

## II.C.8.9

Landeskunde – Science, Technology and Environment

### Mündliche Prüfungen im Fach Englisch üben – Science and Technology: Towards a glorious future?

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Wie organisiert man eine mündliche Prüfung für den Englischunterricht? Die folgende Unterrichtsreihe gibt Ihnen anhand des aktuellen Themas „Science and Technology“ eine praktische Anleitung, wie Sie eine mündliche Prüfung als möglichen Klausurersatz vorbereiten, durchführen und bewerten. Gleichzeitig setzen sich die Schützenden und Schüler mit den Vor- und Nachteilen technischer Innovationen auseinander.

#### KOMPETENZPROFIL

Klassenstufe/Lernjahr: ab Klasse 10; ab 6. Lernjahr

Dauer: 3–5 Unterrichtsstunden + LEK

Kompetenzen: 1. Monologisches Sprechen: Abbildungen beschreiben und interpretieren; 2. Dialogisches Sprechen: an Gesprächen teilnehmen wie z. B. Dialog oder Diskussion; 3. Verfügbarkeit sprachlicher Mittel: Themenwortschatz „Science and Technology“

Thematische Bereiche: *science and technology, tradition and change, entertainment, artificial intelligence, environment, sustainability*

Materialien: Strategieblätter, Vokabelliste, Kriterienraster, Selbstevaluationsbogen, *LearningApps*



## Auf einen Blick

### 1. Stunde

**Thema:** Oral exams – An introduction

**M 1** **The oral exam – Information sheet** / Informationen zur mündlichen Prüfung geben (EA, PL)

**M 2** **What makes a good oral exam? – An assessment sheet** / die Bewertungskriterien transparent machen (EA, UG)

**Benötigt:**

- ggf. zweisprachige Wörterbücher
- ggf. ZM 2 und ZM 3

### 2./3. Stunde

**Thema:** Topic vocabulary – Science and technology

**M 3** **Topic vocabulary I – Match English and German words** / englische und deutsche Wörter sowie Redewendungen zuordnen (EA, PA, UG)

**M 4** **Topic vocabulary II – Match words with their definition** / englische Wörter und Redewendungen den englischen Definitionen zuordnen (EA, PA, UG)

**M 5** **Topic vocabulary III – Fill in the gaps** / Vokabeln in die Lücken der Sätze setzen (EA, PA, UG)

**Benötigt:**

- zweisprachige Wörterbücher
- ggf. ZM 4
- ggf. digitale Geräte und Internetzugang für die *LearningApps*

### 4./5. Stunde

**Thema:** Mock exam practice

**M 6** **Mock exam – The assignment** / die Aufgabenstellung der Probeklausur verstehen (EA)

**M 7** **Mock exam – Student A and student B** / die Präsentation üben und in einer Diskussion zu einem Konsens kommen (EA, GA)

**M 8** **How was my mock exam? – A self-evaluation sheet** / die eigene Leistung beurteilen (EA)

**Benötigt:**

- M 1 und M 2 sowie ZM 2 und ZM 3 zur Wiederholung
- ZM 5 und ZM 6, ggf. ZM 7
- zweisprachige Wörterbücher

## 6.–12. Stunde

**Thema:** The oral exam

**M 9** Oral exam – The assignment / die mündliche Prüfung durchführen (EA)

**M 10** Oral exam – Group 1 / Präsentation und Diskussion (EA, GA)

**M 11** Oral exam – Group 2 / Präsentation und Diskussion (EA, GA)

**M 12** Oral exam – Group 3 / Präsentation und Diskussion (EA, GA)

**M 13** Oral exam – Group 4 / Präsentation und Diskussion (EA, GA)

**M 14** Oral exam – Group 5 / Präsentation und Diskussion (EA, GA)

**Benötigt:**

- ZM 8–ZM 10
- zweisprachige Wörterbücher
- Konzeptpapier
- (Stopp-)Uhr
- zwei Schilder mit der Aufschrift „Mündliche Prüfung – Bitte nicht stören“
- zwei Klassenzimmer (einen Vorbereitungs- und einen Prüfungsraum)

### Minimalplan

Wenn die Zeit knapp wird, kann die Einführung und das Üben des Themenwortschatzes (**M 3–M 5** und **ZM 4**) im Unterricht weggelassen und als Hausaufgabe gegeben werden.

### Materialien zum Download

Alle Inhalte (und Zusatzmaterialien) finden Sie auch als Download:

- ZM 1** Planung einer mündlichen Prüfung
- ZM 2** Informationen zur mündlichen Prüfung
- ZM 3** Kriterien für die Bewertung der mündlichen Prüfung
- ZM 4** Vokabelliste – Themenwortschatz
- ZM 5** Strategieblatt – Präsentation phrases
- ZM 6** Strategieblatt – Discussion phrases
- ZM 7** Selbstevaluation
- ZM 8** Zeitlicher Ablauf des Prüfungstages
- ZM 9** Protokoll der mündlichen Prüfung
- ZM 10** Punkteverteilung auf drei Niveaus

## M 6

## Mock exam – The assignment



|             |                                                     |
|-------------|-----------------------------------------------------|
| Thema       | Science and technology – Towards a glorious future? |
| Hilfsmittel | zweisprachiges Wörterbuch                           |

## Situation

Your school's website team is planning to publish an article about the impact of technological inventions on today's society.

The website team are asking students in your class to write an article on the subject. Your responsibility is to identify a technological invention for the article that draws attention to the subject and its different aspects. You have found two interesting technological innovations.

**Preparation:** You have 15 minutes to prepare the assignment. You must not talk to your classmates. You may use a bilingual dictionary.

## Tasks

## 1. Presentation (3 to 4 minutes per student)

- Prepare a coherent presentation by presenting one or two objects/examples of your material. You may add your own ideas and experiences beyond the information provided. Use the pictures and some of the keywords given to explain your examples and your topic.
- Find a catchy title for your article.
- Point out why you think your topic, based on your examples, is suitable for the school's website.
- Present your results in 3 to 4 minutes to your partner.
- You may take notes while listening to your partner.

## 2. Discussion (5 minutes as a pair)

- With your partner, discuss whose topic is the most suitable for the school's website. Consider ...
  - the relevance of the topic.
  - the target group and how you can attract your target group.
- You may add your own ideas and experiences beyond the information provided. At the end of your discussion, decide ...
  - on which topic you want to submit to the web design working group.
  - on a catchy title for your article.

**Attention:** In the mock exam, you are allowed to use a help sheet with presentation and discussion phrases. The help sheets will not be allowed in the oral exam.

## Mock exam – Student A and student B

M 7

Student A

Title for your article: \_\_\_\_\_

### Fitness gaming console systems



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### Explain the information

#### Reasons why it is of relevance:

- lack of fitness
- health issues

#### Description:

- interactive, motion-tracking
- home workouts and virtual sports

#### Advantages:

- variety of activities
- suitable for all ages
- gameplay to motivate home exercises

#### Disadvantages:

- dependency on technology
- space to require

### Smart posture corrector



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### Explain the information

#### Reasons why it is of relevance:

- sedentary lifestyle: back pain
- lack of fitness

#### Description:

- monitoring sensors: tracking of body movement and posture
- smart assistance: body posture, to improve

#### Advantages:

- direct individual feedback: correction
- fitness goals, efficiency, exercise, to increase

#### Disadvantages:

- dependency, technology
- not address the causes, limits natural movement

## M 9

## Oral exam – The assignment



|             |                                                     |
|-------------|-----------------------------------------------------|
| Thema       | Science and technology – Towards a glorious future? |
| Hilfsmittel | zweisprachiges Wörterbuch                           |

## Situation

For the end-of-term school project week, titled “Dealing responsibly with science and technology – Towards a glorious future?”, all students have been asked to suggest topics. You and your partner would like to submit a topic but still need to decide on one. Therefore, you meet up to present your ideas to each other and discuss which one you will submit to the organisers of the project week.

**Preparation:** You have 15 minutes to prepare the assignment. You cannot talk to your classmates. You may use a bilingual dictionary.

## Task

## 1. Presentation (3 to 4 minutes per student)

- Prepare a coherent presentation of your topic by presenting one or two objects/examples of your material. You may add your own ideas and experiences beyond the information provided. Use the pictures and some of the keywords given to explain your examples and your topic.
- Find a catchy title for your project.
- Explain why you think your project topic is suitable for the project week for students your age, using your examples to support your opinion.
- Present your results in 3 to 4 minutes to your partner.
- You may take notes while listening to your partner.

## 2. Discussion (5 to 6 minutes as a pair)

Discuss with your partner whose topic is the most suitable for the school's project week.

Consider ...

- the guiding question: “Dealing responsibly with science and technology – Towards a glorious future?”
  - the relevance of the topic and possible objects to learn about.
  - the target group and how you can attract your target group.
  - You may add your own ideas and experiences beyond the information provided.
- At the end of your discussion decide ...
- which topic you want to submit to the organisers of the project week.
  - on a catchy title for your project.

