







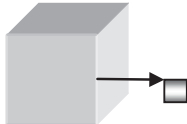


Lesefächer

<p>© S. Wagner</p> <p>SKIMMING</p> <p>I want to know roughly, what the text is about and if there is any relevant info for my task. My eyes fly over the page, looking at the headlines, bold print, pictures, beginnings of paragraphs.</p>	
<p>SCANNING</p> <p>I have a question/task on the text. I want to find the passage/passages to answer it as quickly as possible. I know what I am looking for.</p>	
<p>CLOSE READING</p> <p>I want to find out, how something is explained, what I can learn from the text. I want to summarize the content. I have to read more slowly and very carefully.</p>	
<p>READING FOR PLEASURE</p> <p>I just read for pleasure. I can choose how to read, I can skim the pages or read them very closely. I can even skip the pages if I want to.</p>	
<p>RIGHT THERE</p> <p>I can find the answer in the text. I can point at it and write it down.</p>	
<p>THINK AND SEARCH</p> <p>The answer is in the text, but not in one place, I must look at different text parts / elements and combine the information. I must use my own words.</p>	
<p>AUTHOR / TEXT AND ME</p> <p>The answer is not given in the text. Part of the answer is in the text / graphic, but I must add to it what I already know about the topic.</p>	
<p>ON MY OWN</p> <p>I can find the answer using my own knowledge and experience. I must think about the topic and give my opinion.</p>	
<p>SUMMARIZE</p> <p>I must tell/write the most important facts in a few sentences.</p>	

A working journey (Password Orange 6, p. 76, Klett)

Learn the language through listening and reading

Strategy	Task	Material	How good were you at the task? * + ○ -
LISTENING			
first listening Listen for the gist	Listen carefully to the story and concentrate on the jobs the persons in the story did. Tick off every job that is mentioned in the text you are listening to.	Ws 1	
	How did the family feel about their one year trip across the USA? Did they like it or not?		
second listening Listen for details	Now you should concentrate on the names of the states and towns. There is a list of names on your WS - give them numbers in the chronological order.	Ws 1	
	Look at the sentence halves. Put the correct parts of the sentence together. Write the correct letter into the empty squares. Later you can check your answers with the text.	Ws 1	
READING			
right there Scan for information	What did the one year journey mean for Joe and Marlene	TB	THINK * PAIR * SHARE
think and search close reading	Sometimes they had great problems when they were looking for a job. Explain the problems by giving examples from the article. Give the lines where you have found the information.	TB	
Scan for information	In two states they didn't work at all, they enjoyed themselves being just tourists. Where was that?		
	Check your sentences from the listening exercise. How many sentences have you got right?	WS 1 Book	
Write a summary	Write a summary of the article. (The sentences from listening task 4 can help you)	TB	
Use your knowledge <i>text and me</i>	Why did they start on 4 th of July?		
	What does <i>Bicentennial</i> mean?		
	Is it easy to leave your job and home and school for a year? What reasons can you give against such a plan?		
	Why did they go to places where they could have "all you can eat"?		
Comment on my own	What does it mean "strong individuals"?		
Comment on my own	What do you think about their journey? Give your opinion.		
TARGET TASK: Prepare a presentation on THE WORKING JOURNEY through USA			
Group of three	Prepare a talk and transform this text into a multimedia presentation; search the internet for pictures and maps to illustrate the different places and jobs the family did over the year as well as their experience of happiness and trouble. In the end you should state your opinion.		

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Training listening comprehension

(A working journey, PO6, p. 76 f.)

1. You will listen to a report about a family who went on a journey through all the USA states. In order to earn some money they did different jobs. Tick off every job that is mentioned in the text you are listening to.

repairing cars

picking fruit

in a restaurant

selling bread

for a cable TV company

picking spearmint

picking oranges

driving a taxi

2. How did the family feel about their one year trip around the USA?
- _____

3. You will listen to the report once again. Where did they go to? NUMBER the names of the cities and states ACCORDING TO THE ORDER YOU HEAR them.

	LOUISIANA		INDIANA		IOWA
	ALASKA		VIRGINIA		NEW YORK
	WYOMING		HAWAII		CANADA
	MISSOURI		ARIZONA		CALIFORNIA
	NEW MEXICO		WASHINGTON		IDAHO

4. Now match the sentence halves and see how much you remember. Later you will check your answers with the text.

1	The family lived in Missouri	a	by picking fruit.
2	The journey started on July 4 th	b	they visited the capital and some other famous sites.
3	Her father was quite worried	c	in finding a job.
4	They earned quite a lot of money	d	because they wanted to celebrate 200 years of being an independent state.
5	So they could afford	e	by picking spearmint for the chewing gum.
6	Sometimes they had trouble	f	who was a real Sioux.
7	In Indiana they earned money	g	the beauty of the American countryside and the friendliness of its people.
8	Often they had to eat only peanut butter sandwiches	h	where they had a farm.
9	In each state	i	a short holiday on Hawaii.
10	Once they met a 95-year-old man	j	because he knew that they didn't have enough money for such a long trip.
11	When they saw the sign "Iowa"	k	because they were short of money.
12	They experienced	l	they were happy to have reached the last state on their schedule.

1	2	3	4	5	6	7	8	9	10	11	12

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Question Answer Relationship

Read each question very carefully and think about how to find the answer: You can find the information directly in the text, in one sentence or in different passages/parts of the text; or do you need your HEAD, that means your knowledge and experience to find the answer.

1. Look at the KEY WORDS in the questions, look for them in the text and you will find the answer. If not use your HEAD.
2. Underline the words or passages which give you the information for the answer.
3. Write the answer next to the question in the grid. In the last column you explain how you've found the answer.

Question category	Question	Answer	How did I find the answer (possible answers)
Right there You can find the answer in one sentence in the text (one word or short phrase). Look for words used in the question. You can use the same words.			
Think and search The answer is in the text, but not in one place. You must put together different pieces of information from the text. You must use your own words in the answer.			
Text and you The answer is not in the text. You must use your knowledge and combine it with the information from the text.			
On my own The answer is not in the text. You must use your own experiences and/or background knowledge. You must give your opinion or judgement.			

Name:

Datum:

Thema:

Meine Einschätzung der Englischkenntnisse bei der Arbeit am Projekt

Thema meines Projekts

Ich habe dazu in einer Gruppe von Partnern gearbeitet

Ich habe

	einen Kurzvortrag gehalten
	eine Powerpoint Präsentation vorbereitet
	ein Comic entwickelt
	eine Informationsbroschüre erstellt

Ich habe bei der Arbeit am meinem Thema festgestellt, dass ich auf Englisch schon folgendes kann

GER	Vortragen	GER	Schreiben
B1	eine vorbereitete, unkomplizierte Präsentation zu meinem Thema so klar vortragen, dass man mir mühelos folgen kann, wobei die Hauptpunkte hinreichend präzise erläutert werden. Ich kann Nachfragen aufgreifen, muss aber möglicherweise um Wiederholung bitten, falls zu schnell gesprochen wurde.	B1+	einen klaren, recht detaillierten Text über mein Thema schreiben und dabei Informationen und Argumente aus verschiedenen Quellen zusammenführen. Mein Wortschatz und Satzbau sind schon recht gut und ich mache wenig Fehler.
A2+	eine kurze, eingeübte Präsentation zu meinem Thema vortragen und dabei kurz Gründe und Erläuterungen zu Meinungen, Plänen und Handlungen geben. Kann mit einfachen Nachfragen umgehen.	B1	einen unkomplizierten Text verfassen, wobei einzelne kürzere Teile in linearer Abfolge verbunden werden. Zwar kommen Fehler vor, aber es bleibt klar, was ausgedrückt werden soll.
A2	eine eingeübte kurze, einfache Präsentation zu einem vertrauten Thema vortragen. Kann einfache Nachfragen beantworten, falls die Möglichkeit besteht, um Wiederholung oder um Hilfe beim Formulieren der Antwort zu bitten.	A2	in einer Reihe einfacher Sätze über mein Thema schreiben. Obwohl ich noch Fehler mache (Zeitformen vermische oder vergesse, die Wortstellung stimmt nicht) wird in der Regel klar, was ich ausdrücken möchte.
GER	Leseverstehen	GER	Hörverstehen
B2	sehr selbstständig lesen, Lesestil und -tempo verschiedenen Texten und Zwecken anpassen und geeignete Nachschlagewerke benutzen. Ich habe einen großen Lesewortschatz, muss aber seltener gebrauchte Wendungen nachschlagen.	B2	im Radio die meisten Dokumentarsendungen, in denen Standardsprache gesprochen wird, verstehen und die Stimmung, den Ton usw. der Sprechenden richtig erfassen.
B1	Kann unkomplizierte Sachtexte über Themen, die mit den eigenen Interessen und Fachgebieten in Zusammenhang stehen, mit befriedigendem Verständnis lesen.	B1+	den Inhalt der meisten Tonaufnahmen oder Rundfunksendungen über Themen, die mich interessieren, verstehen, wenn deutlich und in der Standardsprache gesprochen wird.
A2+	Kann kurze, einfache Texte zu vertrauten konkreten Themen verstehen, in denen gängige alltags- oder berufsbezogene Sprache verwendet wird.	B1	in Radionachrichten und in einfacheren Tonaufnahmen über vertraute Themen die Hauptpunkte verstehen, wenn relativ langsam und deutlich gesprochen wird.
A2	Kann kurze, einfache Texte lesen und verstehen, die einen einfachen Wortschatz und z. Teil international bekannte Wörter enthalten.	A2	Kann kurzen, langsam und deutlich gesprochenen Tonaufnahmen über vorhersehbare alltägliche Dinge die wesentliche Information entnehmen.

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