

„Show what ...!“
Möglichkeiten zur differenzierten
Leistungsmessung im Englischunterricht

Gliederung des Vortrages

westermann GRUPPE

- Begrüßung
- Theoretischer Hintergrund zur Leistungsmessung
- Beispiele aus dem Buch
- Eine alternative Überprüfungsmöglichkeit
- Leistungssituationen
- Fragen?
- Ende des Webinars

- HS:
- In Leistungs- und Überprüfungssituationen wird die Verfügbarkeit der erwarteten Kompetenzen nachgewiesen. Leistungsfeststellungen und Leistungsbewertungen geben den Schülerinnen und Schülern Rückmeldungen über die erworbenen Kompetenzen und den Lehrkräften Orientierung für notwendige Maßnahmen zur individuellen Förderung. Neben der kontinuierlichen Beobachtung der Schülerinnen und Schüler im Lernprozess und ihrer individuellen Lernfortschritte, die in der Dokumentation der individuellen Lernentwicklung erfasst werden, sind die Ergebnisse mündlicher, schriftlicher und anderer fachspezifischer Lernkontrollen zur Leistungsfeststellung heranzuziehen.
- Die zu zensierenden schriftlichen Lernkontrollen überprüfen ausschließlich die funktionalen kommunikativen Kompetenzen des Hör- und Hör-/Sehverstehens, Leseverstehens, Schreibens und der Sprachmittlung. Unter Berücksichtigung der erworbenen Kompetenzen des Englischunterrichts in der Grundschule ist darauf zu achten, dass zu Beginn des fünften Schuljahrgangs eine deutlich stärkere Gewichtung auf das Hör- und Hör/Sehverstehen gelegt wird.
(https://www.nibis.de/uploads/1gohrgs/kc_2015/KC%20Englisch_HS.pdf)

- RS
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Beispiele aus dem Lehrwerk

Theme 5
Up and away

In diesem Theme ...

- sprichst du über Reisepläne und Ferienaktivitäten.
- orientierst du dich auf einem Bahnhof.
- erfährst du, wie man Fahrkarten an einem Schalter kauft.
- lernst du interessante Urlaubsorte in Schottland kennen.
- übst du, telefonisch ein Zimmer zu reservieren.

We're all going on a summer holiday
No more working for a week or two
Fun and laughter on our summer holiday
No more worries for me or you
For a week or two
We're going where the sun shines brightly
We're going where the sea is blue
We've seen it in the movies
Now let's see if it's true

Everybody has a summer holiday
Doing things they always wanted to
So we're going on a summer holiday
To make our dreams come true
For me and you
For me and you



1 Summer holidays WS 1 + 2 p. 162

- Listen to the song "Summer Holiday" by Cliff Richard and read or sing along.
- Read the song lyrics. What do people like about holidays?
- Double circle: What are YOU going to do in the summer holidays? What would you like to do?

In the summer holidays
I'm going to ... And you?

I'd like to ...

stay ... | meet ... | visit ... |
go to ... | see ... | play ... | ...



1.1 p. 162

2 Holidays without parents

1.2 p. 162

- Look at the picture. What can you see? What is happening?
- What could the children and their parents be thinking? How do they feel?

The children / parents could
be thinking ...

I think the children / parents
feel / are ...

2.1 p. 170

5

SUPPORT Planning a holiday

1.1 Plans

What are you going to do this afternoon? What are you going to do this evening? Write about it.

This afternoon I'm going to ...
 Then I'm going to ... Later I'm ...
 This evening I'm going to ...

meet a friend | play the guitar | do sports |
 go shopping | listen to music | ...

12 p.147

2 Holidays without parents

a) Look at the picture. What can you see? What is happening?

There are some children on the bus.

The bus driver is putting the bags on the bus.

...



b) What could the children and their parents be thinking? How do they feel?

The children / parents could be thinking that they / the ... will ...

... have a party on holiday. |
 ... have a lot of fun. | ... go for long walks. |
 ... go to bed early. | ...

I think the children / parents feel / are ...

happy | excited | sad | lonely | nervous | ...

1.1 Grammar 10R p.236
 1.1 WordBank! Free time 1b.190

5

SUPPORT Planning a holiday

3.1 Holiday activities

Choose the right verbs to complete these phrases.

go | write | watch | stay | take | go to | visit | have

1. ~~XX~~ a film
2. ~~XX~~ cycling
3. ~~XX~~ a castle
4. ~~XX~~ a picnic
5. ~~XX~~ a postcard
6. ~~XX~~ in a hotel
7. ~~XX~~ the beach
8. ~~XX~~ photos

4 Talking to Dad

14 p.149

a) Listen to Megan and her dad.
 What does he think of Megan's idea? 4.1.28

He doesn't like the idea. |
 He thinks it's a good idea. |
 He has to talk to Ben's parents first.



b) Listen again and finish the sentences.

1. Megan's dad thinks Ben is a **good friend / a nice guy**.
2. They could show Ben **another castle and Loch Ness / another castle and Nessie**.
3. Megan went there when **she was little / she was eight years old**.
4. But she didn't **enjoy the trip / see the Loch Ness Monster**.
5. Megan's dad's computer **is new / doesn't work**.
6. Megan is sure Ben will **like the computer / find the problem**.

5.1 Word groups

a) Find the right titles for these word groups.

1. swimming pool – park – cinema – market
2. sunny – rainy – hot – nice
3. shorts – shirt – cap – skirt
4. June – July – August – September
5. platform – escalator – lift – ticket office

clothes | places
 train station | weather
 months

b) Now find words for these titles:

holidays | food and drink | animals | ...

Challenge aus dem Lehrwerk

5 CHALLENGE Planning a holiday

2.1 Away from home WB 1 p. 117

Have you ever been on holiday without your parents? Make notes and write about it. Here is some help:  Portfolio Ordner

Yes	No
Last year I went ...	I have never ...
I stayed ...	My parents don't want me to go ... because ...
...	I wouldn't like to ... because ...
I really liked / enjoyed / ...	I would like to ...
I had a great / wonderful / ... time.	...
I missed / didn't miss ...	
I (never) felt homesick / terrible / ...	

3.1 Ben's holidays WB 2 p. 117

- a) Copy the text into your exercise book and complete it with the correct forms of the verbs (simple past or present perfect).

Ben has never been to ...

Ben (never be) to Scotland. But he (be) to Wales. Last summer he (go) there with his family. He (like) the campsite and the beach. He and his family (watch) dolphins and (visit) a famous castle. Yesterday Megan (ask) Ben if he (want) to come to Edinburgh with her this summer. There is a big castle in the city centre and lots of other interesting places. Ben (never hear) of Arthur's Seat or Portobello Beach.

Last night Ben (tell) his parents about Megan's plan. They (not decide) if Ben can go to Edinburgh yet. But he would really like to spend a week there with Megan. She (already be) to Edinburgh many times.





Arthur's Seat



Portobello Beach

- b) Compare your text with a partner. Which words helped you to decide whether to use the simple past or the present perfect?


3.1  Grammar! 4R p. 231
3.1  Grammar! 4R p. 233/234

5 CHALLENGE Planning a holiday

4 Talking to Dad



14 p. 149

- a) Listen to Megan and her dad. What does he think of Megan's idea?  L. 128
- b) Listen again and answer the questions.

1. What does Megan's dad think about Ben?
2. What could they show Ben?
3. How old was Megan when she went there?
4. What didn't she see?
5. What does Megan's dad say about his computer?
6. What is Megan sure about?

5.1 King's Cross WB 9 p. 116

- a) Read about King's Cross. What do you find interesting?

King's Cross Railway Station

King's Cross Railway Station in Camden is one of the busiest train stations in the UK. It was opened in 1852 and took its name from the King's Cross building, a monument to King George IV (1762-1830) that stood in the area.



The station started with one arrival and one departure platform but it grew quickly. By 1875 it had eleven platforms. A final platform was added in 2010.

In 1999 a very special platform was opened to the public: platform 9 ¾. That's where Harry Potter and all the other students from Hogwarts School catch the Hogwarts Express. Like the story itself, this platform is fictional. You can't see a real platform, just a luggage trolley in the wall.

From King's Cross you can easily get to another busy station - King's Cross St Pancras. This tube station is directly below the big railway station.

King's Cross has seen some hard times in its long history. In 1973, for example, a bomb exploded in the booking hall. It caused severe damage and injured six people. The bomb was thrown by a terrorist who escaped into the crowd and was not caught.

Between the years 2008 and 2013 the station was restored and rebuilt and now has a spectacular new roof.

- b) Make a fact file about King's Cross. Then tell your class about it.

FACT FILE

Name: _____

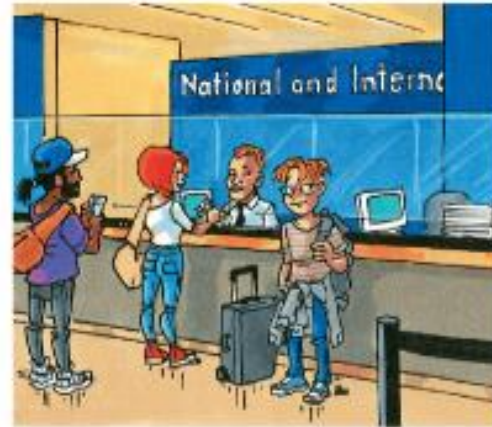
... _____

Dialogisches Sprechen laut Lehrwerk

9 At the ticket office WB 7 p. 105

- a) Megan and Ben are at the ticket office to buy their train tickets. Listen.
How much do the tickets cost altogether? 🎧 L1.31
- b) Now read the dialogue. What kind of ticket do they buy? Why do they have to hurry?

Megan: Two tickets to Edinburgh, please.
Man: Single or return?
Megan: Return, please.
Man: OK, that's £218 altogether.
Megan: Here you are. Oh, what platform is it, please?
Man: Platform 1.
Megan: Thank you. And could you tell us when the next train leaves?
Man: You have to hurry. It leaves in ten minutes.



Alternatives Überprüfungsformat

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Target Task aus dem Lehrwerk

11 Target task: YOUR story WB 12 p.109; test yourself p.110-112; Portfolio p.149; WEB P5

PDF

a) Make up a story about Loch Ness and its monster. Here are some ideas:

- You are Nessie. You hide in the water because you are scared of people. But one day ...
- You are on a class trip to Loch Ness. No one believes there is a monster, only you. Then one evening when you all walk along the lake ...
- ...



b) Plan your story and make notes.

- Who is in your story?
- Where does the story take place?
- When does it take place?
- What happens?

c) Write your story. Portfolio-Ordner

Here is an example of a beginning:

Last weekend Sarah, Tim and Miles went for a walk along Loch Ness. It was late and the weather was ...
Suddenly ...



Ein guter Text braucht eine **Einleitung**, einen **Mittelteil** und einen **Schluss**.
Benutze **Adjektive** und **Adverbien**, um deinen Text interessanter zu machen.
Verbinde deine Ideen und Sätze mit **linking words** (*and, but, because, ...*).
Benutze auch **time words** (*in the morning, then, later, ...*), um zu sagen, wann etwas geschieht.
Überlege dir abschließend noch eine passende **Überschrift**.

d) Check your story.

- Is the English OK?
- Is your story interesting enough for others to read or listen to it?
- Swap stories with a partner. Give each other feedback on your texts.
- Edit your text.

e) Present your story in class. Read it, record it or put it up in the classroom.

10: Skills Search the Internet | p.217 11: Skills Write | p.218/219
10: Skills Give a talk | p.214 11: Wordbank People | p.193

Authentische Sprechanlässe schaffen

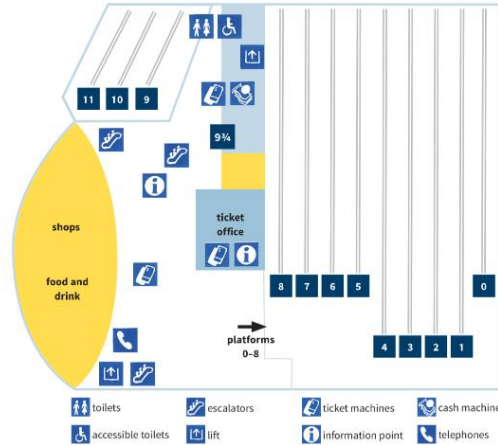
5

BASIS Planning a holiday

5 At the station WB 4 p. 103



- a) Megan and Ben are at King's Cross in London.
Look at the station map.
What is there at the station? What is special about it?



- b) Work with a partner. Ask and answer like this:

5.1 p. 163
5.2 p. 164
5.1 p. 171

Where is / are	the ticket office? the platforms? the escalators? the information point? ...?	It's They're	on the left / right. next to / behind / in front of ... between ... and ... near
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150 one hundred and fifty

Lernerfolgskontrolle 5.1 Planning a holiday

Übersicht

Kompetenz	Aufgabe	Level	Aufgabentyp	Kompetenzbeschreibung Die Schüler/innen können ...
Hören	1. Let's go to Berlin together	■ □ □	True or false	... einem Dialog über einen Urlaubsplan Informationen entnehmen
		■ ■ □	True or false (mit Korrektur)	
		■ ■ ■	Sätze vervollständigen	
Lesen	2. Planning my trip	■ □ □ + ■ ■ □ + ■ ■ ■	Fragen beantworten (stichpunktartig)	... einer E-Mail Informationen entnehmen
Schreiben	3. YOUR summer holidays	■ □ □ + ■ ■ □ + ■ ■ ■	Verfassen eines Textes über die eigenen Pläne für die Sommerferien	... einen kurzen Text über Ferienpläne verfassen

1 Let's go to Berlin together

Listen to Sue and Logan. Tick (✓) the right answers.

	true	false
1. Logan wants to help his mum in the garden.		
2. Sue is going to visit her grandmother in Berlin.		
3. Logan has never been to Berlin.		
4. Sue's brother is younger than Sue.		
5. Her brother likes going shopping.		
6. Sue's aunt works from home.		
7. They are going to leave London next week.		

/ 7

Listen to Sue and Logan. Tick (✓) the right answers and correct the mistakes.

	true	false
1. Logan wants to help his mum in the garden.		
2. Sue is going to visit her grandmother in Berlin.		
3. Logan has never been to Berlin.		
4. Sue's brother is younger than Sue.		
5. Her brother likes going shopping.		
6. Sue's aunt works from home.		
7. They are going to leave London next week.		

III Listen to Sue and Logan. Complete the sentences.

1. Logan's mum wants to plant some _____.
2. Sue visited her aunt in Berlin when she was _____.
3. The Berlin train station is one of the _____ train stations in Europe.
4. Sue's brother is _____ years old now.
5. There is a _____ bedroom in Sue's aunt's apartment.
6. Sue's aunt has to _____ most of the time.
7. Logan wants to _____ some bikes to look at the city.
8. The Kudamm has got lots of _____ and _____.
9. They are going to take a _____ from London to Berlin.
10. A _____ ticket costs around 230 Euros.

Reading text

Hi Tom!

How are you? I want to tell you about my plan for the holidays. I am going to visit my uncle in Edinburgh in Scotland. I have wanted to visit him for a long time, now I am finally going to do it. I am going to take a plane from Heathrow airport in London. I have never been a passenger on a plane before so it will be an adventure.

First I am going to go to King's Cross train station. That's the nearest station to my house. I love train stations. There are nice shops and there's delicious food you can buy. You can see lots of people travelling to interesting places and watch them. There's also the Harry Potter platform which is really cool. Have you ever taken a selfie from there? I am going to buy some food at King's Cross, maybe some fish and chips, and then take the Tube to Paddinton. There the Heathrow Express leaves which takes me to Heathrow airport in just fifteen minutes!

I have already bought a return ticket for London – Edinburgh. I will have to check the timetable again. I want to choose the best trains that leave me some time at the airport to look at the shops. For lunch I am going to have a sandwich and lemonade and then I want to buy that expensive ice cream. The plane leaves at one o'clock and arrives at Edinburgh airport at 3 o'clock in the afternoon. Then I will have to take a train to Edinburgh Waverly station. My uncle is going to wait for me there and drive us to his house in Livingston Place. The house is not far from the city centre and there is a big park called The Meadows. They have flea markets there at the weekend. Also there are nice restaurants in the area.

My uncle has planned some nice things for my time in Edinburgh. We are going to visit the famous castle and Holyrood Palace which has got a very interesting history to it. It's where the queen lives when she is in Scotland. We are also going to listen to some traditional music. At the weekend we want to drive to South Queensferry and look at a famous railway bridge. And we are going to go to Arthur's seat and Portobello Beach. It all sounds like fun. I am going to be very sad when I'll have to leave Edinburgh.

What about you? What are your plans for the holidays?

Best wishes,
Rayan

P.S. Here are some pictures my uncle sent me. Isn't Scotland beautiful?

Reading 2



8. How will he get from Waverly station to his uncle's house?

9. Name three foods Rayan wants to eat on the day of his trip.



10. What is near his uncles house? Name two things.

11. What are their plans for the weekend? Name two things.

12. What has Rayan never done? Name two things he says at the beginning.



III. Writing



3 YOUR summer holidays

What are YOUR plans for the summer holidays? Write an answer to the message of your English-speaking friend.

Hi!

How are you? I wanted to ask you about your summer holidays. Have you got any plans yet? Where are you going to go? What are you going to see or do there? Who is coming with you? How are you going to get there? What are you not going to do? So many questions ... :-D

I am looking forward to your answer!

Best wishes!

Write 60 words.

Write 70 words.

Write 85 words.

- I am going to stay at home / sleep in / ...
- I would like to ... but ...
- We are (not) going to visit / ...
- My plans are to ...
- ... is going to ... with me.
- Sadly I can't ... in the summer holidays.

Are there any questions?

westermann GRUPPE

Feel free to contact us in case more issues come to your mind later!

Thanks for your attention! ;-)

**Vielen Dank für Ihre Aufmerksamkeit
und viel Spaß mit Ihrem Lehrwerk**