

Name: \_\_\_\_\_

## C. Use of Language

### 1. Mediation

#### a. Say it in German

Deine Eltern möchten, dass du einen Sprachkurs in England machst. Du willst einwilligen, wenn deine Freundin / dein Freund (die/der weniger Englisch kann als du) auch mitfährt. Deshalb schaust du dir mit ihr/ihm zusammen den Internetauftritt eines englischen Anbieters an.

Ergänze den folgenden Dialog stichwortartig mit den wesentlichen Informationen auf Deutsch.

**Du:**

*Schau mal hier. In Windmill Hill ist der Sprachkurs mit anderen Aktivitäten verbunden.*

**Deine Freundin / dein Freund:**

OK, das ist besser als nur Englisch lernen!  
Wie lange dauert denn der Kurs insgesamt?

1 pt.

Naja, länger hätte ich auch keine Lust.  
Und wie viele Stunden davon sind Unterricht?

1 pt.

Das geht ja. Wann findet denn der Unterricht statt?

1 pt.

Das ist ja kein Einzelunterricht, oder?  
Wie viele Leute sind denn in einer Gruppe?

1 pt.

Und woher kommen die Kursteilnehmer?

1 pt.



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Cool. Hier steht etwas vom „Groupie“. Wer oder was ist das denn?

1 pt.

Was ist denn mit diesen Nachmittagsaktivitäten? Ich mag Bogenschießen sehr. Kann man das machen und falls ja, wann?

1 pt.

Was ist das denn, was man am Freitagnachmittag machen kann?

1pt.

Sehr schön. Und was ist mit den Ausflügen? Wie viele gibt es denn und wohin fahren wir?

2 pts.

Es gibt ja auch ein Abendprogramm. Was findet denn da im Freien statt?

1 pt.

*Also, mir gefällt das alles gut. Komm, wir schauen mal nach den Preisen ...*

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## ENGLISH LANGUAGE PROGRAMME AT WINDMILL HILL CENTRE

Our English Language one-week-courses focus on improving speaking and listening, combined with written work. Students from all around the world receive 15 hours of teaching each week (on five mornings) in enjoyable classes with no more than 12 children per class.







On arrival, our young clients meet their Group Leader. The role of the 'Groupie' (as they are known) is to be a friendly and helpful face – the junior's first point of contact and someone who will look out for them.

In the afternoon, there are energetic and fun adventure activities, such as climbing, abseiling, canoeing and raft building – all supervised by trained instructors and all taking place in the centre grounds.

To complete the programme, two excursions per week (one half-day and one full-day) take students out and about to places of cultural and historical interest, accompanied by a guide, where they can put their language skills into practice in real-life situations.

The fun continues in the evenings with supervised evening activities which provide students with more opportunities to use their English skills and make friends with other students from around the world.

### English Language Programme Sample Itinerary

SUN	MON	TUE	WED	THU	FRI	SAT
	Breakfast Morning English Lessons	Breakfast Morning English Lessons	Breakfast Morning English Lessons	Breakfast Morning English Lessons	Breakfast Morning English Lessons	Breakfast Full Day Excursion to London
Afternoon Arrival and Orientation	Lunch Afternoon Adventure Activities – Giant Swing or Archery	Lunch Afternoon Adventure Activities – Zip Wire	Lunch Afternoon Adventure Activities – Climbing and Abseiling	Lunch Afternoon Excursion to Windsor Castle	Lunch Afternoon Adventure Activities – Raft Building or Canoeing	
						Dinner Evening Disco
Dinner Evening Welcome Show	Dinner Evening Karaoke	Dinner Evening Film Night	Dinner Evening Quiz	Dinner Evening Camp Fire	Dinner Evening Bingo	<b>SUN</b> Departure Day

Text and photo adapted from: PGL-English-Language-and-Culture-Brochure (21.04.2015)

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**b. Say it in English**

**Du bist mit Mitschülerinnen und Mitschülern auf Klassenfahrt in Brighton und musst folgende Situationen meistern. Ergänze die folgenden Dialoge mit geeigneten Sätzen oder Fragen. Verwende dabei höfliche Formulierungen.**

5 pts.

**Situation 1: Du bist im Informationszentrum und sagst, dass Du dir den Film „Fast and Furious 7“ ansehen willst. Dann fragst du, wo das Kino ist. Anschließend fragst du nach dem Eintrittspreis für Schüler.**

Assistant: Hello. How can I help you?

You: .....

Assistant: Well, that's on at the ODEON cinema.

You: .....

Assistant: It is on the seafront between the two piers.

You: .....

Assistant: Oh, I'm sorry. I don't know exactly. Please ask at the cinema.

You: OK, thank you.

**Situation 2: Ihr seid jetzt im Kino und du bestellst dir Popcorn und Chips. Du möchtest nichts trinken.**

Waitress: Hello, how can I help you?

You: .....

Waitress: Yes, of course. One moment please. Here you are. Would you like something to drink?

You: .....

Waitress: Alright then. That'll be £5.95, please.

You: Here you are. Thank you. Goodbye.

Waitress: You are welcome – bye.



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**2. Words and structures**

**a. Choose the correct options and fill in the gaps.**

9 pts.

**My parents and I**

My name is Ann and at the moment I (am / was / will be) ..... *am* ..... 16 years old.

What is one of the (as big as / biggest / bigger than) ..... problems you have as a teenager? Parents!

Last week I (want / wanted / will want) ..... to get my nose pierced.

You know (what / where / who) ..... my parents said, don't you?

My mum was really (set up / upset / absent) .....

She said, "Oh Ann, one day you (will regret / would regret / won't regret)

..... it if you have your nose pierced."

Obviously I don't (give away / give on / give up) ..... just like that.

We argued (for / during / since) ..... quite a while.

Finally she said that I could (become / get / can) ..... a piercing if I helped in the house more often.

(Who / How / Where) ..... would not agree to this offer?

Luckily I don't have to clean the bathroom because my brother likes shiny wash basins and always wants to do it.