



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

*Language support for classes 10 – 13 – differenzierter
Wortschatz und Redewendungen für das Unterrichtsgespräch,
mündliche Prüfungen und Klausuren im Englischunterricht*
Das komplette Material finden Sie hier:

School-Scout.de





Titel:	Language support for classes 10 – 13 – differenzierter Wortschatz und Redewendungen für das Unterrichtsgespräch, mündliche Prüfungen und Klausuren im Englischunterricht
Reihe:	Abiturvorbereitung Englisch
Bestellnummer:	77664
Kurzvorstellung:	<ul style="list-style-type: none">• Der Stellenwert eines präzisen und differenzierten Wortschatzes wird von Schülern und Schülerinnen meist unterschätzt. In aller Regel beschränken sie sich darauf, einige Vokabeln zum Themenfeld zu lernen - und selbst das bleibt eher unzureichend in Umfang und Differenziertheit.• Durch das gezielte Einsetzen und Einüben von Wortschatz und Redewendungen im Unterrichtsgespräch, bei mündlichen Prüfungen sowie für schriftliche Aufgaben und Klausuren können Schüler und Schülerinnen jedoch recht einfach ihre Leistungen verbessern, wenn sie ihr Ausdrucksvermögen sehr gezielt für spezifische Aufgabenkontexte erweitern.
Inhaltsübersicht:	Wortschatzlisten für <ul style="list-style-type: none">- die Arbeit im Unterricht- die Arbeit in mündlichen Prüfungen- die Erarbeitung der hauptsächlichen Aufgabentypen <i>comprehension, analysis, comment, recreation</i> und <i>mediation</i>

Introduction: Vocabulary and phrases for classwork and exams

Perhaps you have asked yourself or your teachers:



How can I improve my oral and written marks?

Then you may get the answer that you need to improve your vocabulary and not only use such words as **very, good, bad, nice, thing, because, but and I think.**

But which vocabulary do I need to learn?

Unlike in the junior classes, where the teachers set vocab to learn from the unit being dealt with, many students are often unsure what exactly to learn at senior school level.

Really, it is quite simple:

- ➔ Teachers expect students to employ suitable and varied **words and phrases on the topic** under examination. So make a list of words and phrases you come across during class work. Often the introductory pages on the topic in your school book give you important vocabulary. This list should be about a page in length.
- ➔ In addition to the words you need to talk or write about your present topic you also need a selection of **vocabulary for classwork in general**. Try to include a few more of these each week in lessons. Choose and textmark your favourites. Make a fixed time for learning them. It also helps if you write down the ones you want to learn e.g. on a vocab card.
- ➔ Another important point to remember is to learn **a set of phrases for the four main tasks** you have to deal with (comprehension, analysis, comment/recreation and mediation). Here again, choose a few phrases and build up your own list as you go along. It may be a good idea to first learn introductions to the individual tasks. This will help you to get started on the assignment. In a further step select some expressions which you will often need.

Take vocab learning seriously! Then your work and mark should improve considerably!

Don't leave this until the last minute before an exam. Try to set yourself at least half an hour a week for learning vocab. Use methods that have helped you in the past e.g. vocab cards. Use these words and phrases when you do homework as well. This will give you routine.

Useful words and phrases for working with statistics (description and analysis)

- The bar chart/ flow chart/ line graph/ pie chart/ table shows the development/ relationship between/ trends ... These figures do not consider/ show ...
- The sectors/ segments of the pie chart represent/ stand for...
- The pie chart is divided into four segments which show/ depicting ...
- The horizontal/ vertical axis represents/ shows ...
- The amount of ... falls/ rises gradually/ sharply
- A rapid increase/ a sudden drop can be seen in...
- The average number of/ the rate of ... indicates that ...
- There is a gradual/ fast decrease/ increase in the number of ...
- There is an upward/ downward trend/ development in...
- There are fewer/ (far) less/ (considerably) more...
- The comparison between X and Y indicates/ shows ...
- One can speculate/ presume/ assume/ conclude that...



Fictional texts

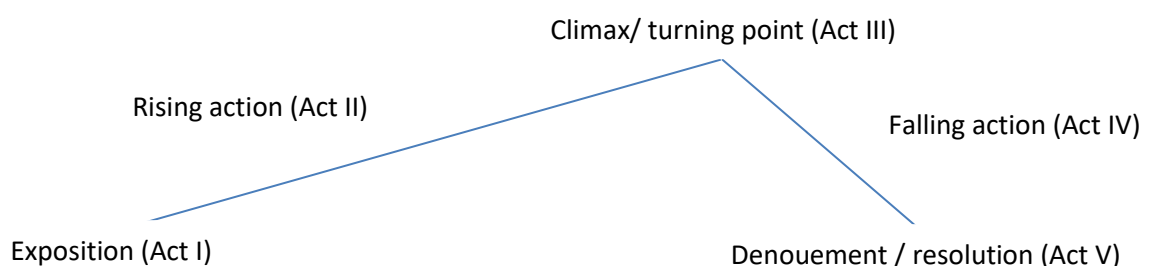
Structure:

- The story opens with an exposition, which sets the scene to the novel. The main characters ... are introduced and an atmosphere of.... is created. The reader is also given some background information on ... and the conflict of ... is presented.
- Tension/ suspense rises/ increases ...
- The action reaches a climax when ...
- There is a turning point in ...
- After this scene the tension begins to fall and the story ends with a dénouement/ solution to the conflict/ with a surprise ending/ an open ending.
- The conflict is not fully resolved so the reader must speculate on the outcome.
- The author makes use of retrospection. This enables the reader to ...
- Through a flashback the reader gains information on....
- Events are foreshadowed/ anticipated
- There is no chronological presentation of the events

Analysis

The structure of a five-act-play

(This structure can also be seen in short stories)



Negatively connoted words**- Adjectives**

- appalling (schrecklich)
- aggressive (aggressiv)
- anxious (Ängstlich, besorgt)
- atrocious (grausam)
- arrogant (arrogant)
- callous (gefühllos, kalt)
- corrupt (korrupt)
- decaying (verfallen)
- delapidated (baufällig)
- disappointed (enttäuscht)
- disgusting (widerwärtig, abstoßend)
- dreadful (schrecklich)
- desperate (verzweifelt)
- destitute (mittellos)
- envious (neidisch)
- frustrated (frustriert)
- guilty (schuldig)
- hostile (feindlich)
- inadequate (unzureichend)
- indifferent (gleichgültig)
- irresponsible (verantwortungslos)

- jealous (eifersüchtig)
- lazy (faul)
- mediocre (mittelmäßig)
- malicious (böartig)
- obstinate (dickköpfig, eigensinnig)
- polluted (verschmutzt)
- poor (arm)
- reckless (rücksichtslos)

- relieved (erleichtert)
- repulsive (abstoßend)
- selfish (egoistisch)
- shoddy (schäbig, heruntergekommen)
- shy (schüchtern)
- susceptible to (anfällig für)
- suspicious (verdächtig)
- underprivileged (benachteiligt)
- undernourished (unterernährt)
- unreliable (unzuverlässig)

Accompanying nouns

- appallingness (Entsetzlichkeit)
- aggression (Aggression)
- anxiety (Sorge, Ängstlichkeit)
- atrocitiy (Grausamkeit)
- arrogance (Arroganz)
- callousness (Gefühllosigkeit)
- corruption (Korruption)
- decay (Verfall)
- delapidation (Baufälligkeit)
- disappointment (Enttäuschung)
- disgust (Ekel)
- dreadfulness (Scheußlichkeit)
- desperation (Verzweiflung)
- destitution (Mittellosigkeit)
- envy (Neid)
- frustration (Frustration)
- guilt (Schuld)
- hostility (Feindseligkeit)
- inadequacy (Unzulänglichkeit)
- indifference (Gleichgültigkeit)
- irresponsibility (Verantwortungslosigkeit)
- jealousy (Eifersucht)
- laziness (Faulheit)
- mediocrity (Mittelmäßigkeit)
- maliciousness (Boshaftigkeit)
- obstinacy (Hartnäckigkeit)
- pollution (Verschmutzung)
- poverty (Armut)
- recklessness (Rücksichtslosigkeit, Leichtsinn)
- relief (Erleichterung)
- repulsion (Abscheu, Abstoßung)
- selfishness (Egoismus)
- shoddiness (Schäbigkeit)
- shyness (Schüchternheit)
- susceptibility (Anfälligkeit)
- suspicion (Verdacht)
- the underprivileged (Unterprivilegierten)
- undernourishment (Unterernährung)
- unreliability (Unzuverlässigkeit)



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

*Language support for classes 10 – 13 – differenzierter
Wortschatz und Redewendungen für das Unterrichtsgespräch,
mündliche Prüfungen und Klausuren im Englischunterricht*
Das komplette Material finden Sie hier:

School-Scout.de

