

10

Speaking



http://www.shutterstock.com/hi/stock_photos_illustration_of_people_saying_hello_in_different_languages.jpg?from_action=detail#query=hello

... negotiations
(Teil 2 der mdl. Prüfung)

... picture descriptions
(Teil 3 der mdl. Prüfung)

... small talk
(Teil 1 der mdl. Prüfung)

... discussions
(Teil 4 der mdl. Prüfung)



Hier übe ich ...

Aufbau der mündlichen Prüfung in Berlin:

1. Teil (ca. 2-3 Minuten): Die prüfende Lehrperson begrüßt deine*n Partner*in und dich. Sie stellt euch abwechselnd Fragen zur Person, zu Hobbys und Freizeitaktivitäten, Vorlieben bzw. Abneigungen und ähnlichen Themen. In der Regel werdet ihr auch aufgefordert, ein englisches Wort zu buchstabieren.
small talk
2. Teil (ca. 2-3 Minuten): Die prüfende Lehrperson schildert euch eine Situation (z.B. eine gemeinsame Urlaubsplanung) und fordert euch auf, passende Vorschläge zu unterbreiten, zu diskutieren und gemeinsam eine Entscheidung herbeizuführen. Unterstützend erhaltet ihr Bilder, über die ihr sprechen könnt.
negotiation
3. Teil (ca. 3 Minuten): Nacheinander erhaltet ihr nun ein Bild, das ihr eurem*r Partner*in etwa eine Minute zusammenhängend und in sinnvoller Reihenfolge beschreiben sollt.
picture description
4. Teil (ca. 3 Minuten): Die Bilder aus Teil 3 sollen nun von euch zum Anlass genommen werden, ein Thema gemeinsam zu diskutieren. Hier geht es darum, Argumente zu entwickeln und die eigene Meinung überzeugend auszudrücken.
discussion

(modifiziert) aus: Dreyer, Elke; Frost, Katrin (2015): Finale Prüfungstraining Mittlerer Schulabschluss/ Erweiterte Berufsbildungsreife 2016. Berlin und Brandenburg. Englisch. Braunschweig. S. 91.

Tipps:

1. Besorge dir ein kleines Vokabelheft, das in deine Tasche passt und das du nur für die MSA-Prüfung verwendest.
2. Wenn du eine Vokabel nicht weißt, ...
 - ... versuche, sie mit dir bekannten Wörtern zu umschreiben.
 - ... suche nach Wörtern, die das Gleiche oder etwas Ähnliches bedeuten und verwende diese.
 - ... nutze das Wort, das das Gegenteil bedeutet (sage dies aber auch = *It is the opposite of ...*).
3. Sprich in allen Übungsteilen nur auf Englisch. Wenn dir Vokabeln fehlen und du sie nicht mit den drei Tipps aus 2. umschreiben kannst, notiere sie dir in deinem Vokabelheft (⇒ 1.), übersetze sie mithilfe eines Wörterbuchs und lerne sie anschließend, damit du sie das nächste Mal anwenden kannst.

Bewertungsbogen für die Überprüfung der Sprechfertigkeit in der 1. Fremdsprache

lfd. Nr. _____ Name, Vorname _____

Note	1			2			3			4			5			6
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Summe der Teilnoten	1,0-1,1	1,2-1,4	1,5-1,7	1,8-2,1	2,2-2,4	2,5-2,7	2,8-3,1	3,2-3,4	3,5-3,7	3,8-4,1	4,2-4,4	4,5-4,7	4,8-5,1	5,2-5,4	5,5-5,7	5,8-6,0

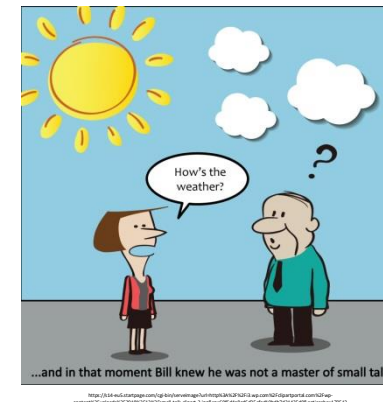
1. Interaktion							Teilpunkte: _____						
Strategien: Eröffnen, Fortführen, Beenden	Souverän		sicher		weitgehend angewendet		teilweise angewendet		kaum verwendet		nicht erkennbar		
Gesprächsinitiative	Äußerungen liefern wichtige Impulse; stets kommunikationsfördernd		Äußerungen liefern Impulse; kommunikationsfördernd		weitgehend kommunikationsfördernd		teilweise gelungene Gesprächsbeiträge		Ansätze für Gesprächsbeiträge		passives Gesprächsverhalten behindert die Kommunikation gravierend		
Eingehen auf Gesprächspartner	durchgängig; differenziert und konstruktiv		durchgängig; flexibel		teilweise		ansatzweise		kaum erkennbar		nicht erkennbar		
2. Gesprächsbeitrag							Teilpunkte: _____						
Umfang, Qualität und Bezug zur Aufgabenstellung	sehr detailliert und relevant		detailliert, stets relevant		nachvollziehbar und angemessen		teilweise nachvollziehbar und angemessen		bruchstückhaft und inhaltlich wenig angemessen		bruchstückhaft und inhaltlich nicht angemessen		
Strukturierung	sehr klar		durchgängig		überwiegend		ansatzweise		kaum erkennbar		nicht erkennbar		
3. Spektrum sprachlicher Mittel							Teilpunkte: _____						
grammatische Strukturen	sehr sicher und variabel		sicher; geläufige Strukturen		meist sicher; geläufige Strukturen		geläufige Strukturen; Unsicherheiten erschweren punktuell die Kommunikation		Verstöße erschweren die Kommunikation weitgehend		Verstöße verhindern die Kommunikation fast durchgängig		
Wortschatz	abwechslungsreich und zutreffend		überwiegend einfach; zutreffend		einfach; Schwächen beeinträchtigen die Kommunikation geringfügig		einfach; trotz Schwächen zulänglich für die Kommunikation		eingeschränkt; Mängel erschweren die Kommunikation deutlich		Mängel verhindern die Kommunikation weitgehend		
4. Aussprache, Intonation und Flüssigkeit							Teilpunkte: _____						
Aussprache	stets klar verständlich; störungsfreie Kommunikation		klar verständlich; störungsfreie Kommunikation		überwiegend verständlich; Kommunikation gewährleistet		Schwächen erschweren das Verständnis teilweise		Mängel erschweren das Verständnis in wesentlichen Teilen		Mängel erschweren das Verständnis fast durchgängig		
Intonation	angemessen		meist angemessen		teilweise angemessen		ansatzweise angemessen		kaum kommunikationsfördernd		nicht kommunikationsfördernd		
Flüssigkeit	stets flüssig		meist flüssig		häufig flüssig		teilweise stockend		häufig stockend		stockend		
5. Gesamteindruck der Prüferin / des Prüfers							Teilpunkte: _____						

Summe der 5 Teilnoten _____ : 5 = _____ , _____ Endnote: _____ (_____ Notenpunkte)

(kaufmännische Rundung (= ab...,5 wird aufgerundet) auf eine Nachkommastelle)

Part One: Small Talk

Remember that this is the beginning of your oral exam. The first impression your teacher will have of you is this part. So you want to make a good impression by **answering** the questions **in complete sentences**. Do not answer with one sentence praying it'll be over soon. Answer with as **many sentences** as you can. Don't worry, if you talk too much, your teacher will let you know 😊.



1. Read through the questions and make sure you **understand all** of them because if you do not understand a **question**, how do you want to answer it?
2. Do you understand every question? Good! Go through the questions again and start **answering them orally**. Do this a couple of times either alone or with a partner. Do NOT use any bullet points so far. If you **can answer** a question with a number of complete sentences **make a tick (✓)** behind it; if you have some **difficulties** or you are unsure **mark it with a cross (X)**.
3. Now, you have found out which questions can be answered easily. You also know which answers you need to prepare more intensely. Prepare **a flashcard for each question** and write down bullet points that help you answering the questions. Do NOT write down complete sentences because you will be nervous in the exam and very probably forget what you had written down before. So, **use bullet points only!**
4. Have you prepared answers to all the questions? Great job! The next step is: **practice, practice, practice!** Do this **with several partners**, so you get different feedback which helps you to give an even more precise answer on your oral exam.



Part One – Small Talk Questions

These questions are likely to come up in the first part of your oral exam. So, **get your worksheet(s)** and prepare these well.

1. Who is your favourite singer or band? Give reasons!
2. What would you do if you had one million euros? Give reasons!
3. What is your favourite subject at school? Give reasons!
4. How many languages do you speak? What is your favourite language? Give reasons!
5. Where do your grandparents live? Describe the place.
6. If you were an animal, what would you be? Give reasons!
7. Where did you go for your last holidays? Give reasons and describe the place!
8. Who (in the class) do you think has the most unusual hobby? Give reasons!
9. What are you good at? What do you enjoy doing? Give reasons!
10. How do you go to school? By bus, metro, train, bike, walking, flying ...? Give reasons!
11. What is the strangest food you have ever eaten? Describe the taste. Would you eat it again? Give reasons!

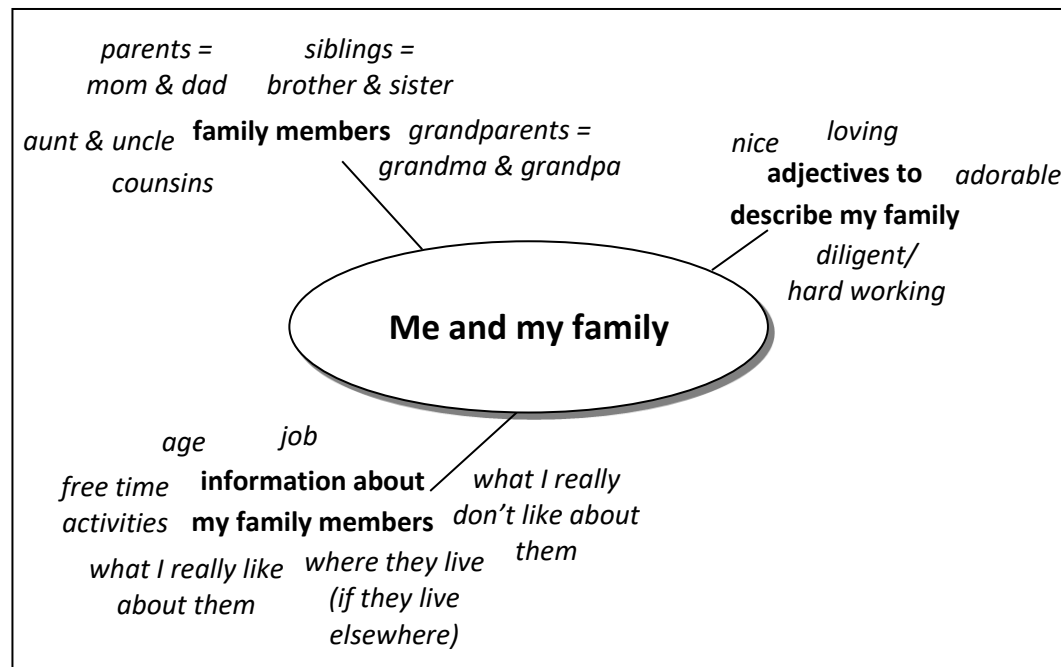
12. If you could have only three things on a deserted island, what would you take? Give reasons!
13. What countries or states have you been to? Describe the places. Would you go there again? Give reasons!
14. What is your favourite book? Give reasons!
15. Which book have you read recently? What is it about?
16. What kinds of sport do you like doing or watching? Give reasons.
17. Which season do you like better: summer or winter? Give reasons!
18. What is your dream? Describe it in detail and give reasons.
19. What does your room look like? Describe it in detail.
20. What do you prefer drinking: coffee, tea, coke, juice or another drink? Give reasons!
21. Do you think there is life on other planets? Would you like to live there? Give reasons!
22. What is your favourite place in the United States, Great Britain, Australia, or New Zealand? Give reasons!
23. Would you like to go to China? Give reasons for your decision!
24. What do you like doing in your free time? Give reasons!
25. What is your favourite TV show? Give reasons!

- 26. Who is your favourite actor or actress? Give reasons!
- 27. What are you crazy about? Describe it in detail and give reasons!
- 28. Do you like cycling? Give reasons.
- 29. What was the best thing that has ever happened to you? Give reasons!
- 30. Do you eat meat? Give reasons!

If you want to do more:

There are also other questions possible. Think of more questions your teacher could come up with and prepare answers. You can practice these questions too!

- 5. Prepare vocabulary mind maps according to different topics and use them to answer the questions. Write down **at least five words**. For example, your teacher could say: "Tell me about your family."



You can use each of the adjectives and pieces of information about your family members to describe every single one of them. As you can imagine, this could be a presentation of more than 20 minutes. You do not need all the details about every member of your family, but since you do not know at which point in the exam your teacher will ask you to give more information about a person, it is good to be prepared 😊.

Part Two – Negotiations



Your teacher will describe a situation to you. Your task is to make suggestions, react to each other's suggestions and come up with a conclusion.

1. **Fill in** the vocabulary table with phrases (⇒ worksheet) you can use in your exam:

Making suggestions	Agreeing	Disagreeing	Coming to a conclusion

2. **Create a topic-card** and write down **in bullet points** (e.g. in form of a mind map) what is important for each topic. This way you do not forget anything. Here are possible topics that could come up in your oral exam:

- 2.1. You are going on vacation together. Plan the trip.
- 2.2. You are going on a class trip. Plan the trip.
- 2.3. You are invited to a birthday party. You are in a shop and want to buy a birthday present. Discuss which one to choose.
- 2.4. Organize a picnic for your friends.
- 2.5. You are planning a school event together.
- 2.6. There is a day at school with different projects coming up. Plan which projects should be available and how the day should be scheduled.
- 2.7. You are going to spend a whole Saturday together with your friends in the summer. Plan this day.
- 2.8. Your best friend's birthday is coming up soon. Plan his*her birthday party.
- 2.9. Your grandfather is going to retire this summer and you want to surprise him with a party. Plan his retirement party.

3. **Discuss** these topics (⇒ 2.1.-2.9.) with a partner by using the topic-cards (⇒ see task 2.) you prepared. Use the phrases from the table (⇒ see task 1)!

Part Three – Picture Descriptions

- At first you say very generally and in one sentence what the picture is about.

e.g.: *I think/ believe the picture/ cartoon/ painting/ photo/ drawing/ poster shows/ is about ...*

or

The picture/ photo/ cartoon/ painting/ drawing/ poster shows/ is about ...

- Now you describe the picture in detail. Use the following phrases and remember to follow an order when describing the picture, for example, from the left to the right, from the front the back, or the bottom to the top.

Use these prepositions to be more precise:

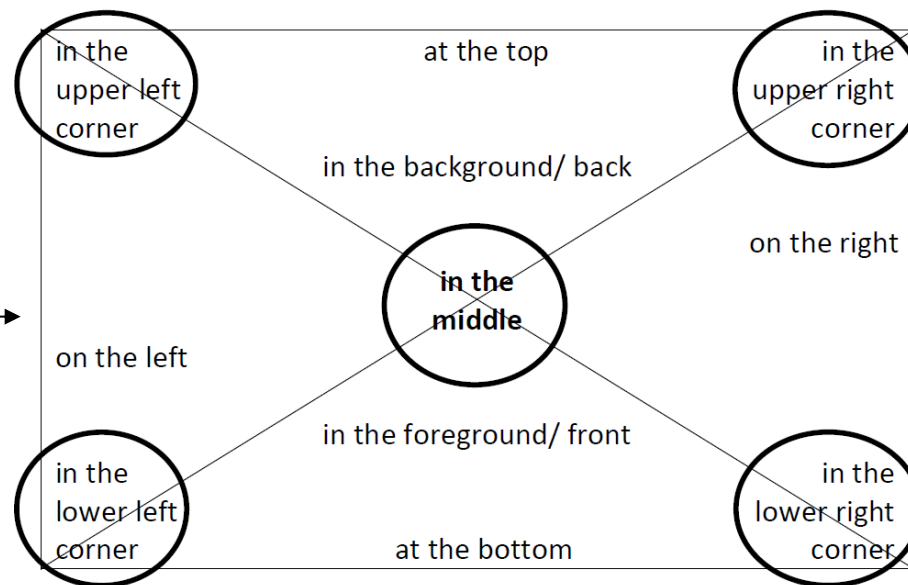
behind • between • in front of • next to •
under • on top of • above

- Give information about colours, time of the day, season of the year, and/ or weather etc. and give reasons, e.g. *I think it is summer because the sky is blue, the sun is shining and people are wearing summer clothes.*

- Say who is doing what and what is going on. Therefore, use the present progressive (⇒ (to) be + verb-ing, e.g. The girl is swimming in the lake.).

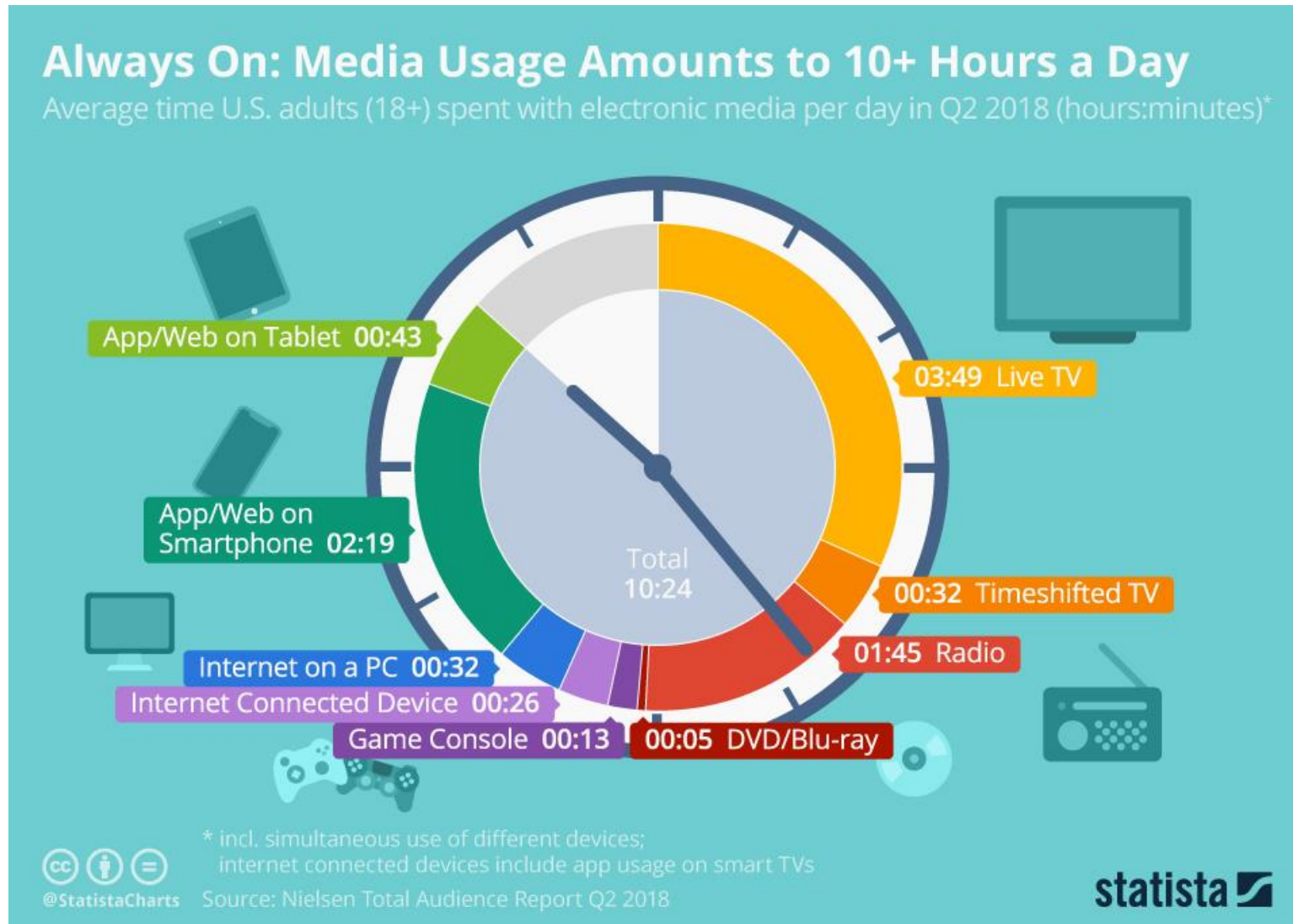
- In the end, say why you (dis)like the picture.

Task: Copy this table into your folder!



Practice your picture descriptions with the pictures on the following page.

Picture 1: Use of Media Devices (1)



<https://cdn.statcdn.com/Infographic/images/normal/1971.jpeg> on November 2, 2020 at 10:52 o'clock.

Picture 2: Use of Media Devices (2)



<https://edtechreview.in/trends-insights/insights/3225-how-teachers-use-social-media-in-the-classroom> on November 2, 2020 at 10:53 o'clock.

Picture 3: Use of Media Devices (3)



<https://wearesocial.com/blog/2019/01/digital-2019-global-internet-use-accelerates> on November 2, 2020 at 10:55 o'clock.

Picture 4: Environment / Pollution (1)



https://www.journeymexico.com/essay-on-environmental-pollution?showimg_aldggj=essay+on+environmental+pollution.jpg on November 2, 2020 at 11:00 o'clock.

Picture 5: Environment/ Pollution (2)



<https://www.emedicalprep.com/wp-content/uploads/various-ways-in-which-human-pollute-environment.jpg> on November 2, 2020 at 11:01 o'clock.

Picture 6: Family Patterns (1)



<https://www.theemotionmachine.com/wp-content/uploads/family-patterns1.jpg> on November 2, 2020 at 11:03 o'clock.

Picture 7: Family Patterns (2)



<https://i2.wp.com/naturalnewhaven.com/wp-content/uploads/2018/07/How-Family-Patterns-Affect-Our-Parenting.jpg?fit=781%2C521&ssl=1> on November 2, 2020 at 11:05 o'clock.

Picture 8: Country vs. City Life



<https://willamazed.com/wp-content/uploads/2019/04/cityvscount.jpg> on November 2, 2020 at 11:06 o'clock.

Part Four – Discussions

Last but not least, you have to discuss a topic with your partner. Therefore, it also makes sense to know which phrases can be useful in a discussion. Of course, you need the phrases from page 8 (worksheet for part 3) on making suggestions, agreeing, disagreeing and coming to a conclusion. Moreover, you need phrases to express your opinion and to ask for clarification.

1. Get the last worksheet and **fill in the table**.

As far as I'm concerned, ...

As I see it, ...

Could you please give an example of ...?

Could you repeat the question please?

Does your (last) statement mean that ...?

From my point of view, ...

I beg your pardon, I didn't catch that.

If you ask me ...

In my humble opinion, ...

In my opinion/ view ...

Personally, I think/ feel/ believe ...

Sorry would you mind repeating that?

Sorry, I didn't get that. Are you saying that ...?

To start with, I'd like to point out that ...

Well, I'd say ...

Stating your opinion	Asking for clarification

2. **Prepare** each topic with **a flashcard**. Use **bullet points** only!

City or country – Where would you like to live?	No more fast food restaurants.	Is it important to wear the latest fashion? Can your look influence your life?
What makes a healthy diet?	Marriage – out of date?	Is life today possible without computers?
The best way to relax: in front of the TV or at the gym?	Facebook, Twitter, TikTok and Co. – All fun or no fun at all?	School's finished. What's best next – a year abroad or work?
What makes an ideal holiday?	Being vegetarian is the only fair and healthy way to eat.	Extreme sports – stupid risk or fantastic experience.
The importance of sports and personal fitness	Free time and weekend activities	How to save the environment
Summer or winter – what's your season?	Important relationships in your life	

Taken from: Dreyer, Elke; Frost, Katrin (2015): *Finale Prüfungstraining Mittlerer Schulabschluss/ Erweiterte Berufsbildungsreife 2016*. Berlin und Brandenburg. Englisch. Braunschweig. S.100f. Adapted by D. Arnold.

3. Have you copied the table? Have you also copied the necessary phrases? Do you have the flashcards for each topic ready? Then **discuss** the topics with a partner using the phrases from page 8 (worksheet for part 2) **and** those you just copied.

Hint: Discuss the topics with as many partners possible. Everybody reacts differently and this way you will be perfectly prepared for the oral exam.