

Why does Madeline watch the scene outside the window so intently?

1 pt.

Part 2: Use of Language

Mediation

13 pts.

Volunteer work

Madeline ist mit Tiffany, einer Verwandten aus den USA, im Urlaub an der Nordsee. Ihr Onkel hat die Insel Wangerooge und nimmt an einer geführten Wanderung teil. Eure Lehrerin ist Claudia, die auf der Insel ein Freiwilliges Ökologisches Jahr macht. Madeline möchte mehr darüber erfahren.

Madeline möchte mit Tiffany sprechen. Ergänze den folgenden Dialog mit den wichtigsten Informationen in der jeweils geforderten Sprache.

Madeline: I understand that Claudia is doing some volunteer work here on the island. Could you ask her what kind of volunteer work that is?

Deutsch]: ~~Warum machst du so ein Freiwilliges Ökologisches Jahr?~~
 Warum machst du so ein Freiwilliges Ökologisches Jahr?

Claudia: Ich mache ein sogenanntes Freiwilliges Ökologisches Jahr. Nach der Schule wusste ich nicht genau, was ich weiter machen sollte – da habe ich schon erst mal in der Luft gehangen. Aber da ich mich schon immer für Naturschutz interessiert hatte, dachte ich, das Freiwillige Ökologische Jahr wäre die perfekte Sache für mich.

Englisch]: I ~~must~~ ^{really} ~~do~~ a volunteer ecological year. After the school know what i do ~~not~~ ^{do}. But I'm intrasting about nature and i have now a perfekt job

2 pts.

Madeline: Oh, that sounds interesting. Especially in such a beautiful place! What are her tasks here, on the island?

Deutsch]: Was ~~hat~~ ^{sind die} ~~ihre~~ ^{hier} ~~für~~ ^{die} ~~aufgaben~~ ^{aufgaben} auf ~~der~~ ^{der} ~~insel~~ ^{insel}

1 pt.

Claudia: Hauptsächlich mache ich Führungen. Besonders mag ich die Besuche von Schulklassen, denn die Kinder sind immer so begeistert! Manchmal muss ich auch noch Büro- und Gartenarbeiten machen. Das macht mir nicht immer so viel Spaß, muss aber auch sein ... man kann ja nicht alles haben.

Englisch]: mainly i make the guid. My favorit is ~~school~~ ^{school} classes, because the kids were excited. My not favorit part on the job is office and garden work, because ~~that is not~~ i think that's is not so fun

2 pts.

Tiffany: Wow, that's truly impressive. What has been the most exciting thing that has happened to her so far?

Du [Deutsch]: Was war so bis her das Spannendste, was die über uns test 1 pt

Claudia: Das war vor zwei Wochen, als Touristen ein verlassenes Seehund-baby am Strand meldeten. Ich schnappte mir sofort das Fernglas und rannte los, um das zu überprüfen. Zum Glück war es ein falscher Alarm und die Mutter holte das Kleine ab.

Du [Englisch]: That was for two weeks, tourists, have me reported on the strand is about ~~see~~ baby Baby seal. That was a fake alarm, because the mother of her baby come and sees the baby 2 pts

Tiffany: Wow, that sounds really exciting. We saw some of them today. They are so cute.

Claudia: Tiffany wirkt so überrascht. Gibt es so etwas Ähnliches nicht auch in Amerika?

Du [Englisch]: Give that not in Amerika? 1 pt

Tiffany: Not exactly. But we do have the "Peace Corps", where you can volunteer for projects around the world. Last year, a friend of mine went to Tanzania, a country in Africa, to build water tanks. What she told me about that experience really impressed me.

Du [Deutsch]: Nicht direkt. Aber wir haben ein Projekt, namens, "Peace Corp". Letztes Jahr ist ein Freund von mir nach Afrika gefahren und hat dort Wasser-tanks gebaut. Was sie mir erzählte nachdem sie zurück war 2 pts

Claudia: Das hört sich aber auch spannend an! Ich bin froh, dass ich euch getroffen habe. Lasst uns doch unsere Nummern austauschen und in Kontakt bleiben.

Du [Englisch]: I am so lucky, get to know. ~~I have a~~ will you my phone number ~~the~~ then we can stay in contact 1 pt

Tiffany: Great idea! Here is my number! I'll give her my e-mail address too!

2. Words and structures

Read the text, then tick (✓) the correct words.

12 pts

Getting kids interested in chemistry

Can you imagine a teacher who breathes fire and makes explosions? Kate Biberdorf is no imaginary teacher. A lecturer from Texas, she describes 1 as a kid at heart. "I love explosions, mixing things up and seeing what will happen," she says. "I'm always messy and dirty. I 2 love my job."

at job involves 3 thousands of students chemistry every year. Her goal is to
 w kids that chemistry is exciting and that 4 can become a chemist. Through
 hands-on approach to teaching, Biberdorf is breaking down the image of the ste-
 typical scientist.

e is also reaching students that otherwise 5 intimidated by science and hopes
 most an explosive science show in Las Vegas one day.

does she love chemistry so much? Because she says it “explains everything in
 ,” including computers and flowers, how clocks work, why cement 7 from
 uid to solid, what happens when you breathe, your emotions and even why you
 eat. Biberdorf also loves teaching her students about the science of healthy living
 l encourages them to exercise, eat 8 and drink more water. If she wasn’t a
 mist, she says, she 9 a fitness instructor, someone who actually helps others
 ind a better and healthier lifestyle.

udents’ emotional responses, rather than pure memorization of facts, is key to
 iberdorf’s way of teaching, as well as science in general. She has an important
 ce of advice for kids who are interested in 10 with subjects like chemistry, bio-
 y or physics and perhaps becoming a scientist one day. Especially in math and
 ence, she recommends studying hard 11 school.

he best thing to do is to ask why,” she says. “If you’re always asking questions,
 r’e 12 a scientist.”

http://www.washingtonpost.com/lifestyle/kidspost/this-teacher-aims-to-get-kids-fired-up-about-chemistry/2018/03/26/7bf6-225f-11e8-badd-7c9f29a55815_story.html?utm_term=.a57889933644 (abgerufen am 10. 05. 2018, adaptiert).
<http://www.katethechemist.com/bio> (abgerufen am 07. 06. 2018, adaptiert).

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