**Mündliche Prüfung im letzten Jahr der Sekundarstufe I – Englisch**

**– Orientierung am Referenzniveau A2 mit Anteilen von B1 –**

***Jobs***

Das Prüfungsbeispiel *Jobs* wurde als Paarprüfung konzipiert. Es basiert auf dem in den Kernlehrplänen Sekundarstufe I für die Hauptschule[[1]](#footnote-1) (hier Kurs Typ A: Orientierung am Referenzniveau A2 mit Anteilen von B1) sowie für die Gesamtschule[[2]](#footnote-2) (G-Kurs: Orientierung am Referenzniveau A2 mit Anteilen von B1) ausgewiesenen Themenfeld *Berufsorientierung* des *soziokulturellen Orientierungswissens* und fokussiert auf die Beschreibung unterschiedlicher Berufe sowie die Auseinandersetzung über verschiedene inhaltliche Aspekte, die mit den jeweiligen Berufsbildern einhergehen.

Mit den aufgeführten Aufgabenstellungen können zwölf Prüflinge (= sechs Paarprüfungen) geprüft werden. Die Aufgabenstellung für den ersten Prüfungsteil *Sprechen: zusammenhängendes Sprechen* ist für alle Aufgaben gleich. Die folgende tabellarische Aufstellung enthält die jeweiligen Berufe sowie die Aufgabenstellung.

|  |
| --- |
| ***Comparing jobs*** |
| * ***gardener – childcare assistant*** * ***cook – car mechanic*** * ***baker – postman*** * ***hairdresser – plumber*** |
| **Tasks:**   1. **Describe** the two photos in detail. What kinds of jobs are presented here? 2. **Choose** the job that you would prefer to do and **explain why**. |

Die Aufgabenstellungen für den zweiten Prüfungsteil *Sprechen: an Gesprächen teilnehmen* stehen unter demselben thematischen Dach *Jobs*. Es werden *role cards* zu den folgenden beiden Themen aufgeführt:

* ***Part-time jobs***
* ***Work experience in social jobs***

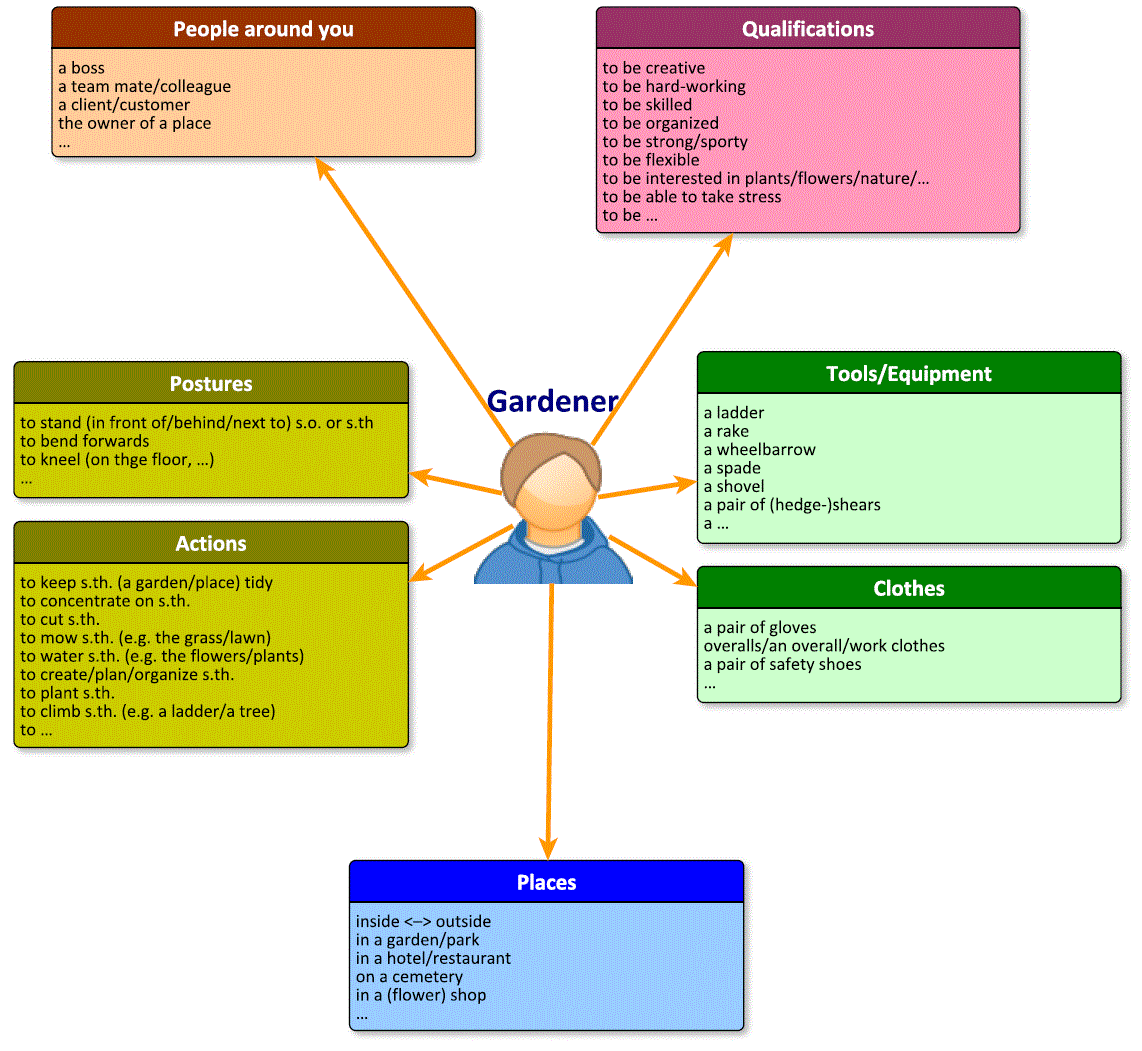
Die Bilder, die die Berufe illustrieren, und ihre jeweiligen Aufgabenstellungen sowie die *role cards* sind im Folgenden zusammengestellt. Die Anforderungen für die inhaltliche Leistung mit möglichen beispielhaften Schülerlösungen folgen nach jeder Beispielprüfung.

**Materialien für den Unterricht – erster Prüfungsteil**

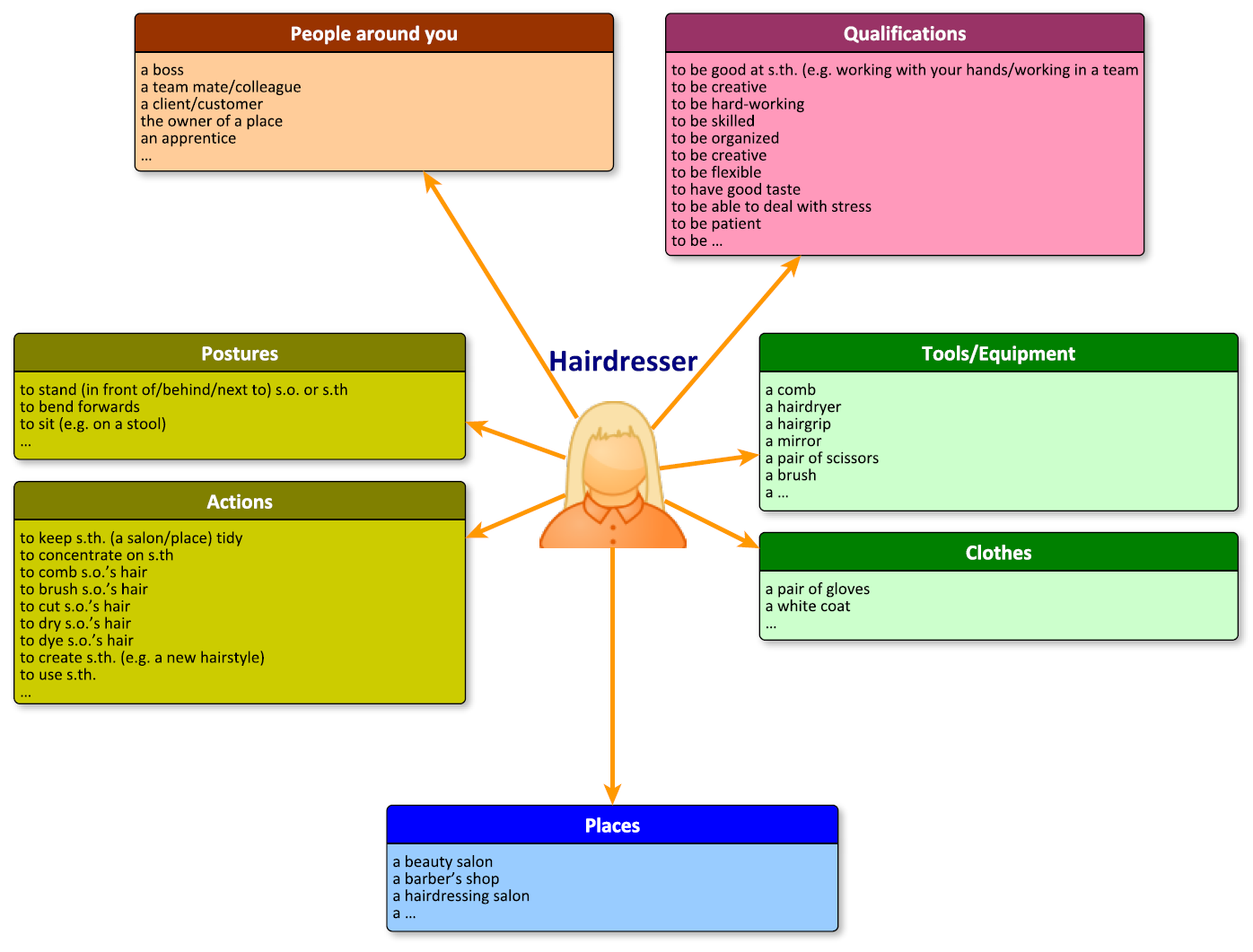
**Topical language support**

Für eine mögliche Zusammenstellung eines thematischen Wortschatzes werden im Folgenden für die Berufe die beiden Beispiele *gardener* und *hairdresser* als Mindmap gegeben. Ein Language Support zum ersten Prüfungsteil *Sprechen: zusammenhängendes Sprechen* folgt direkt im Anschluss.

**Topical language support – *gardener***



**Topical language support – *hairdresser***



***Language support: Comparing jobs – How to prepare the presentation***

1. **Starting your presentation**

* Say something general, for e.g.
* *I’m going to talk about two different kinds of jobs which are shown in these two photos.*
* *The first photo that I’m going to describe shows …*
* *In the second photo …*
* *…*

1. **Description of the photos**

* Describe all the details in a structured way, e.g.
* *In the foreground/in the background/next to/between/in the centre/...*
* *Refer to the time of day 🡪 morning/afternoon/evening/…*
* *Refer to the weather 🡪 it’s sunny/rainy/cloudy/pouring with rain/…*
* *Describe the people’s outward appearance 🡪 What do they look like?(hair, face, body)/ What are they wearing?*
* *Describe the place where the people are 🡪 Are they inside or outside?*
* *Describe the activities 🡪 What are the people in the photo doing?*
* *Describe the atmosphere 🡪 How do the people feel? (expression on their faces)*
* *…*
* Use words like *but*, *because*, *although* ... e.g.
* *She seems to like her job because she’s smiling brightly.*
* *…*
* Use relative clauses e.g.
* *The young woman/man, who …*
* *The room, which …*
* *…*
* Use adjectives when you are describing people and places.
* If you don’t know a word or an expression try to explain it.

1. **Choosing the job you prefer**

* Choose one of the jobs and say what you like about it. (Talk about everything you can think of and say more than one or two sentences.)
* Explain why you prefer the job and give reasons (more than one), if necessary.
* If you do not like any of the two jobs then be honest and say why you don’t like them. (Talk about both jobs then.)

**Aufgaben – erster Prürfungsteil**

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

**Part 1** (individual task): ***Comparing jobs***

*You have 10 minutes to prepare for your presentation. Make notes only.*

**Picture 1**



© Moodboard / 123rf

**Annotations:** ---

**Picture 2**



© Christopher Futcher / iStock

**Annotations:** ---

**Tasks:**

1. **Describe** the two photos **in** **detail**. What kinds of jobs are presented here?
2. **Choose** the job that you would prefer to do and **explain why**.

***Comparing jobs: gardener – childcare assistant***

**Inhaltliche Leistung**

|  |  |
| --- | --- |
| **Teilaufgabe** | **Anforderungen** |
|  | **Der Prüfling …** |
| **1** | **beschreibt** die Fotos im Detail und benennt die dargestellte Tätigkeit, z. B.:   * *two pictures that show people doing their jobs* * *…*   ***Picture 1:***   * *a young man, working outside (in a garden): a gardener* * *in the foreground: different kinds of flowers in a wheelbarrow* * *the young man, wearing a green T-shirt and blue jeans* * *in the background: flower pots, more flowers, …* * *…*   ***Picture 2:***   * *a young (coloured) woman, playing with children: childcare assistant* * *in the foreground: four children sitting around a table, the young woman is showing them s.th. and the children are watching her* * *in the background: a shelf with boxes, toys, etc.🡪 kindergarten* * *…* |
| **2** | **wählt** eine derdargestellten Tätigkeiten als die bevorzugte und **begründet,** z. B.   * *I (would) prefer the job of the … because I like working outside/inside.* * *I like the job of the … because I`m interested in…* * *I don’t like …, so I wouldn’t want to work with/ in a …* * *I’m good at working …* * *I like/enjoy/love working …* * *I’m interested in working (with)…, so…* * *I’m a very creative/social/patient/reliable/… person, so…* * *The working hours are from …, so …* * *For this job you need … (tools, equipment, support) and I like working with…* * *When you work as a … you can help other people/arrange/organise/*   *repair… so…*   * *…* |

**Mögliche Impulse/weiterführende Fragen:**

Teilaufgabe 1:

* Where does the person work?
* What is the person wearing?
* What does the person do exactly?
* What does the person need for the job (tools, equipment …)?

Teilaufgabe 2:

* What are you good at?
* What are you interested in?
* When would you prefer to work?
* Where would you prefer to work?
* Would you like to work in a team? Say why/why not.

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

**Part 1** (individual task): ***Comparing jobs***

*You have 10 minutes to prepare for your presentation. Make notes only.*

**Picture 1**



© Kzenon/Alamy

**Annotations:** ---

**Picture 2**



© Wavebreak Media Ltd / 123rf

**Annotations:** ---

**Tasks:**

1. **Describe** the two photos **in** **detail**. What kinds of jobs are presented here?
2. **Choose** the job that you would prefer to do and **explain why**.

***Comparing jobs: cook – car mechanic***

**Inhaltliche Leistung**

|  |  |
| --- | --- |
| **Teilaufgabe** | **Anforderungen** |
|  | **Der Prüfling …** |
| **1** | **beschreibt** die Fotos im Detail und benennt die dargestellte Tätigkeit, z. B.:   * *two pictures that show people doing their jobs* * *…*   ***Picture 1:***   * *a young woman, working in a big kitchen: a (female) cook* * *in the foreground: the woman is pouring oil into a pan* * *she’s wearing a white coat and a red scarf* * *on the left there’s a pot on the stove/cooker* * *in the background: a kitchen sink, a pepper mill, more kitchen/ cooking equipment, vegetables, …* * *…*   ***Picture 2:***   * *a young man, bending forwards and repairing a car: car mechanic* * *he’s wearing blue overalls* * *in the foreground: the bonnet of a car is up so you can see the engine* * *the mechanic is pointing at s.th./touching s.th. with his left hand and with his right hand he’s typing out s.th. on a laptop* * *in the background: a house, probably the garage* * *…* |
| **2** | **wählt** eine derdargestellten Tätigkeiten als die bevorzugte aus und **begründet** seine Wahl**,** z. B.:   * *I (would) prefer the job of the … because I like working in a …/ inside/ outside.* * *I like the job of the … because I’m interested in…* * *I don’t like …, so I wouldn’t want to work with/ in a …* * *I’m good at working with my hands and therefore I’d …* * *I like/enjoy/love working …* * *I’m interested in working (with)…, so…* * *I’m a very skilled/creative/reliable/… person, so…* * *The working hours are from …, so I would/wouldn’t like to …* * *For this job you need … (tools, equipment, support) and I like working with…* * *When you work as a … you can help other people arrange/ organise/ repair…so…* * *I like working in a team, so…* * *…* |

**Mögliche Impulse/weiterführende Fragen:**

Teilaufgabe 1:

* What kinds of jobs are shown?
* Where does the person work?
* What is the person wearing?
* What does the person do exactly?
* What does the person need for the job (tools, equipment …)?

Teilaufgabe 2:

* What are you good at?
* What are you interested in?
* When would you prefer to work?
* Where would you prefer to work?
* Would you like to work in a team? Say why/why not.

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

**Part 1** (individual task): ***Comparing jobs***

*You have 10 minutes to prepare for your presentation. Make notes only.*

**Picture 1**



© Wavebreak Media Ltd / 123rf

**Annotations:** ---

**Picture 2**



© Photo Credit – Paul Smith / [www.HU17.net](http://www.HU17.net)

**Annotations:** ---

**Tasks:**

1. **Describe** the two photos **in** **detail**. What kinds of jobs are presented here?
2. **Choose** the job that you would prefer to do and **explain why**.

***Comparing jobs: baker – postman***

**Inhaltliche Leistung**

|  |  |
| --- | --- |
| Teilaufgabe | Anforderungen |
|  | **Der Prüfling …** |
| **1** | **beschreibt** die Fotos im Detail und benennt die dargestellte Tätigkeit, z. B.:   * *two pictures that show people doing their jobs* * *…*   ***Picture 1:***   * *a scene in a big kitchen: a baker* * *a young woman is kneading/mixing dough* * *she’s wearing a white coat and a cap/holding a green plastic bowl* * *in the foreground: some muffins/cupcakes, eggs, lemons, a metal dish* * *in the background: a big oven/microwave, a stove/cooker* * *on the left: an emergency exit* * *…*   ***Picture 2:***   * *a man working outside in a street: a postman* * *the photo was taken in winter and the man is standing behind his bike* * *a snow-covered road and the postman`s bike (with ‘Royal Mail’ printed on it)* * *at the front and the back of the bike there are bags for the post (letters, parcels …)* * *behind the bike: the postman, wearing a blue and orange winter jacket and a woollen hat* * *in the background: houses, a road, a car* * *…* |
| **2** | **wählt** eine derdargestellten Tätigkeiten als die bevorzugte aus und **begründet** seine Wahl**,** z. B.:   * *I like the job of the … because I’m interested in…* * *I don’t like …, so I wouldn’t want to work with/ in a …* * *I’m good at working …* * *I like/enjoy/love working/making/doing ….* * *I’m interested in working (with)…., so…* * *I’m a very skilled/creative/reliable/organised… person, so…* * *The working hours are from ……, so …* * *For this job you need … (tools, equipment, support) and I like working with…* * *When you work as a … you can prepare/deliver/organize… for other people* * *…* |

**Mögliche Impulse/weiterführende Fragen:**

Teilaufgabe 1:

* What kinds of jobs are shown?
* Where does the person work?
* What is the person wearing?
* What does the person do exactly?
* What does the person need for the job (tools, equipment …)?

Teilaufgabe 2:

* What are you good at?
* What are you interested in?
* When would you prefer to work?
* Where would you prefer to work?
* Would you like to work in a team? Say why/why not.

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

**Part 1** (individual task): ***Comparing jobs***

*You have 10 minutes to prepare for your presentation. Make notes only.*

**Picture 1**



© Guardian News & Media LTD 2011 / David Sillitoe

**Picture 2**



© Lisa F. Young / Alamy

**Annotations:** ---

**Tasks:**

1. **Describe** the two pictures **in** **detail**. What kinds of jobs are presented here?
2. **Choose** the job that you would prefer to do and **explain why**.

***Comparing jobs: hairdresser – plumber***

**Inhaltliche Leistung**

|  |  |
| --- | --- |
| Teilaufgabe | Anforderungen |
|  | **Der Prüfling …** |
| **1** | **beschreibt** die Fotos im Detail und benennt die dargestellte Tätigkeit, z. B.:   * *two pictures that show people doing their jobs* * *…*   ***Picture 1:***   * *a scene in a hairdressing salon: a hairdresser* * *in the foreground: the young hairdresser, is drying a woman’s hair* * *she’s concentrating on her job* * *the client is looking in the mirror/watching the hairdresser* * *in the background: more mirrors, chairs, cupboards for the equipment and shelves with bottles* * *…*   ***Picture 2:***   * *a man working in a bathroom: a plumber* * *in the foreground: the plumber is wearing a helmet and kneeling on the floor* * *he is holding a tool (a pair of pliers) in his right hand* * *on the left there’s a toilet and behind the toilet there’s a washbasin* * *there’s a hole in the wall and you can see some pipes so the man is repairing s.th.* * *in the background: some shelves, a shower…* * *…* |
| **2** | **wählt** eine derdargestellten Tätigkeiten als die bevorzugte aus und **begründet** seine Wahl**,** z. B.:   * *I like the job of the … because I’m interested in…* * *I don’t like …, so I wouldn’t want to work with/ in a …* * *I’m good at working …* * *I like/enjoy/love working/repairing/doing ….* * *I’m interested in working (with)…., so…* * *I’m a very skilled/creative/reliable/… person, so…* * *The working hours are from ……, so …* * *For this job you need … (tools, equipment, support) and I like working with…* * *When you work as a … you can help other people arrange/organise/*   *repair… so…*   * *…* |

**Mögliche Impulse/weiterführende Fragen:**

Teilaufgabe 1:

* What kinds of jobs are shown?
* Where does the person work?
* What is the person wearing?
* What does the person do exactly?
* What does the person need for the job (tools, equipment …)?

Teilaufgabe 2:

* What are you good at?
* What are you interested in?
* When would you prefer to work?
* Where would you prefer to work?
* Would you like to work in a team? Say why/why not.

**Material für den Unterricht – zweiter Prüfungsteil**

**Language support – *Having a conversation***

**FIRST** clearly state your opinion on the topic.

* I think …
* In my opinion … / My opinion is …
* That’s how I see it …
* The way I see it …
* …

**THEN** you discuss the topic.

* What about you? / What do you think / feel about …?
* What’s your opinion on …?
* Do you agree? / Don’t you agree?
* Are you saying that …?
* If you ask me …
* Well, actually, I think …
* I’m not sure but …
* I agree (with you) …
* Well, I don’t think so. I see your point but …
* I see what you mean but …
* OK, but listen to my idea. I want to …
* Let me give you one example. / As an example … / For example …
* That’s a very good point.
* You must be kidding / joking.
* No way! I wouldn’t say that …
* and / also / …, too
* but / however / yet
* so / because of that / therefore …
* first(ly) / second(ly) / third(ly) …
* …

**FINALLY** say whether you agree with your friend or not and why (not).

* Finally / to sum up …
* You’re right. / That’s true. / I agree.
* Right, so we agree (on) ...
* Well, I think you’re wrong here.
* I’m sorry, but I don’t agree.
* That’s it then. / OK then.
* …

**Aufgaben – zweiter Prüfungsteil**

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

**Part 2** (Role-play) – ***Part-time jobs***

**Situation:** You and your friend are having a conversation about working part-time.

|  |
| --- |
| **Role A** |
| You are still at school and would like to get a part-time job.  Try to convince your friend that this is a good idea. |
| FIRST clearly state your opinion on the topic. |
| THEN you may talk about …   * job experience. * extra money. * being independent.   Find more ideas … |
| FINALLY say whether you agree with your friend or not and why (not). |

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

**Part 2** (Role-play) – ***Part-time Jobs***

**Situation:** You and your friend are having a conversation about working part-time.

|  |
| --- |
| **Role B** |
| You think working part-time is not a good idea as long as you are still at school.  Try to convince your friend that he/she should finish school first. |
| FIRST clearly state your opinion on the topic. |
| THEN you may talk about …   * school performance. * stress. * friends and family.   Find more ideas … |
| FINALLY say whether you agree with your friend or not and why (not). |

**Role-play – *Part-time Jobs***

**Inhaltliche Leistung**

|  |  |
| --- | --- |
| **Anforderungen – Role A** | |
| **Der Prüfling …** | |
| bringt seine Position zum Thema klar zum Ausdruck, z. B.:   * *I’m looking for a part-time job. I think it’s a good way to make some extra money.* * ... | |
| nennt Argumente, die den Gesprächspartner/die Gesprächspartnerin von seiner/ ihrer Position überzeugen sollen, z. B.:   * *advantages:* * *getting some job experience 🡪 good for later career* * *not having to ask parents for money 🡪 being more independent* * *doing some practical work 🡪 good balance for learning at school* * *…* * *…* | |
| erklärt abschließend, ob er mit seinem Gesprächspartner/seiner Gesprächspart-nerin übereinstimmt oder nicht, z. B.:   * *I’m sorry, but I don’t agree, for me ….* * *…* | |
| **Anforderungen – Role B** | | |
| **Der Prüfling …** | | |
| bringt seine Position zum Thema klar zum Ausdruck, z. B.:   * *Well, in my view that’s not a good idea. I think …* * *…* | |
| reagiert auf die Äußerungen des Gesprächspartners/der Gesprächspartnerin und nennt Argumente, die die Position des/der anderen entkräften, z. B.:   * *disadvantages:* * *risk of getting bad marks at school* * *very stressful* * *no time left for your hobbies and friends* * *…* * *…* | |
| erklärt abschließend, ob er mit seinem Gesprächspartner/seiner Gesprächspartnerin übereinstimmt oder nicht, z. B.:   * *Honestly, I think you should (not) ...* * *…* | |

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

**Part 2** (Role-play) – **W*ork experience in social jobs***

**Situation:** Your school has decided that you have to look for a job for your work experience. You have to find a place in social work.

|  |
| --- |
| **Role A** |
| You are enthusiastic about the idea of doing social work for some time.  Talk to your partner and try to convince him / her that this is a great idea. |
| FIRST clearly state your opinion on the topic. |
| THEN you may talk about …   * the advantages of doing social job work. * what kinds of jobs could be interesting. * positive effects on your personality.   Find more ideas … |
| FINALLY say whether you agree with your friend or not and why (not). |

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

**Part 2** (Role-play) – ***Work experience in social jobs***

**Situation:** Your school has decided that you have to look for a job for your work experience. You have to find a place in social work.

|  |
| --- |
| **Role B** |
| You cannot understand why your friend is so keen on doing social work.  Talk to your partner and try to convince him/her that doing social work is not as easy as he/she thinks it is. |
| FIRST clearly state your opinion on the topic. |
| THEN you may talk about …   * the difficulties in finding a suitable job. * stressful situations in certain jobs (giving examples). * negative effects doing social work may have on you.   Find more ideas … |
| FINALLY say whether you agree with your friend or not and why (not). |

**Role-play – *Work experience in social jobs***

**Inhaltliche Leistung**

|  |
| --- |
| **Anforderungen – Role A** |
| **Der Prüfling …** |
| bringt seine Position zum Thema klar zum Ausdruck, z. B.:   * *I think it’s great to do social work for some time.* * ... |
| nennt Argumente, die den Gesprächspartner/ die Gesprächspartnerin von seiner Position überzeugen sollen, z. B.:   * *advantages of doing social work:* * *helping people who need you* * *…* * *interesting jobs: working in a hospital / in an old people’s home* * *…* * *feeling accepted / needed makes you happy* * *…* |
| erklärt abschließend, ob er mit seinem Gesprächspartner/ seiner Gesprächspart-nerin übereinstimmt oder nicht, z. B.:   * *I’m sorry, but I don’t agree, for me ….* * *…* |
| **Anforderungen – Role B** | |
| **Der Prüfling …** | |
| bringt seine Position zum Thema klar zum Ausdruck, z. B.:   * *Hm, well, I can’t really agree with you. I think doing social work is not easy.* * *…* | |
| reagiert auf die Äußerungen des Gesprächspartners/ der Gesprächspartnerin und nennt Argumente, die die Position des anderen entkräften, z. B.:   * *difficulty in finding a suitable job 🡪 not qualified for many social jobs* * *in hospitals: hard to work with people suffering / to face death…* * *getting close to people who suffer may make you feel depressed / sad* * *…* | |
| erklärt abschließend, ob er mit seinem Gesprächspartner/seiner Gesprächspartnerin übereinstimmt oder nicht, z. B.:   * *I’m afraid I can’t agree with you because ...* * *…* | |

1. *Kernlehrplan für die Hauptschule in Nordrhein-Westfalen – Englisch, hrsg. v. Ministerium für Schule und*

   *Weiterbildung des Landes* Nordrhein-Westfalen, Düsseldorf, Heft 3205, 1. Auflage 2011, S. 31 [↑](#footnote-ref-1)
2. *Kernlehrplan für die Gesamtschule – Sekundarstufe I in Nordrhein-Westfalen – Englisch*, hrsg. v. *Ministerium*

   *für Schule, Jugend und Kinder des Landes Nordrhein-Westfalen*, Düsseldorf, Heft 3102, Ritterbach, Frechen, 1.

   Auflage 2004, S. 43 [↑](#footnote-ref-2)