

# Beispiel für eine mündliche Prüfung als Ersatz für eine Klassenarbeit in Klasse 5 (Englisch)

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## Zur Konzeption des Tests

- Dieser Test ersetzte die letzte Klassenarbeit.
- Er deckte den Stoff des gesamten Schuljahrs (Klett, Green Line 1, Units 1-6) ab, d.h. die Vorbereitung auf den Test war sogleich Wiederholung von Themen und Vokabeln, was die Schüler aber als sehr positiv bewerteten
- Die Schüler wurden in Zweiergruppen geprüft, die sie selbst bilden konnten.
- Der Test bestand aus drei Prüfungsteilen:
  1. monologisches Sprechen: Fragen (warm-up)  
Schüler 1 zog eine Karte mit vier Fragen, von denen die erste immer „What’s your name?“ war, und beantwortete diese. Dann zog Schüler 2 eine Karte und beantwortete die Fragen
  2. monologisches Sprechen: Bildbeschreibung + Bezug zur eigenen Welt:  
Schüler 2 zog eine Aufgabenkarte mit Bildimpuls, beschrieb das Bild bzw. die Bilder und bezog das Thema (z.B. friends, school, pets) dann auf seine eigenen Erfahrungen. Im Anschluss zog Schüler 1 eine Karte.
  3. Rollenspiel:  
Beide Schüler zogen Karten für ein Rollenspiel, lasen kurz die Anweisungen durch und spielten es vor.

Alle Karten wurden nach jeder Prüfungsrunde wieder in den Aufgabenpool zurückgelegt, so dass keine Themen ausschieden.

## Zur Durchführung des Tests

- Für jede Prüfung waren 20 Minuten (pro Zweiergruppe) angesetzt, die aber in den seltensten Fällen komplett ausgeschöpft wurden. Die meisten Schüler waren nach 10 Minuten fertig.
- Die Schüler hatten am Prüfungstag normal Unterricht von der 1. - 6. Stunde. Diesen verließen sie für die Prüfung nach einem gesonderten Plan. Dies war mit den Kollegen besprochen und wurde nicht als störend empfunden, da die Schüler den Unterricht leise verließen bzw. wieder aufsuchten.

- Für die Durchführung des Tests wurde die Lehrkraft für einen Vormittag vom Unterricht freigestellt. Dazu wurde ein Tag mit Springstunden und Unterrichtsausfall (9er-Schüler im Praktikum) gewählt, so dass möglichst wenig Stunden vertreten werden mussten.
- Die Prüfungen wurden mit einem MP3-Player aufgezeichnet, da ein bloßes Ankreuzen der Kriterien im Raster während der Prüfung ohne Möglichkeit des wiederholten Hörens als zu schwer empfunden wurde.
- Am Prüfungstag fehlte ein Schüler. Er und sein Partner wurden dann einige Tage später in einer Pause geprüft.

### **Zur Bewertung der Tests**

- Die Tests wurden mit Hilfe des beigefügten Rasters bewertet.
- Das Raster war recht umfangreich und in viele verschiedene Bereiche unterteilt, ermöglichte damit aber auch eine spezifischere Diagnose der *speaking skills*.
- Zum Teil war ein mehrfaches Anhören des Mitschnitts erforderlich. Die Aufzeichnung war also sehr sinnvoll.

### **Zur Vorbereitung des Tests**

- Der Test war langfristig angekündigt, die Formate und Bewertungskriterien mit den Schülern besprochen und gründlich erprobt
- Zur Vorbereitung wurde schon bei der normalen Lehrbucharbeit mit den letzten beiden Units verstärkt der Fokus auf Sprechen gelegt (1-minute-talks zu Stichworten, Bildbeschreibungen, Rollenspiele)
- In den letzten 2-3 Wochen vor dem Test standen den Schülern alle Prüfungsaufgaben zum Üben zur Verfügung. Sie übten mit wechselnden Partnern in „geschützten Räumen“, das heißt ohne Bewertung. Die Lehrperson stand zur Unterstützung und Beratung bereit. Immer wieder wurde dann auch im Plenum geübt. Dabei füllten die zuhörenden Schüler Bewertungsbögen aus. Anschließend wurde über die einzelnen Beiträge gesprochen (was war gut, was könnte man noch verbessern?)
- Zudem schrieben die Schüler im Abstand von 3-4 Tagen Vokabeltests über die einzelnen Units, was die Wiederholung des Wortschatzes unterstützte.

## **Evaluation**

- Die Schüler haben sich sehr intensiv, aber auch mit Freude (!) an dieser Arbeitsform auf den Test vorbereitet
- Die Ergebnisse waren sehr gut bis befriedigend, was auf die gute Vorbereitung der Schüler, nicht auf zu niedrige Prüfungsanforderungen zurückzuführen war
- Die Schüler bewerteten die Vorbereitung durch Üben mit Partnern in geschützten Räumen, das Vorsprechen bzw. Vorspielen und Bewerten im Plenum sowie die Vokabeltests als sehr hilfreich
- Die Schüler waren vor den Tests aufgeregt, während der Tests aber alle recht entspannt. Sie gaben an, dass diese Form der Leistungsüberprüfung „Spaß“ gemacht habe.
- Zu Beginn des neuen Schuljahres fragten sie, ob gegen Ende des Schuljahres wieder ein speaking test erfolgen könne.

## **Übungs- und Prüfungsmaterial:**

- Das folgende Material wurde von der Lehrkraft zu Zwecken des Trainings und der Prüfung erstellt.
- Es basiert auf den Themen, Geschichten und Charakteren des 1. Bandes des Lehrwerkes, kann aber in ähnlicher Form für alle Lehrwerke abgewandelt werden.
- Den Schülern standen bereits vor der Prüfung alle Aufgabenkarten zu Übungszwecken zur Verfügung. Bei der Fülle von Aufgaben war es unwahrscheinlich, dass sie alle tatsächlichen Prüfungsaufgaben vorher geübt und ihre Beiträge auswendig gelernt hatten.
- Das Material war auf farbiges Papier kopiert und laminiert worden.
- Die Schüler zogen während der Prüfung verdeckt Aufgaben aus dem Pool.
- Für die Aufgabenkarten mit Bildimpuls (Teil II) wurden aus einem nicht benötigten Lehrwerk (Prüfexemplar) passende Bilder herausgesucht und auf die Karten geklebt. Für die Karten mit Bildimpuls müssen entsprechend eigene Bilder aufgeklebt werden.

speaking: warm-up, Questions about YOU

<p>What's your name? How old are you? When is your birthday? What would you like as a present for your next birthday?</p>	<p>What's your name? Where are you from? Have you got any brothers or sisters? What do you do in the afternoons?</p>
<p>What's your name? Have you got a pet? What's your favourite animal? What's your phone number?</p>	<p>What's your name? Who's your tutor? What's your favourite subject? Do you like your school?</p>
<p>What's your name? Are you good at football? What's your favourite sport? What do you do at weekends?</p>	<p>What's your name? What colour is your schoolbag? What's in your schoolbag? Can you spell the word schoolbag?</p>
<p>What's your name? What's in your pencil-case? What's your favourite food? Do you eat a lot of apples?</p>	<p>What's your name? Have you got your own room? What's in your room? What colour are the walls of your room?</p>
<p>What's your name? Who's in your family? Have you got a house or a flat? Have you got a pet?</p>	<p>What's your name? When do you get up in the morning? What are your hobbies? Do you often play computer games?</p>
<p>What's your name? What day is it today? What do you like to do at weekends? Do you collect anything?</p>	<p>What's your name? Where do you meet your friends? What do you do with your friends? Are you in a club?</p>

<p>What's your name?          What time do you go to bed?          Do you read in bed?          What books do read?</p>	<p>What's your name?          When do you have lunch?          What's your favourite food?          Is there anything you don't like to eat?</p>
<p>What's your name?          What's the time now?          Do you go to a club at school?          When and where do you do your homework?</p>	<p>What's your name?          What do you do in the afternoon?          Do you watch a lot of TV?          Do you think Sundays are boring?</p>
<p>What's your name?          Have you got a mobile?          Do you talk a lot to your friends on the phone?          What do you talk about?</p>	<p>What's your name?          Who's your favourite singer or band?          When and where do you listen to music?          Can you play an instrument?</p>
<p>What's your name?          What are your hobbies?          What do you do on Thursday afternoons?          Do you like swimming?</p>	<p>What's your name?          What are your hobbies?          What do you do on Monday afternoons?          Are you in a club?</p>
<p>What's your name?          Can you tell me how to get from your classroom to the playground?          What do you do in the breaks (Pausen)?          Do you like the playground?</p>	<p>What's your name?          Where is Greenwich?          Would you like to live there?          How can you get from your school to the train station at Ohligs?</p>
<p>What's your name?          Where is Greenwich?          How old the Cutty Sark?          What would you like to see in England?</p>	<p>What's your name?          Do you like reading?          What books do you read?          Do you like pirate stories?</p>

<p>What's your name?  When is your birthday?  What's a good idea for a party?  What's good present for a friend?</p>	<p>What's your name?  What time do you get up?  What do you have for breakfast?  How do you get to school?</p>
<p>What's your name?  Do you often ride your bike?  Where do you go to?  What colour is your bike?</p>	<p>What's your name?  Have you got a mobile?  Do you often text your friends?  What do you buy with your pocket money?</p>
<p>What's your name?  It's your best friend's birthday – what would you buy him/her?  Where can you buy a good present?  How much pocket money do you get?</p>	<p>What's your name?  How much pocket money do you get?  What do you buy with it?  Do you like going shopping?</p>
<p>What's your name?  When is your birthday?  Can you make a cake?  What do you need for a cake?</p>	<p>What's your name?  When do the summer holidays begin?  Where do you like to go for your holidays?  Do you like the seaside?</p>
<p>What's your name?  Do you like the seaside?  What can you do on the beach?  What do you usually do in your holidays?</p>	<p>What's your name?  When do the summer holidays begin?  What's your idea of a good holiday?  Do you like walking in the mountains?</p>
<p>What's your name?  Where would you like to go in the summer holidays?  What's a nice souvenir?  Do you like writing postcards?</p>	<p>What's your name?  Do you often go to the cinema?  Is there a cinema at Solingen?  What do you think about James Bond films?</p>

What can you see in the picture?  
Now tell me about you and your school.

What can you see in the picture?  
Now tell me about you and your school.

What can you see in the picture?  
Now tell me about you and your friends.

What can you see in the picture?  
Now tell me about you and your friends.



What can you see in the picture?  
Now tell me about you and your family.

What can you see in the picture?  
Now tell me about you and your family.

What can you see in the picture?  
Now tell me about you and your room.

What can you see in the picture?  
Now tell me about you and your room.

What can you see in the picture?  
Now tell me about you and your house.

What can you see in the picture?  
Now tell me about you and your house.

What can you see in the picture?  
Now tell me about you and your hobbies.

What can you see in the picture?  
Now tell me about you and your hobbies.

What can you see in the picture?  
Now tell me about you and your day.

What can you see in the picture?  
Now tell me about you and your day.

What can you see in the picture?  
Now tell me about you and your town.

What can you see in the picture?  
Now tell me about you and your town.

What can you see in the picture?  
Now tell me about you and your birthday.

What can you see in the picture?  
Now tell me about you and your birthday.

What can you see in the picture?  
Now tell me about you and your shopping tours.

What can you see in the picture?  
Now tell me about you and shopping tours.



What can you see in the picture?  
Now tell me about you and your holidays.

What can you see in the picture?  
Now tell me about you and your holidays.

What can you see in the picture?  
Now tell me about your favourite book or film.

What can you see in the picture?  
Now tell me about your favourite book or film.

You are **Lisa**.  
This is your first day at Thomas Tallis School.  
You see Emma in the playground.  
You think she's nice.  
Talk to her.  
Ask her questions.  
She can ask questions, too.

You are **Emma**.  
This is your first day at Thomas Tallis School.  
Lisa sees you in the playground.  
She thinks you're nice and talks to you.  
Talk to her, too.  
Answer her questions.  
You can ask questions, too.

You are new at your school. This is your first week.  
You talk to your grandmother/-father on the phone.  
Tell her/him about your school.  
Answer her/his questions.

You are your partner's grandmother or grandfather.  
You are talking on the phone.  
She / He is at a new school. This is her / his first week.  
Ask questions about the school.

You are **Nasreen**.  
You and Emma are at the computer.  
You want to make rules for your room.  
Talk about the rules.  
Do you like Emma's ideas or not?  
Why? Why not?

You are **Emma**.  
You and Nasreen are at the computer.  
You want to make rules for your room.  
Talk about the rules.  
Do you like Nasreen's ideas or not?  
Why? Why not?

You are **Lisa / Terry**.  
You want to meet Emma / Sam at the weekend.  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?  
Where can you meet?  
And when?

You are **Emma / Sam**.  
You want to meet Lisa / Terry at the weekend.  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?  
Where can you meet?  
And when?

You are **Lisa / Terry**.  
You want to go to a school club together. But which school club?  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?

You are **Emma / Sam**.  
You want to go to a school club together. But which school club?  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?

You are **Lisa / Terry**.  
You want to meet Emma / Sam after school today.  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?  
Where can you meet?  
And when?

You are **Emma / Sam**.  
You want to meet Lisa / Terry after school today.  
Talk about what you would like to do.  
Do you like your friend's ideas? Why? Why not?  
Where can you meet?  
And when?

1. You are a tourist. You are at the station. You want to go to the museum. Ask the way.
2. Now you are a policeman. You are at the school. Help the tourist.

Stadtplan einfügen!

1. You are are a policeman. You are at the station. Help the tourist.
2. Now you are a tourist. You are at the school. You want to go to the castle. Ask the way.

Stadtplan einfügen!

<p>1. You are a tourist in Greenwich. You are at the station. You want to go to the Millennium Dome. Ask the way.</p> <p>3. Now you are a policeman. You are at the Cutty Sark. Help the tourist.</p> <ul style="list-style-type: none"> <li>- foot tunnel</li> <li>- underground (Dog Street &gt; Appletree Street)</li> </ul>	<p>1. You are a policeman in Greenwich. You are at the station. Help the tourist.</p> <ul style="list-style-type: none"> <li>- bus no. 188</li> <li>- DLR</li> </ul> <p>2. Now you are a tourist. You are at the Cutty Sark. You want to go to Appletree Road. Ask the way.</p>
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<p>Interview your partner. Ask about:</p> <ul style="list-style-type: none"> <li>- school</li> <li>- hobbies</li> <li>- his / her day</li> <li>- favourites</li> <li>- ...</li> </ul>	<p>Answer your partner's questions.</p>
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<p>You are a reporter. Your friend is a famous film star. Ask him/her about:</p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- his / her day</li> <li>- favourites</li> <li>- friends</li> <li>- ...</li> </ul>	<p>You are a famous film star. Your partner is a reporter. Answer his / her questions.</p>
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<p>You are in a book shop. You want to buy a book for your little brother. He is 5. He can't read. He loves pirates and football. You have only got £5.</p>	<p>You work in a book shop. Help the customer to find the right book.</p>
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<p>You are in a clothes shop.          You want to buy a t-shirt.          You don't like red or green.          You are size XS.          You have only got £10.</p>	<p>You work in a clothes shop. Help the customer.</p>	
<p>You are in at the market.          You are very hungry.          You 've only got £5.</p>	<p>You work at the market. Help the customer.</p>	
<p>You want to go on holiday with your partner.          Where would you like to go?          What can you do there?          Do you like your partners ideas?          Why? Why not?</p>	<p>You want to go on holiday with your partner.          Where would you like to go?          What can you do there?          Do you like your partners ideas?          Why? Why not?</p>	
<p>You are in a book shop.          You want to buy a book for your grandmother.          She loves cooking and her garden.          You have only got £5.</p>	<p>You work in a book shop.          Help the customer to find the right book.</p>	
<p>You are in a souvenir shop.          You want to buy a souvenir for your mother.          You have only got £5.</p>	<p>You work in a souvenir shop.          Help the customer to find the right souvenir.</p>	

You are Jade.  
You are at Penzance with your family.  
You want to build a sand castle with Lisa.

You are Lisa.  
You are at Penzance with your family.  
Jade wants to build a sand castle with you.  
But you would like to play beach volleyball with Ben.

You are Lisa.  
You are at Penzance with your family.  
Jade wants to build a sand castle with you, but you want to play volleyball.  
Ask Ben to play with Jade.

You are Ben Taylor.  
You are at Penzance with your family.  
Jade wants to build a sand castle with Lisa, but Lisa wants to play volleyball.  
Lisa asks you to play with Jade, but you want to go surfing.

You are Jade.  
You are at Penzance with your family.  
You want an ice-cream.  
Ask your mum.

You are Mrs Taylor.  
You are at Penzance with your family.  
Jade wants an ice-cream.  
She eats a lot of ice-cream.  
You think it's not good for her.

You are Lisa.  
You are at Penzance with your family.  
You go to a souvenir shop with Ben.  
You want to buy a present for Emma.  
Ask Ben for help.

You are Ben Taylor.  
You are at Penzance with your family.  
You are at a souvenir shop with Lisa.  
She wants to buy a present for Emma.  
Help her!

You are Lisa.  
You are at Penzance with your family.  
You go to a souvenir shop with Ben.  
You want to buy a present for Emma.  
Ask the assistant for help.  
You have only got £5.

You work in a souvenir shop in Penzance. Help your customer Emma Taylor to find a nice present for her friend!

You are Lisa.  
You are in a shop with Emma.  
You want to buy a birthday present for Sam.  
Have you got a good idea?

You are Emma.  
You are in a shop with Lisa.  
You want to buy a birthday present for Sam.  
Have you got a good idea?

You are Terry.  
You are in a shop with Sam.  
You want to buy a birthday present for Emma.  
Have you got a good idea?

You are Sam.  
You are in a shop with Terry.  
You want to buy a birthday present for Emma.  
Have you got a good idea?

You are Josh.  
You have got a really cool idea for a new film.  
Phone Maya and tell her about your idea.  
You want to meet her and Greg after school tomorrow.

You are Maya.  
Josh has got an idea for a new film. He phones you and tells you about his idea.  
You think it's boring...  
You haven't got time tomorrow.



**Bewertungsraster speaking test 5, 08.06.09, für: \_\_\_\_\_**  
**task 1: four questions**

Aspekt	☺	☐	☹	erhaltene Punkte, Kommentar
1. Name	2	1	0	
2. Frage	2	1	0	
3. Frage	2	1	0	
4. Frage	2	1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
<b>Gesamtpunktzahl</b>	<b>28</b>			

**task 2: describing a picture and talking about yourself, etc.**

Aspekt	☺	☐	☹	erhaltene Punkte, Kommentar
1. Bildbeschreibung	4-3	2-1	0	
2. Kommentar	4-3	2-1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
<b>Gesamtpunktzahl</b>	<b>28</b>			

**task 3: role play**

Aspekt	☺	☐	☹	erhaltene Punkte, Kommentar
1. Begrüßung + Einleitung	2	1	0	
2. Entwicklung des Dialogs	8-6	5-3	2-0	
3. Ende + Verabschiedung	2	1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
<b>Gesamtpunktzahl</b>	<b>32</b>			

<b>Gesamtpunktzahl 1-3</b>	<b>88</b>			
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### Bewertungsraster speaking

Aspekt: persönliche Frage	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt	6-5	4-2	1-0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
<b>Gesamtpunktzahl</b>	<b>24</b>			

Aspekt: Bildimpuls	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt: Bildbeschreibung	4-3	2-1	0	
Inhalt: Kommentar	2	1	0	
Inhalt: persönliche Stellungn.	4-3	2-1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	2	1	0	
Flüssigkeit	2	1	0	
<b>Gesamtpunktzahl</b>	<b>28</b>			

Aspekt: Diskussion	☺	☐	☹	erhaltene Punkte, Kommentar
Inhalt: Eröffnung	2	1	0	
“: eigener Standpunkt	4-3	2-1	0	
“: Argumente	4-3	2-1	0	
“: eingehen a. Gegenargument	4-3	2-1	0	
“: abschl. Vorschlag/Entschl.	2	1	0	
ggf. Sonderpunkte	2	1	0	
Grammatik (Korrektheit)	4-3	2-1	0	
Wortschatz (Korrektheit)	4-3	2-1	0	
Aussprache (Korrektheit)	4-3	2-1	0	
Wortschatz (Vielfalt)	4-3	2-1	0	
Satzbau (z.B. but, because, ...)	4-3	2-1	0	
Flüssigkeit	4-3	2-1	0	
Eingehen auf andere	2	1	0	
<b>Gesamtpunktzahl</b>	<b>44</b>			

<b>Gesamtpunktzahl 1-3</b>	<b>100</b>			
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### test

Zeit	Partner 1	Partner 2
8.05 – 8.25	Ayse	Julia
8.25 – 8.45	Sofia	Vanessa
8.45 – 9.05	Lena	Sophie
9.05 – 9.25	Denis	Dustin
9.25 – 9.45	Markus	Jandi
10.00– 10.20	Zoe	Charlotte
10.20 – 10.40	Lucas	Philipp
10.40 – 11.00	Ruben	Antonia
11.00 – 11.20	Sarah	Lea
11.50 – 12.10	Lisa	Alina
12.10 – 12.30	Tim	Vincent
12.30 – 12.50	Robin	Leif
12.50 – 13.10	Mario	Finn

### 5e – speaking test

Zeit	Partner 1	Partner 2
8.05 – 8.25	Ayse	Julia
8.25 – 8.45	Sofia	Vanessa
8.45 – 9.05	Lena	Sophie
9.05 – 9.25	Denis	Dustin
9.25 – 9.45	Markus	Jandi
10.00– 10.20	Zoe	Charlotte
10.20 – 10.40	Lucas	Philipp
10.40 – 11.00	Ruben	Antonia
11.00 – 11.20	Sarah	Lea
11.50 – 12.10	Lisa	Alina
12.10 – 12.30	Tim	Vincent
12.30 – 12.50	Robin	Leif
12.50 – 13.10	Mario	Finn