

## **ESKE**

Ermittlung schulsprachlicher **Kompetenzen** in der **Erstsprache**

## **ENGLISCH**

Aufgabenset 7 bis 9 Jahre Schulerfahrung

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**Task**

1. Read the passage and answer the questions.

**Crisps (Potato chips)**

Crisps (potato chips) are thin, fried potato slices and one of the most discussed inventions of the 19th century. There are many reports about who discovered them and put them on sale. It is almost impossible to establish the extent to which these stories contain even a whiff of truth. The most common story is of the cook George Crum. On August 24, 1853, in order to please a dissatisfied customer, he cut thin potato wedges, deep-fried and salted them. The result: a discontented customer became a very satisfied customer.. This story might be true, but we also know that other cooks had similar ideas during the same century. The same products are mentioned in several American cookbooks and corresponding products have also been developed in Great Britain.



Only in the 1890s were crisps (potato chips) sold in grocery stores, but the actual increase in production and sales came with the invention of the fryer at the end of the 1920s. In addition, the packaging was changed during the following decades, so that the crisps (chips) could be transported over large distances in the USA. In Europe, sales did not really get into full swing until the 1950s.

Why did the author write this passage?

- To inform the reader about the history of crisps (potato chips).
- To entertain the reader with a jolly tale.
- To show the reader how to make crisps (potato chips).

Do we know who invented crisps (potato chips)?

- Yes, it was George Crum
- No, it could have been different people. No, but we know *where* they were invented.
- 

We know when crisps (potato chips) were invented.

- True
- False

Crisps (potato chips) were first sold in Europe.

- True
- False

There are various reasons why people in the 20th century have been eating more and more crisps (potato chips).

- True
- False

2. Below you will find a short passage and four climatic diagrams of four different cities. Read the text, look at the diagrams, and explain them verbally.

**Temperature and precipitation**

In some parts of the world it rains a lot in summer, in others hardly at all. In some regions the temperature remains almost the same throughout the year. In other regions there is a large difference between summer and winter, as in Switzerland. The four cities shown in the diagrams are located on different continents and have different climates. Hanoi is located in Vietnam, Tunis is the capital of Tunisia on the Mediterranean, Dublin is in Ireland and Yakutsk is in the middle of Russia.

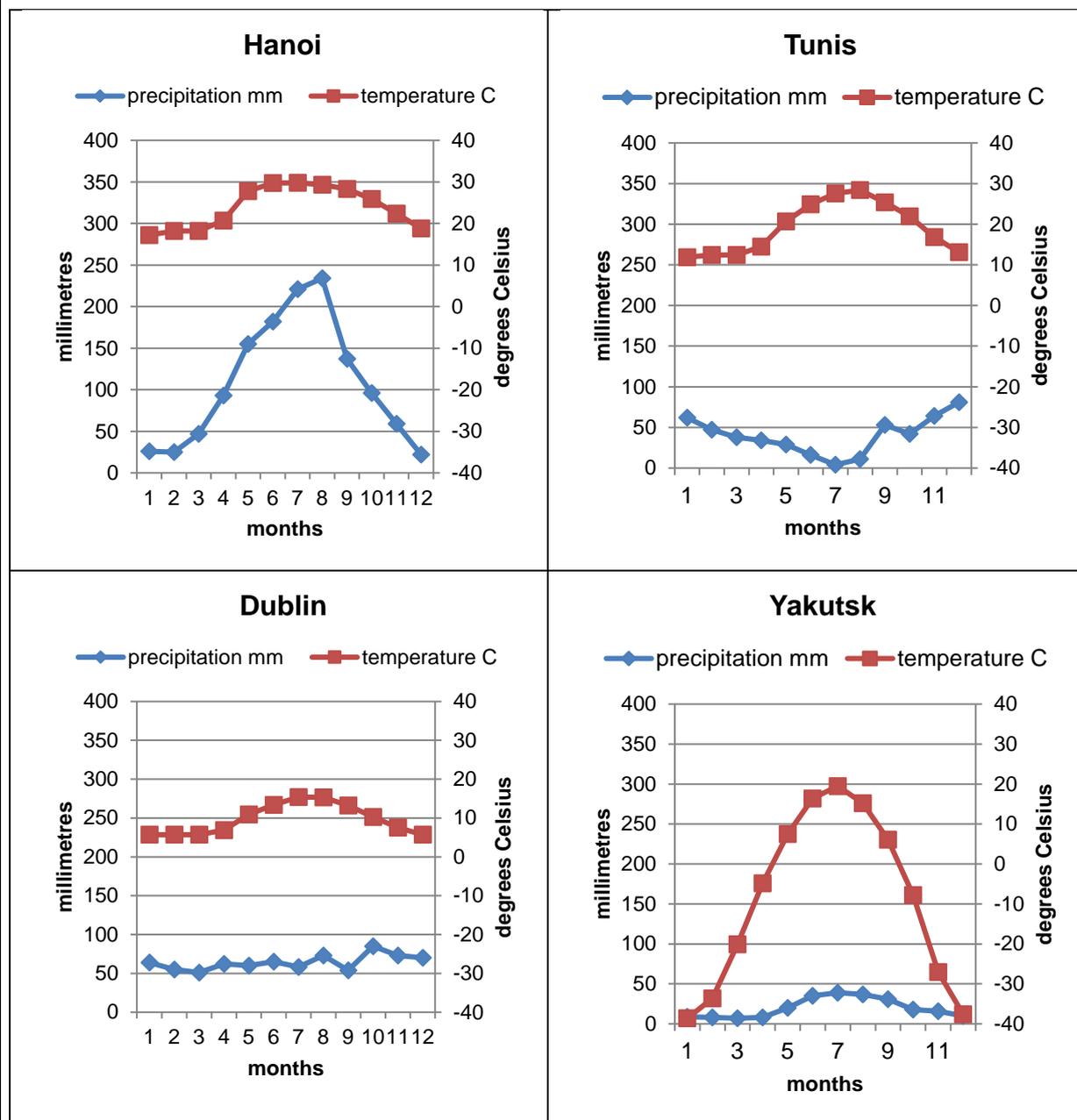


Figure 1. The climatic diagrams are composed of a precipitation and a temperature diagram put together. The precipitation is read to the left in millimetres, the temperature to the right in degrees Celsius. The graphs show average precipitation and temperature from January to December.

3. Questions for the passage "Temperature and Precipitation" (Task 2).

A. Based on the passage and the diagrams in Task 2, cross the correct city in the chart.

	Hanoi	Tunis	Dublin	Yakutsk
During the year the average temperature varies between 5 and 15 degrees Celsius.				
The city has the least rainfall in the summer and 20 degrees Celsius from May till October.				
The precipitation can fall as snow from October to April.				

B. Look at the diagram of the city of Yakutsk from Task 2 and cross the correct statement for the weather in November in Yakutsk.

The weather in November in Yakutsk is...

About 0°C and about 20 mm precipitation.	<input type="checkbox"/>
Approx. -10°C and almost 50 mm precipitation	<input type="checkbox"/>
Just below 10°C and about 60 mm precipitation	<input type="checkbox"/>
Just over -30°C and about 15 mm precipitation	<input type="checkbox"/>

C. In which cities do the amount of precipitation and temperature vary most, as shown in Task 2? Circle the correct city.

The amount of precipitation varies most in:

Hanoi	Tunis
Dublin	Yakutsk

The temperature varies most in:

Hanoi	Tunis
Dublin	Yakutsk

4. Read through the two readers' letters and briefly explain them verbally.

Reader's Letter 1

**Give the children water instead of milk**

Cow's milk in schools isn't natural. Man is the only species in the world to drink milk from another species.

A comprehensive scientific study was presented this Wednesday in the newspaper. It reported that the most widely held opinion on cow's milk is outdated. The study links milk consumption with shorter life expectancy and a greater risk of bone fracture. Cow's milk is neither natural nor good for people's health and the environment. Therefore, it is time for our children to learn new, healthy, environmentally friendly habits: give the schoolchildren water to quench their thirst.

Herbert Müller  
Board of Vegetarian Food

Reader's Letter 2: Answer to Herbert Müller

**Milk belongs to the lunch table**

Herbert Müller doesn't want children to drink milk at school. My organisation and the United Nations have the opposite view: all children should receive milk at school free of charge.

Milk contains 18 of the 22 nutrients we need for our daily needs, thus ensuring a healthy diet for schoolchildren. New studies show that schoolchildren do not get enough nutrients if they do not get milk at the school meal.

Ulla Rosander, the nutritionist from Kristianstad University in Sweden, has conducted a study at three Swedish schools. In all three schools, the same lunch menu was served, but only in one school did the pupils receive milk.

The results show that especially children who eat small portions or have little time need milk for the intake of calcium, vitamin B12 and magnesium. That's why we need milk at school.

Susanne Pfister  
Representative of the organisation "Pro Farmer"

5. On the basis of the two readers' letters in task 4, cross the correct statements.

- a) Why does Mrs. Pfister find it important that schoolchildren drink milk?
- Children eat more when they drink milk.
  - Milk consumption prolongs life expectancy.
  - Milk contains many nutrients.
- b) Why does Mr. Müller think that children should drink water instead of milk?
- Water is cheaper than milk.
  - Water is better for the environment.
  - Water quenches thirst better.
- c) What does research show according to the readers' letters?
- Milk consumption gives both positive and negative consequences.
  - School meals contain enough nutrients without milk.
  - Milk consumption gives stronger bones.
- d) Why does Mrs. Pfister write a letter to the editor?
- She wants to explain why she thinks that Mr. Mueller is wrong.
  - She wants to explain that water is good for the environment.
  - She does not want schoolchildren to eat too little.
- e) Mr. Müller argues that our life expectancy is lower when we drink a lot of milk.
- True
  - False
- f) Mr. Müller and Mrs. Pfister point to the same research results in the two readers' letters.
- True
  - False
- g) Scientists are in agreement on the effects of milk consumption.
- True
  - False

6. Which of the two readers' letters in Task 4 do you find more convincing? Explain why.

7. What do these terms mean? Mark the correct meaning.

a) Ethics is...

- What we do and do not do and how other people react to it.
- A conviction, what is just and unjust.
- A historical time period.

b) What is grammar?

- How words are pronounced.
- The length of a passage.
- How words and sentences are formed.

c) Who is the main character in a story?

- The person who wrote the passage.
- The most important person in the story.
- The first person who is mentioned in the story.

d) What does consensus mean?

- Agreement.
- Majority.
- Permission.

8. Look at the diagram and answer the questions.

Nico is 15 years old and goes to Year 9 (9th Grade). On Wednesday afternoon he works in a restaurant. In his spare time he enjoys playing football. Here is his weekly timetable (schedule).

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45-9.15	F2	F1	MAT	F2	F1
9.15-9.45	Break	Break	Break	Break	Break
9.45-11.15	MAT	GEO	SCI	SCI	HIS
11.15-12.00	MAT	GEO	LL	LL	LL
12.00-13.30	Lunch break				
13.30-15.00	F1	HIS	F1	LL	SPO
15.00-15.30	Break	Break		Break	Break
15.30-17.00	LL	SPO		MAT	MUS
17.00-18.00			Working		
18.00-19.00			Working		
19.00-20.00	Football		Working	Football	
20.00-21.00	Football		Working	Football	
21.00-22.00			Working		

**Key**

F1	1st Foreign Language (German)
F2	2nd Foreign Language (French)
GEO	Geography
HIS	History
MAT	Mathematics
MUS	Music
SCI	Science
LL	Language and literature
SPO	Sports

**Questions**

1. How many mathematics lessons does Nico have per week?

Answer: \_\_\_\_\_

2. Which subject does Nico have only once a week?

Answer : \_\_\_\_\_

3. What subjects does Nico never have before his lunch break?

Answer : \_\_\_\_\_

