts below. Which text type are they? Please write it down at the top of the text.

Sample 1: Text Type: _____

Ciara Gardner
2240 Lincoln Drive
19115 Philadelphia, PA

9/12/2012

Dear Annika:

How are things in New Jersey? Have you flunked out of school yet? Just kidding. I'm having trouble with German (as usual), but English is not too bad this year.

Thank you so much for sending me the UGG boots in pink. I was so happy when I got them and I decided to wear them to school the very next day. Guess what happened (LOL)? Mrs. Anderson gave me that „look“ again and I cracked up laughing inside because I had to think of you. But, you know Mrs. O'Neil noticed them, too, and actually liked them. She came up after class to me and complimented me on them. When I told her who had sent them to me, she asked about you and said hi!

I can't wait to see you when you come home for Halloween. I was thinking we could get Laura and Leila and go pumpkin carving. For Halloween night we can dress up as witches and go trick and treating on Germantown Avenue. Remember last year, when this old, creepy guy wanted us to come into his house to show us "something interesting"? Boy, did we run!!!

I miss you so much and think about you all the time. School is so much less fun without you and dance lessons are even worse....please write back a.s.a.p.!

Can't wait to CU!!

XOXO,

Your BFF Ciara

P.S. Guess who else said hi??? Damian Miller! He is still H_O_T ☺

Sample 2: Text Type: _____

Laura,

Had to rush back to the office.

Here is what to do:

- Soup is on the stove. Heat it up and leave some for your brother.
- Turn off the stove afterwards!!!!
- Check answering machine and return calls, if necessary.
- Turn down the heating before you go to bed!!!
- PACK SCHOOLBAG AND HELP JAMIE WITH THAT!!!!!!

Will be busy tonight, but you can reach me on my cell phone.

XO,

Mom

Sample 3: Text Type: _____

The story is about a young German girl called Melanie who leaves her small home town to work in the modeling business in Paris. But when she gets there, she finds out that the modeling business isn't as fancy and glamorous as she had imagined it and after only three weeks she returns home.

Melanie, who is very beautiful, quickly finds a part-time job at a modeling agency. Although she has no experience as a model, she is very good at posing in photos and walking on the catwalk. One day, she gets booked for a photo shoot in a hotel. When she gets there, she finds out that her boss, Roland, has ordered her there to make her an indecent proposal: If she becomes his girlfriend, he will offer her a two-year contract in his agency. Melanie is very shocked and turns her the proposal down. The next day she finds out that she is fired and returns to her little hometown in Germany.

Sample 4: Text Type: _____

This is Cathy Lewis, I am a student from SPHS and I am reporting live to my home school radio from Esslingen, Germany, where I am currently on an exchange program. It is 7:30 a.m. in Germany and I am standing in front of the school building. The students are just arriving at the school. Everyone is looking tired and some people are running towards the school building, probably to get some homework done before class starts. Oh my God! A kid almost got hit by a car as she was running across the street. Now the driver is getting out and yelling something at her in German. She is crying. Poor kid! And the driver.....Oh my Gosh, what is he doing? I can't believe he is getting in his car again! And off he goes! That is insane! Someone call the police!

Lots of students are talking to the girl now. They are walking her towards the school building. One girl is carrying her schoolbag and another boy is holding her hand. As they get closer, I can see that she is looking really pale, probably because she has just had a shock. But overall she seems to be ok. Wow, what a terrible way to start your day...I really wish they would have guards over here to slow down traffic around schools, those cars over there are going way too fast. Well, I have to go now, the bell is ringing and classes are about to start. This was Cathy, reporting from the Heinrich Heine Gymnasium in Esslingen, Germany. I will be back tomorrow, hopefully with some better news. Have a safe day!

Sample 5: Text Type: _____

My home schooling experience

After a bad experience in 8th grade, I ended up spending a year of school online. Towards the end of the summer of 8th grade, I felt that I couldn't take regular school anymore and my mother registered me in an online homeschooling program. First I thought "COOL!" – I can sleep in all day, get my own laptop and go online forever and study whenever I decide I want to! Awesome!

But very soon I found out that homeschooling wasn't my thing at all: The lack of activities allowed me to get lazy and passive and very soon I found myself not getting anything done at all. Without the structure of a school day I felt lost and had no drive to learn at all. Being able to decide when I wanted to do work (almost never!!) meant that I didn't get anything done. In my mid-term reports I had only Ds and Fs in my classes. Moreover, I felt that I was becoming more and more isolated from my former peers. At the beginning my friends would still come and visit me sometimes, but their visits soon became less and less. Also, when they called me, I felt that I could not relate to what they were telling me: School events, new teachers, new classmates... I was not part of it anymore and felt like a stranger. Very soon the invitations to parties and sleepovers stopped and I felt like a complete outsider.

Towards the end of 9th grade I was begging my mother to put me back in a public school again, which she did. I had to go to summer school to make up for the study time I lost, but by the beginning of 10th grade I was happily back in school again.

All in all, I don't think that homeschooling is a good idea. I have heard of a few students who loved it and successfully completed their high school diplomas that way, but for me personally it did not work: Only schools can provide the structure and the social environment that I need for successful learning and I am sure that most students feel that way.

2. Text type characteristics

Now underline the characteristics of the different types of texts and write down in the table below.

Text Type	Sample No	Intention	Content characteristics	Language characteristics
Short note		<i>Informing someone</i>		
Personal letter/email				
Text summary				
Personal experience report				
Live report				

3. Changing text types

In many creative writing assignments you are given a certain text type which you are asked to change. For example you are asked to write a diary entry of a character from a short story. Often these assignments also require that you write from a certain character's perspective.

NOW YOU:

Read the letter of Marc's parents again. It is quite lengthy and contains a lot of explanations, arguments and even promises. Now imagine Marc's parents had no time for this and only leave him a short note in the form of a do/don't list. Write the note.

6 Training material – Solutions

6.1 Training material – Skill 1 – Solutions:

1.
 - a student of German
 - a German teacher
 - Mr. Hershey is Emily's teacher
 - apologize for her behavior in class
 - talk to Mr. Hershey

2.
 - a) 1 C, 2 B, 3 A, 4 D.

b)

	True	False
Emily's parents are happily married.		x
1. Emily doesn't want her teachers to call her parents.	x	
2. Saying "whatever" to a teacher or an adult is rude.	x	
3. The students in Emily's class have been practicing listening comprehension.		x
4. Emily is always on time for class.		x
5. Emily doesn't want to have a bad reputation with her teacher.	x	

- c) 1 B, 2 C, 3 D, 4 A, 5 B, 6 A.

3.

- a) ".my parents would have grounded me for at least two weeks and I would have felt even more alone then"

I think it means: Not being allowed to leave the house as a form of punishment.

In German: Hausarrest

- b) "Please don't think this is some ploy to get your understanding"

I think it means: A trick to get what you want.

In German: Trick, "Masche"

- c) "From now on I will limit my communication in class to meaningful contributions to our class discussions."

I think it means: Sharing my ideas and thoughts in class

In German: Beiträge

- d) "It is just that I haven't been myself lately and I have been trying to distract myself from all the pain I have been going through...."

I think it means: Not paying attention to something

In German: sich ablenken

4.

1. Emily thinks that Mr. Hershey is a great German teacher. Also, she thinks that he is a nice person who listens to students.

2. Emily's situation is very difficult: Her parents are getting a divorce and her boyfriend has just broken up with her.

3. Emily apologizes for different things: First, she used her cell phone in class to go on Facebook. Then, she passed notes in class and was rude to her teacher when she got caught. On top of that she has been late for class several times and has not completed her homework.

4. Emily wants to talk to Mr. Hersey, listens to him and learns from him.

6.2 Training material – Skill 6 – Solutions:

1. Salutation: Dear Mom, Dear Dad:
2. Introduction: Shocked by lack of trust in me.
3. Main thesis: "If you don't let me make mistakes, you don't let me learn and grow."
4. My mistakes
 - 4.1 Drinking
 - 4.2 Stealing
5. Mom and Dad's mistakes
 - 5.1 Dad – lazy at school
 - 5.2 Mom – bad company in college
6. Request to make mistakes
7. Conclusion: Remember being young.
8. Closing: Waiting for call. Your teenage son Marc.

6.3 Training material – Skill 7 – Suggested solutions:

1. How to find counter arguments

Don't worry about grammatical or spelling mistakes in this part. This is just about having good ideas for counter arguments!

Arguments against homework	Arguments for homework
If the lessons are well-planned and rigid, students learn enough in school.	<i>Students must practice what they have learned at home.</i>
Homework costs a lot of time every day. It keeps the children from pursuing their hobbies, such as sports, music and so on.	We offer sports and music classes.
Often there is a mass of boring exercises which do not really contribute to a child's learning.	Not all exercises can be exciting.
Children whose parents cannot help them at home are disadvantaged.	Children must do homework on their own.
Homework is a source of conflict between teachers and students.	Only if students don't do homework.
Homework is a source of conflict between students and parents.	See above
Teachers give homework, but don't check the students' work appropriately.	Students can always ask.
Often students don't exactly know what to do at home and cannot ask for clarification.	See above
Teachers use homework to discipline or punish students.	That's what students say.

2. How to put your arguments in a good sentence.

1. You have to learn how to handle the money you get.
This is all well but I am only fifteen and I am still young.
2. You spend all of your money on junk food.
That is true but there is never any food at home. That is why I spend my money for food.

3. You can get a job like babysitting or walking someone's dog.
That is a great idea but I don't have any time to work.
4. Your grandparents give you a lot of extra money on the side.
This is wrong because I only get money for Christmas.
5. I am saving money so you can pay for college or university later.
I know you mean well but this is not necessary. I live now!
6. You are getting more pocket money than most of your friends
You are mistaken because I get less than others.
7. You don't deserve it because you never help out at home.
I admit that this is true but I must study all the time.

3. How to support arguments

1. Teenagers tend to post too much personal information on Facebook.
For example, they write about their love life and conflicts and put that on their Facebook wall.
2. There are many dangerous people with a fake profile on Facebook.
For instance, there are cases of criminals contacting teenagers under a false profile.
3. Teenagers spend too much time on Facebook and neglect their learning.
For example, they go on Facebook every minute to check new posts and comments.
4. Teenagers often stop socializing in real life because of Facebook.
It is a sad fact that teenagers stay in their room all day and chat with "friends" instead of going out.
5. A lot of arguments between teenagers start on Facebook.
It is a fact that more and more physical fights between girls occur which started as a Facebook argument.
6. Teenagers bully each other on Facebook.
Statistics show that a lot of teenagers report being harassed by hateful comments on Facebook.
7. Teenager often post inappropriate pictures on Facebook which could get them a bad reputation.
It is common that they publish pictures of themselves kissing, making out, drinking and smoking.
8. Teenagers cannot concentrate in school because they are on Facebook all night.
Psychologists say that many kids are allowed to take their laptops to bed and stay online as long as they please.

4. How to be diplomatic

a) **Leila, I will not allow you travel to Paris with your boyfriend because....**

1. You don't know the French language and you couldn't find help in case you get in trouble.

Agree: It is true that I don't speak French.

Counter: But everyone knows that people speak English in Paris.

2. Paris is too far and we could get you in case you need help.

Agree: You are right when you say that it is a long trip to Paris.

3. You don't know your boyfriend long enough to go on a trip with him.

Agree: I agree that I have only known him for three months.

4. Paris is a big and dangerous city.

Agree: I also know that Paris is not Plochingen and that you have to be careful there.

Counter: But don't you know that bad things could happen to me anywhere, even at home?

5. Your boyfriend is under 18 and he is too young to take care of you.

Agree: I am aware that Ben is only seventeen.

Counter: But you should know that he is really smart and mature for his age.

b)

Aaron: Lucy, you always steal my candy, although I hide my candy jar in my closet.

Lucy: I can tell that you are really mad.

Aaron: Lucy, I can't sleep because you talk so loudly. I will not be able to concentrate tomorrow in class.

Lucy: I can see that you are tired.

Aaron: Lucy, you always wear my favorite sweater. Whenever I need it, it is dirty or gone!!

Lucy: I can tell that you are frustrated.

Aaron: Lucy, I always get in trouble for having incomplete homework. I will get a bad grade tomorrow!

Lucy: You must be really scared.

Aaron: Lucy, you always get to choose which program we watch on TV. It is so unfair!

Lucy: I can see how angry you are.

5. How to write an argumentative text.

Germany's Next Top Model – entertaining or harmful?

1. Germany's Next Top Model has become one of the most successful shows on German TV. For a couple of weeks when the show is on thousands of teenagers, mostly girls, watch the teenage candidates take part in various contests, do photo shoots, walk the catwalk and leave the show one after another until one girl remains – and becomes Germany's next top model.

2. For some people this is good entertainment. However, I think that it is irresponsible to broadcast such a show because is harmful for young girls.

First the show lures young girls into thinking that if they do anything which is asked of them they can become a supermodel.

Young girls are led to believe that if they take part in stupid contests and do things they are actually afraid or ashamed of, they will become famous and highly-paid top models. For example, the candidates have to jump from high buildings or they must stand in the freezing cold for many hours with almost no clothes until they start crying.

Moreover, the show makes fun of the candidates and humiliates them in front of millions of viewers. The girls are exposed to unfair, mean and very personal criticism and they are publicly misled and played by the jury. For example, when they jury tells the girls who must leave the show and who can stay in the show, the girls are told that they are too shy, too lazy or too boring or simply not pretty enough. Many girls break down crying in front of the camera and leave the show devastated and humiliated.

Finally, the show presents a simplistic picture of what "typical" girls are like. Girls are shown as moody, irritable, talkative and "bitchy". For instance, the candidates are constantly shown in situations where they talk badly about another girl in front of the camera or yell at each other.

3. All in all, is has become clear that GNTP is not just the funny and entertaining show it would like to be seen as and therefore should not be on TV. As I have shown, it makes fun of very young girls in front of millions of viewers and presents a completely false picture of the fashion business, which is dangerous for the candidates and the show's teenage viewers.

6.4 Training material – Skill 8 – Solutions:

	Don't!!!	Instead...	Polite Forms
Asking for something	Hand me the key! Open the door for me!	<u>Could you</u> hand me the key? <u>Would you</u> mind opening the door? <u>Would you</u> please open the door for me?	Questions with auxiliaries: Could you...? Would you...?
Announcing something which concerns another person	I will come by tomorrow! I am going to borrow this book from you.	<u>May I</u> come by tomorrow? <u>Do you mind if</u> I come by tomorrow?	Questions with auxiliaries: May/can/could I...? Do you mind if...?
Asking for infor-	Hey, when does this class end?	<u>Could you please</u> tell me when this class ends?	Indirect questions

mation		<u>Excuse me, can you please</u> tell me when this class ends?	
Telling someone something unpleasant	You must put in more work next time. You need to think this over. Your pants are dirty!	<u>What do you think of the idea of</u> putting in more work next time? <u>Wouldn't it be a good idea to</u> think this over? <u>Could it be that</u> your pants are dirty?	Indirect questions
Expressing a wish	I really want my test back! I want to talk about my oral grade!	<u>I was hoping</u> we could get our tests back today. <u>I was thinking</u> we could talk about my oral grade	Past progressive (hope/think)
Not understanding	Huh? What? I don't get it!	<u>Pardon me?</u> <u>Sorry?</u> <u>Excuse me?</u> <u>Could you</u> repeat this, please? <u>Would you mind</u> explaining this again?	Questions with auxiliaries
Saying no	I don't want to come to your party. No way - I am not interested in dating you. Sorry, but I don't feel like driving you home!	<u>I would love to but</u> I have got other plans. <u>Thank you, but I am afraid</u> I can't come to your party. <u>That sounds awesome but</u> I am too busy. <u>Would it be a problem for you</u> to ask someone else for a ride home?	Thanking the person Appreciating the offer Expressing regret Telling a "white lie"
Addressing people you don't know	Hey, you, what is the closest way to..? Hi, lady, how much is this shirt?	<u>Excuse me, Sir...</u> <u>Excuse me, Madam...</u> <u>Excuse me, Miss</u>	Sir Madam Miss
Criticizing someone	Your text is bad. You have to rewrite it! Your text is full of mistakes.	<u>You might have to</u> change your text <u>a little bit</u> . <u>You probably should</u> make <u>some slight</u> changes. I found <u>one or two</u> mistakes in your text.	Softeners: slight/a bit/slightly/a little/one or two/tiny

2. The following polite sentences are scattered around. Please match them with their impolite/rude counter parts and write them in the table underneath.

Rude	Polite
I want to know my oral grade now!	Could you please tell me my oral grade?
You should wash your hair as soon as possible.	Why don't you take some time and get a hair wash?

I am really tired of having to be home at 10 pm.	What do you think of the idea of me staying out a little bit longer?
Oh, I have to go right now! Bye for now.	I am so sorry for having to leave so abruptly. It is completely my fault that I forgot the time.
You look really old. Weird that you don't color your grey hair.	I know a wonderful hairdresser who specializes in covering grey hair. Look how natural my hair looks!
What's the time?	Excuse me, do you happen to know the time?
Shut up! You are so noisy!	Would you mind keeping it down a little bit? I am trying to concentrate.
Not again a grammar lesson! It is so boring.	Excuse me, could I make a suggestion, please? Why don't we do something different today?

3. Please make the following sentences less direct and upfront. Please go beyond the magic words please and thank you and use different forms of politeness.

1. Hey, man, how do I get to Beale Street?

Excuse me, Sir, could you please tell me the way to Beale Street?

2. Mr. Hendricks, I am not going to hold a presentation in your class. I don't feel like it.

Excuse me, Mr. Hendricks, I was thinking that I might not be able to hold a presentation in your class.

3. Mrs. Huffington, the grade you gave me is totally unfair. You need to think it over.

Excuse me, Mrs. Huffington, would you mind thinking my grade over again?

4. I don't like this piece necklace. What is wrong with your taste??

Thank you so much for getting me this. But I already have a necklace like this.

5. You look so different – you have become so fat.

Could it be that you have gained some weight?

6. This smells awful. I am not going to eat this!

Thank you so much for the invitation. But I am not hungry at all.

7. Give me some money!

Could I please borrow some money from you?

8. Those pants make you look fat.

What do you think of the idea of wearing something else?

9. I will come by tomorrow so we can have lunch at your house!

Can I come by for lunch tomorrow?

10. Your place is messy and dirty. I am disgusted.

Have you ever thought of getting a cleaning lady?

6.5 Training material – Skill 9 – Solutions:

1:

1. Personal letter
2. Short note
3. Text summary
4. Live report
5. Report on personal experience

2:

Text Type	Sample No	Intention	Content Characteristics	Language characteristics
Short note	2	<ul style="list-style-type: none"> - Informing someone - Instructing someone - Reminding someone 	<ul style="list-style-type: none"> - Concise and to the point - Informative - Clear structure 	<ul style="list-style-type: none"> - Single words and phrases - Very short sentences - Imperatives
Personal letter/email	1	<p>It depends...</p> <ul style="list-style-type: none"> - Apologizing to someone - Inviting someone - Sharing experiences - Keeping contact.... 	<ul style="list-style-type: none"> - Salutation: Dear... - Closing and signature: Love, M. - P.S. (Postscript) 	<ul style="list-style-type: none"> - Abbreviations - Symbols - Informal tone
Text summary	3	<ul style="list-style-type: none"> - Informing someone about the main points of a text. 	<ul style="list-style-type: none"> - Short - Mere facts (only what happened) - No interpretation - No personal opinion 	<ul style="list-style-type: none"> - Simple Present
Personal experience report	5	<p>It depends...</p> <ul style="list-style-type: none"> - Just for yourself: Deal with intense emotions (diary entry) - For others: Share your experiences with others, give advice 	<ul style="list-style-type: none"> - Also thoughts and emotions - Personal opinion - Personal point of view - Reflections 	<ul style="list-style-type: none"> - Simple Past - Adjectives describing emotions
Live Report	4	<ul style="list-style-type: none"> - Informing people about a live event - Sharing emotions and the atmosphere 	<ul style="list-style-type: none"> - Vivid, emotional, - Reports directly from situation - Impressions, Atmosphere 	<ul style="list-style-type: none"> - Present Progressive - Exclamations - Short sentences - Incomplete sentences

c) Training material 3:

Marc:

While we are gone, please

- Go outside and meet friends
- Do homework
- Go to grandmother's house for lunch
- Be on time
- Get home at 10 p.m.
- Get a good night's sleep
- Vacuum the house
- Wash dishes
- Take out garbage

Don't:

- Watch TV
- Go online
- Eat junk food
- Invite friends

7 Final Tests

7.1 Final test – Skill 1 – “I can find pieces of information in texts.”

The following email is a teacher’s response to an email a student wrote to him. If you worked with the study material for skill 1, you are familiar with the student’s email. If you didn’t, you might want to go back and quickly read the email to get an idea what it is about. However, it is NOT necessary to do this – it is possible to take the test by just reading the email below.

1 Dear Emily:

2 I have just received your email and I must say that I am very impressed by it: The fact that you
3 openly and honestly share such personal information with me shows me that you are a very strong
4 and courageous young lady. Even more though, the fact that you are able to say I am sorry and ful-
5 ly take responsibility for your own actions shows me that you are by no means "immature" and
6 "childish" (as you say in your email). On the contrary, you have showed me that you are mature,
7 responsible and smart. I know for a fact that many adults aren't able to do and say what you have
8 done in your email: Thinking about your actions, thinking about how they have affected other peo-
9 ple and taking the courage to apologize!

10 However, Emily, I must tell you that I am very worried about you. I have known you for almost two
11 years and you have always been one of my best students: Creative, focused, dependable and hard-
12 working. I have been a teacher long enough to know that students do not change for the worse
13 without a reason. If young people suddenly become aggressive, rude and seemingly lazy, there is
14 always a reason for that and you cannot just call this "puberty" or a "bad phase". Even before your
15 email, I was suspecting that you were having serious problems and I was going to talk to you about
16 that or send you to your counselor Mr. Green. I am not sure whether you have contacted him al-
17 ready, but you know that as your counselor it is his job to listen and talk to you and help you figure
18 out solutions for your problems.

19 I can tell by your email that your situation is very desperate. When two people are getting a di-
20 vorce, it is usually the children who suffer most. In your email you mentioned that your parents'
21 divorce was "nasty". I am not sure what this exactly means for you, but if they are trying to drag
22 you into their conflicts and make you part of it, you should definitely see someone and get help. It
23 might even be necessary to live someplace else for a while (your grandmother's house?) until the
24 situation gets better.

25 I am very sorry to hear that your boyfriend has broken up with you during such a difficult time in
26 your life. I know that Shawn and you have been going out for quite a long time and that you were
27 getting along so well. I know how hurtful it is to get dumped by someone you love so much, espe-
28 cially when you think that person will always be there for you, no matter what. I know this doesn't
29 help right now, but I can tell you that your pain will pass and there will be other boyfriends in the
30 future who probably will cherish you more and treat you better. I am probably not the right person
31 to tell you this, but you just have to give it some time.

32 In your email you mentioned that you would like to talk to and learn from me. Emily, I take this as a
33 compliment (mostly students don't really confide in teachers, they rather talk to their friends or
34 their counselors), but I am not sure whether I am the right person for this. After all, I am only your
35 German teacher and my job is to teach you the German language. I would very much like to refer
36 you to Mr. Green, but I do not want to do this without your agreement. Please, let me know if this is
37 ok with you.

38 Emily, I want to thank you for the trust you put in me and I want to let you know that I completely
39 accept your apologies. I can assure you that your recent actions have not gotten you "a bad reputa-
40 tion" with me – on the contrary, now that I know what you have been going through I think of you
41 more highly than ever! I also wanted to let you know that you can always ask me for help and sup-
42 port, but I would like to limit this to the field of your learning of the German language. As I said I
43 will be happy to refer you to Mr. Green or help you to find someone else who can be more helpful
44 in this matter.

45 Ich hoffe, dass es Dir bald besser geht!

46 Sincerely,

47 Mr. Hershey

1. True or false? Please tick off and give the line from which you have the information.

	True	False	Line(s)
Mr. Hershey is a counselor.			
Mr. Hershey wants to refer Emily to Mr. Green.			
Mr. Hershey is impressed by Emily's email.			
Mr. Hershey feels sorry for Emily.			
Mr. Hershey thinks that Emily is weak and afraid of a lot of things.			
The job of a counselor is to help students with all kinds of problems.			
Mr. Hershey says that it mature to say I am sorry.			
In her email Emily said that she wanted to live with her grandmother.			
Mr. Hershey likes to listen to Emily's problems.			
Mr. Hershey is still mad at Emily because of her behavior in class.			



CHECK – EVALUATE – DECIDE

7.2 Final test – Skill 7 – “I can argue for or against something.”

The following text is a conversation between Lucy, who is a dog lover, and her mom. Lucy is trying to convince her mother to get her a dog. You are Lucy. Write her arguments.

In your first sentence always pick up on what your mom said and confirm it. You might also want to show her that you understand how she feels.

Then bring forward your counter argument.

Use introductory phrases.

You can use the following ideas for counter arguments:

dog breed with short hair / regular check-ups at veterinarian`s / get job / fast learner / promise to take care of dog / happens rarely / best friends / not all dogs / bathe them / teach dog at dog school / watchdog, save life

Support your arguments with convincing examples. Use your own ideas.

1. Mom, I really need a dog right now!

Mom: I really don't feel like having this discussion all over again. You know I am allergic to dogs.

You: I know that you are really suffering from your allergies and I feel bad for you. However, if we get a dog breed with really short hair, that will not be a problem. For instance, German Shepard's have a very short fur.

Mom: Sweetie, it is not only about me. You know very well that dogs can carry lots of diseases which they pass on to human beings. You should think about your baby brother!

You: It is true that...

Mom: And who is going to take it to the veterinarian`s? And, more important, who is going to pay for that? Dogs need to get vaccinated, dewormed and they also need regular check-ups, grooming and dog food. Are you saying you are going to pay for that with your little pocket money?

You:

Mom: This is all going to take away from your studying time. Your grades will suffer from that.

You:

Mom: All I can say is that I am not ready to walk a dog early in the morning, play with it and give it all my attention. Dogs are like little kids – they need a lot of attention. I have had three kids and I am not willing to have another baby.

You:

Mom: But you even refuse to look after your little brother!!! Speaking of your little brother. Are you aware of the fact that dogs are dangerous for children? Last week Charley's niece got bitten by a dog. The dog had never bitten anyone before and nobody knows what has gotten into him. They are so unpredictable!

You:

Mom: You shouldn't forget that a lot of dogs are traumatized. Look at those puppies in the pet stores, having been taken away from their mothers too early. And even worse, the dogs from animal shelters have been neglected, abused and beaten up. Trust me, you don't want a dog like that around you and your brother.

You:

Mom: But what about Feli? You know that dogs and cats don't get along!

You:

Mom: Another thing I am concerned about is our furniture, our house and our car. Dogs shed hair, they drool and they even throw up when they get sick. They scratch your furniture and tear apart pillows and blankets. The last time we took Dolci out for a walk in the park, there was dog hair and saliva ALL OVER our car. I had to vacuum clean it and wipe it and it took me an hour!

You:

Mom: What are you going to do about the bad odor in the house? You know very well that dogs stink – their fur stinks and they have bad breath! It is gross!

You:

Mom: This conversation is making me very tired and I need to take a nap. As long as there is no dog barking all the time, I can still do that!

You:

Mom: All I know is that many dogs start barking as soon as someone walks by or comes near the house. It is very annoying, especially at night. I had to get up for many years when you guys were babies and, trust me, I don't feel like going back to that again.

You:

Mom: I am tired of this conversation Sweetie. Let me rest for a while and think this over. I will discuss it with your dad later, I promise.



CHECK – EVALUATE – DECIDE

7.3 Final test – Skill 8 – “I can write in a tone which is appropriate to a given situation.”

The following utterances are quite rude. Would you mind making them more polite?

1. Hey, what time is it?
2. Mr. Hendricks, you are really unfair! I deserve a better oral grade!
3. I need to leave earlier today because I've got a doctor's appointment.
4. I don't want to do this assignment. It is pointless.
5. You look so different – you have gained a lot of weight!
6. This is the worst pasta I have ever eaten!
7. You are such a slow thinker! How often do I have to explain this?
8. Your room is really ugly. I don't feel comfortable here!
9. I don't like your lessons. They are dull and boring.
10. You don't know how to explain stuff to students, do you?



CHECK – EVALUATE – DECIDE

8 Final tests (FTs) – Solutions

8.1 Final test – Skill 1 – Solutions:

1.

	True	False	Line(s)
Mr. Hershey is a counselor.		x	34-35
Mr. Hershey wants to refer Emily to Mr. Green.	x		35-36
Mr. Hershey is impressed by Emily's email.	x		2
Mr. Hershey feels sorry for Emily.	x		25-26
Mr. Hershey thinks that Emily is weak and afraid of a lot of things.		x	3-4
The job of a counselor is to help students with all kinds of problems.	x		17-18
Mr. Hershey says that it mature to say I am sorry.	x		4-6
In her email Emily said that she wanted to live with her grandmother.		x	22-24
Mr. Hershey likes to listen to Emily's problems.		x	42-44
Mr. Hershey is still mad at Emily because of her behavior in class.		x	39-41

8.2 Final test – Skill 7 – Solutions:

1. Mom, I really need a dog right now!

Mom: I really don't feel like having this discussion all over again. You know I am allergic to dogs.

You: I know that you are really suffering from your allergies and I feel bad for you. However, if we get a dog breed with really short hair, that will not be a problem. For instance, German Shepards have a very short fur.

Mom: Sweetie, it is not only about me. You know very well that dogs can carry lots of diseases which they pass on to human beings. You should think about your baby brother!

You: It is true that you can catch diseases from dogs. But you should know that regular check-ups at the veterinarian's will help.

Mom: And who is going to take it to the veterinarian's? And, more important, who is going to pay for that? Dogs need to get vaccinated, dewormed and they also need regular check-ups, grooming and dog food. Are you saying you are going to pay for that with your little pocket money?

You: You are right when you say that I cannot pay for that with my pocket money. But I could get a job and make some extra money! For instance I could babysit or tutor younger students at school.

Mom: This is all going to take away from your studying time. Your grades will suffer from that.

You: I can tell that you are worried about my grades. And it is correct that I would have less time to study. But you know very well that I am a fast learner!

Mom: All I can say is that I am not ready to walk a dog early in the morning, play with it and give it all my attention. Dogs are like little kids – they need a lot of attention. I have had three kids and I am not willing to have another baby.

You: I understand that you are not willing to take care of a dog. I know how busy you are. You should know though that I will look after the dog and take care of it.

Mom: But you even refuse to look after your little brother!!! Speaking of your little brother. Are you aware of the fact that dogs are dangerous for children? Last week Charley's niece got bitten by a dog. The dog had never bitten anyone before and nobody knows what has gotten into him. They are so unpredictable!

You: I can tell that you are afraid that the dog might bite. And it is a fact that some dogs bite. But are you aware of how rarely this happens?

Mom: You shouldn't forget that a lot of dogs are traumatized. Look at those puppies in the pet stores, having been taken away from their mothers too early. And even worse, the dogs from animal shelters have been neglected, abused and beaten up. Trust me, you don't want a dog like that around you and your brother.

You: It is true that dogs from shelters or pet stores are often traumatized and therefore dangerous. But we could get a happy dog from the dog breeder next door!

Mom: But what about Feli? You know that dogs and cats don't get along!

You: I can understand that you worry about that. However, I have heard of dogs and cats becoming best friends.

Mom: Another thing I am concerned about is our furniture, our house and our car. Dogs shed hair, they drool and they even throw up when they get sick. They scratch your furniture and tear apart pillows and blankets. The last time we took Dolci out for a walk in the park, there was dog hair and saliva ALL OVER our car. I had to vacuum clean it and wipe it and it took me an hour!

You: I remember it was disgusting! But you should bear in mind that not all dogs do that.

Mom: What are you going to do about the bad odor in the house? You know very well that dogs stink – their fur stinks and they have bad breath! It is gross!

You: How can you say that ALL dogs stink! I can assure you they do not if you bathe them regularly.

Mom: This conversation is making me very tired and I need to take a nap. As long as there is no dog barking all the time, I can still do that!

You: I know dog barking can be annoying. But you know that in dog schools they can learn not to do that without a reason.

Mom: All I know is that many dogs start barking as soon as someone walks by or comes near the house. It is very annoying, especially at night. I had to get up for many years when you guys were babies and, trust me, I don't feel like going back to that again.

You: I can understand that you are worried about your sleep at night. But are you aware of the fact that a watchdog can save your life?

Mom: I am tired of this conversation Sweetie. Let me rest for a while and think this over. I will discuss it with your dad later, I promise.

8.3 Final test – Skill 8 – Solutions:

1. Hey, what time is it?

Excuse me, Sir, could you please tell me what time it is?

2. Mr. Hendricks, you are really unfair! I deserve a better oral grade!

Excuse me, Mr. Hendricks, could we please talk about my oral grade?

3. I need to leave earlier today because I've got a doctor's appointment.

Excuse, do you mind my leaving a bit earlier today? I've got a doctor's appointment which I could not postpone later.

4. I don't want to do this assignment. It is senseless.

What about doing something different now? I have an interesting idea for what we could do.

5. You look so different – you have gained a lot of weight!
Could it be that you have put on a little bit of weight? You look so healthy!

6. This is the worst pasta I have ever eaten!
Thanks you so much for the invitation, but I'm not hungry.

7. You are such a slow thinker! How more often do I have to explain this?
You are really being precise asking such specific questions. Let me explain this in more detail.

8. Your room is really ugly. I don't feel comfortable here!
Have you ever thought of getting new furniture? This can make a room look really cozy.

9. I don't like your lessons. They are dull and boring.
Could I make a suggestion for today's lesson? I have got an exciting idea.

10. You don't know how to explain stuff to students, do you?
Excuse me, would you mind explaining this again? I am a little bit slow today.

9 Demonstrating your writing skills

9.1 Suggestions

Decide for a text type and choose one of the following topics. You can also come up with your own ideas.

- Summary: My favorite book/my favorite movie
- Personal report: My most exciting holidays
- Live report: A soccer game of my favorite team
- Argumentative text: Facebook – blessing or curse?
- Argumentative text: Should homework be abolished?
- Argumentative text: Letter of complaint to your parents

9.2 Process writing

- Talk to your teacher about your topic and have him or her confirm it.
- Write the topic and the text type in your writing certificate.
- Plan your text as you have learned it.
- Write your text.
- Proofread and improve your text. Bear in mind all the steps you have learned.
- Have a peer give you feedback (evaluation grid) and improve your text again.
- Hand your text in. Your teacher will give you feedback. You might have to revise your text again.
- If you want to, you can illustrate and publish your text.

9.3 Writing certificate

- Hand in your final draft to your teacher.
- He or she will give a writing certificate
- Congratulations – you have become an awesome writer!

9.4 Evaluation grid

Evaluation grid

Name of author: _____ Observed by: _____ Date: _____

Text genre: _____ Topic: _____ Referring to text: _____

	Observations: WELL DONE	Observations: SHOULD BE IMPROVED	Evaluation ++/+/0/-
Logical structure Introduction- main body – conclusion; Paragraphs			
Text type characteristics Text type:			
Task fulfillment: Ideas relevant to the task, completion of task			
Quality of content: Creative ideas, background knowledge			
Tone: Formal vs. informal, politeness			
Linking words			
Words: Correctness, variety, spelling			
Grammar: Correct usage, variety			

9.5 Certificate

Writing Certificate

Congratulations

To: _____

You have successfully proven what an awesome writer you are!

Assignment: _____

Text Type: _____

Date: _____

Signature: _____



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