

The best invention ever

Many tools and things we use in our everyday life at home, in school or when we are out and about were invented to make our lives easier, safer or just more fun. These inventions are often based on military or space research projects and were only later produced for everyday use. It sometimes took many years to develop the tools or things as we know them today. Electricity was an important milestone for many inventions. Even today, scientists, engineers or developers make new inventions. Not only older people like our grandparents have to deal with new technologies. Some things are even new to us.

- (1) Have a look at the pictures and write down what inventions they show (A–H).
- (2) Put the inventions into the correct order on the timeline.
- (3*) Add more important inventions to the timeline. You can search the internet or ask your (grand)parents for ideas.



(A) telephone, 1876



(B) virtual reality glasses, 1994



(C) computer, 1941



(D) vacuum cleaner, 1906



(E) remote control, 1956

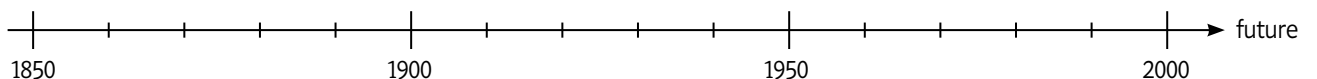


(F) robotic vacuum cleaner, 2000



(G) washing machine, 1946 / 1951

(H) GPS 1985 / 2000





Bewertung der mündlichen Klassenarbeit von _____

durchgeführt am _____

Präsentation "Job profile"	Maximale Punktzahl	Erreichte Punktzahl
<ul style="list-style-type: none"> ● Du hast den Beruf interessant präsentiert und mindestens folgende Informationen berücksichtigt: <ul style="list-style-type: none"> - What job are you presenting? - What's the English name? - What skills or talents do you need? - What qualifications do you need? - What duties do you have? - How much can you earn? - Other requirements? - Training or career opportunities? ● Du hast Augenkontakt gehalten und dich dem „Publikum“ zugewendet. ● Es war leicht, dir zu folgen. Deine Präsentation war gut strukturiert (z. B. Anfang / Ende, Überleitungen). ● Du hast deine Präsentation mit einem Poster veranschaulicht und es aktiv in deine Präsentation eingebunden. ● Du hast dein Material termingerecht abgegeben. 	<p>10</p> <p>5</p> <p>5</p>	
Dialog "Job interview"		
<ul style="list-style-type: none"> ● Du konntest an einem sinnvollen, realistischen Bewerbungsgespräch teilnehmen. ● Dabei konntest du zu folgenden Themen antworten / über folgende Themen sprechen: <ul style="list-style-type: none"> - reasons for your application - strengths and weaknesses - hobbies / interests - personal qualities and character - work experience - future plans - expectations concerning the work / work place / apprenticeship - other important aspects ● Dabei warst du: freundlich / passend gekleidet / selbstbewusst / interessiert / zugewandt 	<p>5</p> <p>20</p> <p>5</p>	
Sprache / Grammatik		
<ul style="list-style-type: none"> ● Du hast fehlerfreies, abwechslungsreiches Englisch (Grammatik, Aussprache) gesprochen. ● Du hast laut, deutlich und frei gesprochen. 	<p>10</p> <p>10</p>	
Gesamtpunktzahl		
	75	
Kommentar:		
► Gesamtnote:		

Unterschrift der Eltern: _____

Describing, analysing and evaluating a cartoon

Cartoons are drawings dealing with a certain topic or issue in a **humorous or satirical way**. There is often more to them than what you can see at a first glance. Their **true message** can be revealed by looking at them systematically.

STEP 1: Naming the topic of the cartoon

Mention your first impression. What is the cartoon (probably) about?

→ *Language help: This cartoon (drawn by XY) is about .../This cartoon (drawn by XY) deals with .../When first looking at the cartoon, ...*



STEP 2: Describing the cartoon

Describe the cartoon systematically. What can you see in the picture? Are there any people, animals or things in the cartoon? What are they doing? Are there labels, speech bubbles or captions? What do they say?

→ *Language help: In the cartoon there is/are ... In the centre/foreground/background .../ On the left/right .../At the top/bottom .../The caption reads/says.../The cartoon shows ...*

STEP 3: Analysing the cartoon

Analyse the cartoon and reveal its message. Does it present the people, things or animals in a positive or negative light? How does the cartoon work? Does it make fun of anything / anyone? Does it criticise anything / anyone? What point does the cartoonist try to make? What is his / her message?

→ *Language help: The message of the cartoon is .../The cartoonist wants to make fun of/criticise .../ The layout/use of colours/perspective are/is used to .../It conveys its message through .../It is very eye-catching/speaks to the observer directly because .../The message of the cartoon is ...*

STEP 4: Evaluating the cartoon

Give your own opinion of the cartoon. What do you think of the cartoon? Do you think it is effective? Why (not)? Do you agree with the cartoonist / with the message of the cartoon?

→ *Language help: I think the cartoon is funny/boring/interesting/warning because .../I (do not) like the cartoon because .../From my point of view the cartoonist is right/wrong because .../I agree/disagree with the message because ...*

Official school meeting

You will take part in a formal school meeting of the headteacher, a teacher, a parent representation and a pupil representation. They want to discuss the installation of CCTV cameras in school.

- (1) Have a look at your role card, your position and your main arguments. Think about more arguments for your position and about counter-arguments you might need to deal with.
- (2) Prepare an initial statement on the discussion topic. You will start the discussion with this statement.
- (3) Discuss with your group members. Use the right register (formal) and make sure all of you participate in the discussion!

<p>Name: Linda Right</p> <p>Job: Headteacher</p> <p>Position: You are against the installation of CCTV cameras in school, no matter where.</p> <p>Your main arguments:</p> <ul style="list-style-type: none"> ● expensive installation and maintenance ● difficult data protection ● other options to solve problems (e.g. control from teachers in the breaks) ● ... <p>Your initial statement: _____</p> <p>_____</p> <p>_____</p>	<p>Name: Thomas Redcliff</p> <p>Job: chemistry teacher</p> <p>Position: You are for the installation of CCTV cameras, but only on the corridors and in the yard (not in classrooms).</p> <p>Your main arguments:</p> <ul style="list-style-type: none"> ● conflicts could be solved more easily, maybe the number of incidents can be reduced ● less vandalism in corridors and in the yard even if teacher is not around ● ... <p>Your initial statement: _____</p> <p>_____</p> <p>_____</p>
<p>Name: John Bradley</p> <p>Job: parent representation</p> <p>Position: You are for the installation of as many CCTV cameras in school as possible.</p> <p>Your main arguments:</p> <ul style="list-style-type: none"> ● students need to feel safe in school ● violent / mean pupils could be identified more easily ● quality of lessons could be improved ● ... <p>Your initial statement: _____</p> <p>_____</p> <p>_____</p>	<p>Name: Anna Lord</p> <p>Job: pupil representation</p> <p>Position: You are against the installation of CCTV cameras in school, no matter where.</p> <p>Your main arguments:</p> <ul style="list-style-type: none"> ● cameras cannot see everything, so some problems would remain anyway ● pupils (and teachers) might be afraid to say what they really think ● school could spend the money on better things, e.g. better equipment in the computer room ● ... <p>Your initial statement: _____</p> <p>_____</p> <p>_____</p>