

Teil I (Fundamentum)

Aufgabe 1: Leseverstehen *A year abroad*

The following article from 2005 deals with Johanna who after year 10 at her German school went abroad to go to an American high school for one year.

Read the following article and answer the questions:

- First read the whole text once, trying to form a general idea of the information given.
- Then read the questions.
- Re-read the text and answer the questions.
- Finally check your answers.

- Johanna wanted to go to America from the time she was 12. So when she got to 10th grade¹, she was sure she wanted to spend a year at an American high school. She started applying for a place
- 5 the autumn before she went, and had to do a language test as part of her application². The cost of her stay was €5,700 including flights, plus spending money³ and about €550 for medical insurance⁴.
- 10 The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems
- 15 with the father. “He was just a difficult person, even his own grown-up daughters didn't really get on with him”, says Johanna.
- Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.
- 20 Going to school in the US was a very interesting experience for Johanna. “They were much stricter”, she says. “You even had to get a card signed⁵ if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.”
- 30 Some of the lessons were harder, others easier. “I thought maths was hard”, says Johanna, “but maths isn't my best subject anyway.” One thing she noticed was that teachers were generally younger than in Germany, and often friendlier to
- 35 the students.
- The school day is longer, from 7.45 to 14.20 at Johanna's school, with one 40-minute period for lunch – usually burgers, French fries and cakes, but with a choice of salads for the health-
- 40 conscious.
- Most kids stay on in the afternoons after lessons to take part in clubs or sports. There was a wide variety of activities – drama club, newspaper club, poetry, a jazz group, French and German for fun. Sports – an important part of high
- 45 school life – were also on offer in the afternoons.
- Johanna says her stay helped her English a lot, particularly her spoken English. “I find it really easy to talk in English lessons now”, she says.
- 50 Writing is a different matter, sometimes she puts slang words she learnt in the US into written work.
- After a year, Johanna says the US started feeling like home. The Americans she met were open, friendly and interested. She liked the informal way neighbours got together for barbecues, the
- 55 way they just dropped in for a chat. She has kept in touch with the second family she stayed with, and even visited them at Christmas.

Read on Oct. 2005, p. 5–6 (www.readon.de)

¹ grade – year, form

² application – to apply for sth (see ll. 2 – 3)

³ spending money – pocket money

⁴ medical insurance – “Krankenversicherung”

⁵ to sign – write your name (signature) on sth

Questions on the text:

1.1 How does Johanna feel about her stay in the US in general today?

- a) Positive
- b) Negative
- c) Neutral
- d) Confused

1.2 When did she start applying for her year abroad?

- a) At the beginning of Year 11
- b) Soon after the beginning of Year 10
- c) When she was 12
- d) At the end of Year 10

1.3 How did she get on with the families she stayed with?

· _____

1.4 How did she find her second host family?

- a) The organisation found the family for her.
- b) She found the family herself.
- c) A teacher helped her to find the family.
- d) She found the family by email.

1.5 What was different at the American high school, compared to Johanna's German school back home?

-
- a) Lessons: _____
 - b) Teachers: _____
 - c) School day: _____

1.6 What does the text say about afternoon activities at Johanna's American high school?

- a) Johanna took part in various activities.
- b) Most students do sports.
- c) Many kids learn Latin and German just for fun.
- d) You can choose from a number of activities.

1.7 What did Johanna like about Americans and their way of life?

.
a) Americans: _____

b) American way of life: _____

1.8 How has her stay abroad helped her English?

. _____

1.9 What effect did her stay abroad have on her writing in English?

. _____

1.10 What is Johanna's situation like now?

- a) She still feels at home in the US.
- b) She visits her second family every Christmas.
- c) She is still in contact with the second family.
- d) She plans to go to America again.

1.11 The title of the article is "A Year Abroad". Choose the most fitting subtitle.

- a) Friendly Americans
- b) Sweet home America
- c) Learning English the easy way
- d) New experiences

Aufgabe 2: Wortschatz *Choosing a career – job profiles*

Back home Johanna starts thinking about her future career. What will she choose? To start with she draws up a table and looks at different job possibilities.

Fill in the missing words in this grid. Use each word or expression only once. Check your entries for spelling mistakes.

| | place of work | job | typical work they do |
|-----|------------------|--------------|----------------------|
| | <i>school</i> | teacher | <i>teach pupils</i> |
| 2.1 | | stewardess | |
| 2.2 | police station | | |
| 2.3 | | | prepare meals |
| 2.4 | | mechanic | |
| 2.5 | hospital | | |
| 2.6 | | travel agent | |
| 2.7 | department store | | |
| 2.8 | | architect | |

Teil II (Additum)

Aufgabe 3: Vom Ausgangstext zum Zieltext *I have a dream, too!*

First read an extract from Martin Luther King's famous "I Have A Dream" speech, given in 1963 before an American audience of both black and white people:

Martin Luther King, Jr., "I Have A Dream" (extract)

... I have a dream that one day this nation will rise up and live out the true meaning of its creed¹: "We hold² these truths to be self-evident, that all men are created equal."

5 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of
10 Mississippi, a state sweltering³ with the heat of

injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

15 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today! ...

Now read about the dreams of two students at American schools published in the online "MidLink Magazine":

Dream Archives

Everyone, everywhere has dreams. In honor of Martin Luther King, Jr.'s birthday and Black History Month in America, MidLink Magazine readers share their dreams ...

I Have a Dream, too!

20 My dream is that our world will be friends. It doesn't matter if you are a different religion or color, it doesn't matter if you are blind, deaf⁴, or even paralyzed⁵. On the inside, we are all the same. People may look different or act different,

25 God made us all special. If any person or thing is different, that doesn't mean that they are stupid or weird, that just means that God made that person or thing special. ...

30 *By Alyssa, St. Margaret's Episcopal School, Mission Viejo, CA*

I have a dream

35 I have a dream that our world will be simpler. I think that many people don't appreciate⁶ what they all have. I know that many times, I forget all of the nice things I have at home and I don't use them. I believe that if we eliminated the computers, fax machines, and TVs, that this world would be more full of love.

40 Back in the early 1900's, people respected everything they had. I know they did, because I read in books that many people were poor and couldn't afford modern things and they were happy that way. ...

45 *By Melissa Scharenbroch, Kiel Middle School, Kiel, WI*

(<http://www.ncsu.edu/midlink/dreams/dreams.main.html>)

¹ *creed* – beliefs, principles

² *"We hold ..."* – quotation from the Declaration of Independence

³ *to swelter* – be extremely hot

⁴ *deaf* – unable to hear

⁵ *paralyzed* – unable to move parts of your body

⁶ *to appreciate* – understand how good or useful sth is

The tasks:

- 3.1 Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract, and outline to what extent the American students' dreams differ from King's dream. (100+ words)
- 3.2 How does King make use of rhetorical devices in his speech in order to make his dream clear to his audience? (75+ words)
- 3.3 You have a choice here. Choose one of the following tasks:
- a) What do you think of dreaming about the future? Is it useful or not? Explain. (100+ words)
- OR:**
- b) Write your own "I have a dream, too" text for the internet Dream Archives. Make sure it differs from the other texts; try to convince young readers of your ideas. (100+ words)