



Mittlerer Schulabschluss an der Mittelschule

Abschlussprüfung im Fach Englisch

Mögliche Aufgaben im Bereich

- Use of English -

Die Zusammenstellung enthält Aufgaben, die in der Abschlussprüfung zum Erwerb des mittleren Schulabschlusses an der Mittelschule eingesetzt werden können. Es handelt sich um eine Ergänzung der bisherigen Formate für den Bereich 'Use of English'.

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Vorwort

Die nachfolgend zusammengestellten Beispiele sollen einen Überblick über mögliche Aufgabenformate in dem Bereich *Use of English* geben. Es handelt sich dabei um Formate, die zusätzlich zu denen, die bisher in Abschlussprüfungen verwendet wurden, eingesetzt werden können.

Die Beispiele sollen die jeweilige Aufgabenform verdeutlichen und sind für Lern- und Übungszwecke gedacht, um die Teilnehmerinnen und Teilnehmer an der Abschlussprüfung mit diesen Aufgabenformaten vertraut zu machen. Daher ist es durchaus möglich, dass die Anzahl der Teilaufgaben, die Textkomplexität (Wortschatz, Grammatikstrukturen), die Textlänge sowie deren Inhalte nicht zwangsläufig denen der Abschlussprüfungen entsprechen. Die vorliegenden Texte wurden vielmehr so ausgewählt, dass möglichst viele verschiedene Aufgabenformen damit dargestellt werden können. Demzufolge kommen einige Texte mehrfach vor; sie illustrieren jedoch unterschiedliche Aufgabenstellungen.

Alle Aufgaben sind mit Lösungen versehen und enthalten Hinweise zum jeweiligen Überprüfungsschwerpunkt sowie kurze Erklärungen zum fokussierten Aspekt. Überprüft werden Kenntnisse in den Bereichen Wortschatz, Orthographie und Grammatik. Einzelne Items lassen sich dabei nicht nur einem einzigen Bereich zuordnen. Daher wird exemplarisch auf die jeweiligen Hauptgesichtspunkte hingewiesen. Generell gilt orthographische Richtigkeit sowie die Bewertung mit jeweils 1 Punkt. Die Vergabe halber Punkte ist nicht vorgesehen.

Das Leseverstehen spielt bei der Lösung eine entscheidende Rolle und auch Sprachreflexion sowie methodische Kompetenzen, z. B. Erschließungstechniken, sind gefragt. Teilweise müssen logische Rückschlüsse gezogen werden und relevante Informationen herausgefiltert bzw. irrelevante ignoriert werden.

Die nachfolgenden Aufgaben entsprechen somit einem integrativen Englischunterricht. Sie eignen sich besonders gut, wenn möglichst objektiv und ökonomisch korrigiert werden soll, gleichzeitig aber unterschiedliche Kompetenzbereiche angesprochen werden sollen, so wie dies beim Sprachgebrauch, *Use of English*, der Fall ist.

Die Beispiele wurden von den Mitgliedern der Prüfungskommission im Auftrag des Bayerischen Staatsministeriums für Bildung und Kultus, Wissenschaft und Kunst erstellt. Die sprachliche Durchsicht erfolgte durch David Gough. Die wissenschaftliche Begleitung übernahm Dr. Gyula Tankó, Eötvös Loránd Universität Budapest, Abteilung für angewandte Linguistik.

Error identification and correction

You are going to read a text about the meaning of the word “wildcat” in the USA. There are 13 mistakes in the text. Write the mistakes on the numbered lines and correct them. There is an example at the beginning (0).

Wildcats in the USA

Humans have always depended in animals. From the beginning of human story, wild animals provided food, clothing and sometimes medicine.

We may not depend as much on wild animals now. But we are hearing about them every day. Americans use the names of animals in much ways.

A lot of companies use animals to make us want to buy them products. Automobile companies, for example, love to show fast horses when they were trying to sell their cars. They use the names of interested and powerful animals to name their cars.

Automobile manufacturers and gasoline companies especially like to use big cats to selling their products.

When Americans say wildcat, they usually mean a leopard, a lion or a tiger. All this cats attack quickly. So wildcats represent something fast. What better way is there to sell a car then to say it is “as fast as a wildcat.”

An early American use of the word wildcat was quiet different. Peoples used it as a name for money in the 1800s. At that times, some banks were allowed to make their own money. One bank in the State of Michigan offered paper money with a picture from a wildcat on it.

mistake	correction
(0) <i>in</i>	(0) <i>on</i>
(1) _____	(1) _____
(2) _____	(2) _____
(3) _____	(3) _____
(4) _____	(4) _____
(5) _____	(5) _____
(6) _____	(6) _____
(7) _____	(7) _____
(8) _____	(8) _____
(9) _____	(9) _____
(10) _____	(10) _____
(11) _____	(11) _____
(12) _____	(12) _____
(13) _____	(13) _____

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	mistake	correction
Wildcats in the USA		
Humans have always depended in animals. From the beginning of human story , wild animals provided food, clothing and sometimes medicine.	(0) <u>in</u> (1) <u>story</u>	(0) <u>on</u> (1) <u>history</u>
We may not depend as much on wild animals now. But we are hearing about them every day. Americans use the names of animals in much ways.	(2) <u>are hearing</u> (3) <u>much</u>	(2) <u>hear</u> (3) <u>many</u>
A lot of companies use animals to make us want to buy them products. Automobile companies, for example, love to show fast horses when they were trying to sell their cars. They use the names of interested and powerful animals to name their cars.	(4) <u>them</u> (5) <u>were</u> (6) <u>interested</u>	(4) <u>their</u> (5) <u>are</u> (6) <u>interesting</u>
Automobile manufacturers and gasoline companies especially like to use big cats to selling their products.	(7) <u>selling</u>	(7) <u>sell</u>
When Americans say wildcat, they usually mean a leopard, a lion or a tiger. All this cats attack quickly. So wildcats represent something fast. What better way is there to sell a car then to say it is “as fast as a wildcat.”	(8) <u>this</u> (9) <u>then</u>	(8) <u>these</u> (9) <u>than</u>
An early American use of the word wildcat was quiet different. Peoples used it as a name for money in the 1800s. At that times , some banks were allowed to make their own money. One bank in the State of Michigan offered paper money with a picture from a wildcat on it.	(10) <u>quiet</u> (11) <u>peoples</u> (12) <u>times</u> (13) <u>from</u>	(10) <u>quite</u> (11) <u>people</u> (12) <u>time</u> (13) <u>of</u>

Item	Fokus auf	Item	Fokus auf
1	Wortschatz / Idiomatik: <i>depend on</i>	8	Grammatik: Demonstrativpronomen im Plural: <i>these</i>
2	Grammatik: Kontrast <i>present progressive - present simple</i>	9	Orthographie / Grammatik: <i>than</i> (Vergleichspartikel im Komparativ)
3	Grammatik: Unterscheidung <i>much - many</i>	10	Wortschatz / Orthographie: <i>quiet vs. quite</i>
4	Grammatik: Possessivpronomen (adj. Form) mit nachfolgendem Nomen: <i>their</i>	11	Wortschatz: <i>people</i> als Plural von <i>person</i>
5	Grammatik: Kontrast <i>present progressive - past progressive</i>	12	Grammatik: Kongruenz: <i>that</i> + Singular Wortschatz / Idiomatik: <i>at that time</i>
6	Wortschatz / Grammatik: Adjektiv bzw. Attribut zum Nomen: <i>interesting animals</i>	13	Wortschatz / Idiomatik: <i>a picture of</i>
7	Grammatik: Infinitiv nach <i>to</i>		

Multiple-choice cloze

You are going to read a text about Senegal's home study program. Fill in the gaps with the suitable words from the brackets. There is an example at the beginning (0).

Literacy Training Program

More and more Africans (0) are using text messages, e-mail
(are using ♦ has used ♦ are used ♦ used)

and social media to communicate. In Senegal, (1) _____
(educator ♦ educated ♦ educators ♦ education)

are using new technologies to teach women to read. The United Nations Educational Scientific and Cultural Organization, UNESCO, started the program in Senegal two years

(2) _____. But UNESCO officials are now expanding it
(since ♦ behind ♦ ago ♦ later)

to as (3) _____ as six other African countries.
(much ♦ less ♦ many ♦ few)

Mariama Daffe sits in front of a television at her home in a community near

(4) _____ capital Dakar. She is learning to write and
(Senegals ♦ Senegal's ♦ Senegal ♦ Senegals')

work with numbers. Until Ms. Daffe started this home-study program last year she

(5) _____ a school.
(never visited ♦ has never visited ♦ had never visited ♦ will never visit)

She was 39 years old at the time.

Text adapted from a story written for Learning English by Jeri Watson from a report by Christin Roby.

LÖSUNG

Literacy Training Program

More and more Africans (0) are using text messages, e-mail
(are using ♦ has used ♦ are used ♦ used)

and social media to communicate. In Senegal, (1) educators
(educator ♦ educated ♦ educators ♦ education)

are using new technologies to teach women to read. The United Nations Educational Scientific and Cultural Organization, UNESCO, started the program in Senegal two years

(2) ago. But UNESCO officials are now expanding it
(since ♦ behind ♦ ago ♦ later)

to as (3) many as six other African countries.
(much ♦ less ♦ many ♦ few)

Mariama Daffe sits in front of a television at her home in a community near

(4) Senegal's capital Dakar. She is learning to write and
(Senegals ♦ Senegal's ♦ Senegal ♦ Senegals')

work with numbers. Until Ms. Daffe started this home-study program last year she

(5) had never visited a school.
(never visited ♦ has never visited ♦ had never visited ♦ will never visit)

She was 39 years old at the time.

Item	Lösung	Fokus auf
1	educators	Wortschatz: Wortbedeutung Grammatik: Nomen im Plural <i>educators</i> ; Bezug zum Verb <i>are</i>
2	ago	Wortschatz: Wortbedeutung Grammatik: Zuordnung zur Zeitform <i>simple past</i>
3	many	Wortschatz: Wortbedeutung Grammatik: Vergleich <i>as ... as</i>
4	Senegal's	Grammatik: Nomen im Genitiv <i>Senegal's</i> Orthographie: Auswahl der richtigen Schreibweise
5	had never visited	Grammatik: Zeitengebrauch mit Bezug zur Vorzeitigkeit <i>past perfect</i>

Gap filling with key word transformation

You are going to read a text about Senegal's home study program. Fill in the gaps. Use the word in brackets in a way that fits the sentence. There is an example at the beginning (0).

Literacy Training Program

Senegal's Ministry of Education has joined with UNESCO to create a (0) training (TRAIN) program for literacy: reading and writing. The program appears (1) _____ (DAY) on state television. Women (2) _____ (TAKE) part say, "These lessons are great. They have made us (3) _____ (INDEPENDENT) than any other generation of African women before."

Telephones also help women learn to read. Mariama Daffe told us that during the program she (4) _____ (HAVE) a mobile telephone, and she could read messages and send messages, too.

Text adapted from a story written for Learning English by Jeri Watson from a report by Christin Roby.

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Literacy Training Program

Senegal's Ministry of Education has joined with UNESCO to create a (0) training (TRAIN) program for literacy: reading and writing. The program appears (1) daily (DAY) on state television. Women (2) taking (TAKE) part say, "These lessons are great. They have made us (3) more independent (INDEPENDENT) than any other generation of African women before."

Telephones also help women learn to read. Mariama Daffe told us that during the program she (4) had (HAVE) a mobile telephone, and she could read messages and send messages, too.

Item	Lösung	Fokus auf
1	daily	Wortbildung: Nomen → Adverb Grammatik: zeitlicher Aspekt Orthographie: y → i
2	taking	Grammatik: Verb, Verwenden der <i>-ing</i> -Form
3	more independent	Grammatik: Adjektiv, romanische Steigerung
4	had	Grammatik: Verb, Zeitengebrauch in der indirekten Rede

Initial letter-cued fill-in-the-blank

You are going to read a text about Senegal's home study program. Write one suitable word in each gap. Make sure you write a word starting with the letter at the beginning of the gap. Use the correct form of the word. There is an example at the beginning (0).

Literacy Training Program

At-home study programs are easy to operate and not costly. That makes them especially useful for a **place** (0) like Senegal, which has limited money for teaching literacy: reading and writing.

Ms. Daffe finishes her lesson and **s**_____ (1) preparing dinner for her husband and their three **c**_____ (2). She says the TV programs are useful.

Ms. Daffe likes studying at home but some women prefer the classroom experience. Two hundred metres **d**_____ (3) the road from her home, women write on a chalkboard at the local elementary school. Thirty-nine-year-old Astou Keita says it is never **t**_____ (4) late to learn.

She says, "My kids laugh at me. They think it is funny that I started learning at this age."

Mamadou Diallo is a teacher. He uses a laptop computer and his students use it when a lesson in mathematics is **t**_____ (5). He says the first time the women saw the computer, they became very interested. They could not wait to try it.

He told **t**_____ (6), "First, we need to work on the chalkboard before we can work with the computer."

Text adapted from a story written for Learning English by Jeri Watson from a report by Christin Roby.

LÖSUNG

Literacy Training Program

At-home study programs are easy to operate and not costly. That makes them especially useful for a **place (0)** like Senegal, which has limited money for teaching literacy: reading and writing.

Ms. Daffe finishes her lesson and **starts** _____ (1) preparing dinner for her husband and their three **children** _____ (2). She says the TV programs are useful.

Ms. Daffe likes studying at home but some women prefer the classroom experience. Two hundred metres **down** _____ (3) the road from her home, women write on a chalkboard at the local elementary school. Thirty-nine-year-old Astou Keita says it is never **too** _____ (4) late to learn.

She says, “My kids laugh at me. They think it is funny that I started learning at this age.”

Mamadou Diallo is a teacher. He uses a laptop computer and his students use it when a lesson in mathematics is **taught** _____ (5). He says the first time the women saw the computer, they became very interested. They could not wait to try it.

He told **them** _____ (6), “First, we need to work on the chalkboard before we can work with the computer.”

Item	Lösung	Fokus auf
1	starts	Wortschatz: <i>start</i> Grammatik: Verb, Verwenden der 3. Person Singular im <i>simple present</i>
2	children	Wortschatz: <i>children</i> Grammatik: Nomen, unregelmäßige Pluralform
3	down	Wortschatz: <i>down</i> Grammatik: Präposition, Ortsangabe
4	too	Wortschatz: <i>too</i> Grammatik: Adverb, Angabe der Art und Weise
5	taught	Wortschatz: <i>teach</i> Grammatik: Verb, <i>past participle</i> in einer Passivkonstruktion
6	them	Wortschatz: <i>them</i> Grammatik: Personalpronomen als Objekt, 3. Person Plural

Gap filling

You are going to read a text about why we need sleep. Fill in each gap with ONE suitable word. There is an example at the beginning (0).

Why do we need sleep?

Is bedtime just a time for dreaming? Do our brains turn (0) off for the night?

What if I told you that scientists had recently (1) _____ out that our brains may be just as busy at night as they are during the (2) _____?

While we sleep, our brains are doing much (3) _____ than getting ready for the next day. Researchers at the University (4) _____ Rochester have discovered that the brain may be busy deleting waste materials.

As with many studies, the researchers used mice (5) _____ help them. They watched the mice's brains while they (6) _____ and when they were awake and saw that the brains of sleeping mice were (7) _____ some very hard work.

Brain expert Dr. Maiken Nedergaard (8) _____ led the study says, when we are awake, the brain cells are working very hard (9) _____ processing all the information about our surroundings and during sleep, the brain cells shrink, that is they (10) _____ smaller, so that the waste can be removed more effectively.

Dr. Nedergaard points out that their study suggests that everyone needs to sleep because of the cleaning system (11) _____ removes many of the toxic waste products from the brain. The results of the study demonstrate just how (12) _____ sleep is to our health.

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(1) found / figured / pointed	(2) day	(3) more
(4) of / in	(5) to	(6) slept
(7) doing	(8) who	(9) at / while / when
(10) become / get	(11) that / which	(12) important / necessary / good / useful

Item	Lösung	Fokus auf
1	found / figured / pointed	Wortschatz: <i>phrasal verb: found / figured / pointed (out)</i> ; Grammatik: Zeitengebrauch <i>past perfect</i> ; Verwendung des <i>past participle</i> zum Hilfsverb <i>had</i>
2	day	Wortschatz: Nomen <i>day</i> als Gegenteil zu <i>night</i>
3	more	Grammatik: Adjektivsteigerung <i>more</i> ; Vergleich <i>much more than</i>
4	of / in	Grammatik: Anzeige der Zugehörigkeit/Genitiv <i>University of Rochester</i> oder Verwendung der Präposition zur Angabe des Ortes <i>University in Rochester</i>
5	to	Grammatik / Wortschatz: Verb im Infinitiv <i>to help</i>
6	slept	Wortschatz: Verb <i>sleep</i> im Gegensatz zu <i>awake</i> Grammatik: Zeitengebrauch <i>simple past</i> unregelmäßiger Verben
7	doing	Grammatik: <i>doing</i> als Teil des <i>past progressive</i> Wortschatz: Teil der <i>verb phrase: do work</i>
8	who	Grammatik: Relativpronomen <i>who</i> als Einleitung eines Relativsatzes
9	at / while / when	Grammatik / Wortschatz: Verwendung der Präposition <i>at / while / when</i> <u>Hinweis:</u> Sofern hier kein Wort eingetragen ist, wurde der Arbeitsauftrag nicht befolgt. Eine Auslassung ist jedoch möglich, daher würde im Rahmen einer Übungsarbeit kein Punktabzug erfolgen.
10	become / get	Wortschatz: Wortbedeutung
11	that / which	Grammatik: Relativpronomen <i>that / which</i> als Einleitung eines Relativsatzes
12	important / necessary / good / useful	Wortschatz: Verwendung eines passenden Adjektivs, z. B. <i>important / necessary / good / useful</i>

Banked gap filling

You are going to read a text about why we need sleep. Complete the text using the correct word from the box. There are some extra words in the box. There is an example at the beginning (0).

about * are * at * become * but * day * discovered * doing * do *
found * got * more * most * of * on * ~~off~~ * sleep * slept * that *
this * to * too * was * with * who * whose * useful * useless

Why do we need sleep?

Is bedtime just a time for dreaming? Do our brains turn (0) off for the night?

What if I told you that scientists had recently (1) _____ out that our brains may be just as busy at night as they are during the (2) _____?

While we sleep, our brains are doing much (3) _____ than getting ready for the next day. Researchers at the University (4) _____ Rochester have discovered that the brain may be busy deleting waste materials.

As with many studies, the researchers used mice (5) _____ help them. They watched the mice's brains while they (6) _____ and when they were awake and saw that the brains of sleeping mice were (7) _____ some very hard work.

Brain expert Dr. Maiken Nedergaard (8) _____ led the study says, when we are awake, the brain cells are working very hard (9) _____ processing all the information about our surroundings and during sleep, the brain cells shrink, that is they (10) _____ smaller, so that the waste can be removed more effectively.

Dr. Nedergaard points out that their study suggests that everyone needs to sleep because of the cleaning system (11) _____ removes many of the toxic waste products from the brain. The results of the study demonstrate just how (12) _____ sleep is to our health.

LÖSUNG

about * are * at * become * but * day * discovered * doing * do *
 found * got * more * most * of * on * ~~off~~ * sleep * slept * that *
 this * to * too * was * with * who * whose * useful * useless

(1) found	(2) day	(3) more
(4) of	(5) to	(6) slept
(7) doing	(8) who	(9) at
(10) become	(11) that	(12) useful

Item	Lösung	Fokus auf
1	found	Wortschatz: <i>phrasal verb: found out</i> Grammatik: Zeitengebrauch <i>past perfect</i> ; Verwendung des <i>past participle</i> zum Hilfsverb <i>had</i>
2	day	Wortschatz: Nomen <i>day</i> ; Zuordnung zum Gegenteil <i>night</i>
3	more	Grammatik: Adjektivsteigerung <i>more</i> ; Vergleich <i>much more than</i>
4	of	Grammatik: Anzeige der Zugehörigkeit/Genitiv <i>University of Rochester</i>
5	to	Grammatik / Wortschatz: Verb im Infinitiv <i>to help</i>
6	slept	Wortschatz: Verb <i>sleep</i> im Gegensatz zu <i>awake</i> ; Grammatik: Zeitengebrauch: <i>simple past</i> des unregelmäßigen Verbs
7	doing	Grammatik: <i>doing</i> als Teil des <i>past progressive</i> Wortschatz: Teil der <i>verb phrase: do work</i>
8	who	Grammatik: Relativpronomen <i>who</i> als Einleitung eines Relativsatzes
9	at	Grammatik / Wortschatz: Verwendung der Präposition <i>at</i> <u>Hinweis:</u> Sofern hier kein Wort eingetragen ist, wurde der Arbeitsauftrag nicht befolgt. Eine Auslassung ist jedoch möglich, daher würde im Rahmen einer Übungsarbeit kein Punktabzug erfolgen.
10	become	Wortschatz: Wortbedeutung
11	that	Grammatik: Relativpronomen <i>that</i> als Einleitung eines Relativsatzes
12	useful	Wortschatz: Wortbedeutung Grammatik: Unterscheidung der Suffixe <i>-ful</i> und <i>-less</i>

Multiple-choice gap filling

You are going to read a text about why we need sleep. Underline the correct answer. There is an example at the beginning (0).

Why do we need sleep?

Is bedtime just a time for dreaming? Do our brains turn (0) **in** ♦ **off** ♦ **to** for the night?

What if I told you that scientists had recently (1) **discovered** ♦ **developed** ♦ **requested** that our brains may be just as busy at night as they are during the (2) **week** ♦ **month** ♦ **day**?

While we sleep, our brains are doing much (3) **less** ♦ **more** ♦ **most** than getting ready for the next day. Researchers at the University (4) **at** ♦ **of** ♦ **by** Rochester have figured out that the brain may be busy deleting waste materials.

As with many studies, the researchers used mice (5) **to** ♦ **for** ♦ **as** help them. They watched the mice's brains while they (6) **ate** ♦ **drank** ♦ **slept** and when they were awake and saw that the brains of sleeping mice were (7) **doing** ♦ **making** ♦ **thinking** some very hard work.

The brain expert Dr. Maiken Nedergaard (8) **whom** ♦ **who** ♦ **whose** led the study says, when we are awake, the brain cells are working very hard (9) **for** ♦ **at** ♦ **in** processing all the information about our surroundings. They also found that during sleep, the brain cells shrink, or become (10) **smaller** ♦ **taller** ♦ **shorter** so that the waste can be removed more effectively.

Dr. Nedergaard says that their study suggests that everyone needs to sleep because of the cleaning system (11) **who** ♦ **that** ♦ **what** removes many of the toxic waste products from the brain. The results demonstrate just how (12) **worthless** ♦ **goodness** ♦ **useful** sleep is to our health.

LÖSUNG

Why do we need sleep?

Is bedtime just a time for dreaming? Do our brains turn (0) **in ♦ off ♦ to** for the night? What if I told you that scientists had recently (1) **discovered ♦ developed ♦ requested** that our brains may be just as busy at night as they are during the (2) **week ♦ month ♦ day**?

While we sleep, our brains are doing much (3) **less ♦ more ♦ most** than getting ready for the next day. Researchers at the University (4) **at ♦ of ♦ by** Rochester have figured out that the brain may be busy deleting waste materials.

As with many studies, the researchers used mice (5) **to ♦ for ♦ as** help them. They watched the mice's brains while they (6) **ate ♦ drank ♦ slept** and when they were awake and saw that the brains of sleeping mice were (7) **doing ♦ making ♦ thinking** some very hard work.

The brain expert Dr. Maiken Nedergaard (8) **whom ♦ who ♦ whose** led the study says, when we are awake, the brain cells are working very hard (9) **for ♦ at ♦ in** processing all the information about our surroundings. They also found that during sleep, the brain cells shrink, or become (10) **smaller ♦ taller ♦ shorter** so that the waste can be removed more effectively.

Dr. Nedergaard says that their study suggests that everyone needs to sleep because of the cleaning system (11) **who ♦ that ♦ what** removes many of the toxic waste products from the brain. The results demonstrate just how (12) **worthless ♦ goodness ♦ useful** sleep is to our health.

Item	Lösung	Fokus auf
1	discovered	Wortschatz: Wortbedeutung
2	day	Wortschatz: Zuordnung zum Gegenteil <i>night</i>
3	more	Grammatik: Adjektivsteigerung; Vergleich <i>much more than</i>
4	of	Grammatik: Anzeige der Zugehörigkeit/Genitiv: <i>University of Rochester</i>
5	to	Grammatik: Verb im Infinitiv <i>to help</i>
6	slept	Wortschatz: <i>slept</i> im Gegensatz zu <i>awake</i>
7	doing	Grammatik: <i>doing</i> als Teil des <i>past progressive</i> Wortschatz: Teil der <i>verb phrase: do work</i>
8	who	Grammatik: <i>who</i> als Einleitung eines Relativsatzes, der sich auf einen Nominativ bezieht
9	at	Grammatik / Wortschatz: Verwendung der Präposition <i>at</i>
10	smaller	Wortschatz: Bezug zu <i>shrink</i>
11	that	Grammatik: <i>that</i> als Einleitung eines Relativsatzes, der sich auf eine Sache bezieht
12	useful	Wortschatz: Wortbedeutung, Wortbildungsmöglichkeiten Grammatik: Unterscheidung der Suffixe <i>-ful</i> , <i>-less</i> bzw. <i>-ness</i>

Word formation

Read the tips for better sleeping. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

7 Tips for Better Sleeping

1. Go to bed about the same time (0) **regularly**, even at weekends. REGULAR
This leads to better (1) _____ of your body's "sleep clock". REGULATE
2. Exercise (2) _____ . DAY
3. Have a calm, (3) _____ bedtime routine – take a warm bath or drink a hot cup of tea. RELAX
4. Try not to take long naps during the day. Periods of sleep during the daytime can have an (4) _____ on your sleep at night. EFFECTIVE
5. Make sure you feel (5) _____ in the room where you sleep. For most people, a cool and quiet room is best for sleeping. Most people sleep best in complete (6) _____. DARK
6. Avoid using television, computers and other electronic screens before bedtime. Their (7) _____ can harm your sleep. RADIATE
7. Before bedtime you should also avoid heavy and (8) _____ spiced meals. STRENGTH

LÖSUNG

7 Tips for Better Sleeping

1. Go to bed about the same time (0) regularly, even at weekends. REGULAR
This leads to better (1) regulation of your body's "sleep clock". REGULATE
2. Exercise (2) daily. DAY
3. Have a calm, (3) relaxing / relaxed bedtime routine – take a warm bath or drink a hot cup of tea. RELAX
4. Try not to take long naps during the day. Periods of sleep during the daytime can have an (4) effect on your sleep at night. EFFECTIVE
5. Make sure you feel (5) comfortable in the room where you sleep. For most people, a cool and quiet room is best for sleeping. Most people sleep best in complete (6) darkness. COMFORT
DARK
6. Avoid using television, computers and other electronic screens before bedtime. Their (7) radiation can harm your sleep. RADIATE
7. Before bedtime you should also avoid heavy and (8) strongly spiced meals. STRENGTH

Item	Lösung	Fokus auf
1	regulation	Wortbildung: Verb → Nomen
2	daily	Wortbildung: Nomen → Adverb Orthographie: y → i
3	relaxing / relaxed	Wortbildung: Verb → Adjektiv
4	effect	Wortbildung: Adjektiv → Nomen
5	comfortable	Wortbildung: Nomen → Adjektiv
6	darkness	Wortbildung: Adjektiv → Nomen
7	radiation	Wortbildung: Verb → Nomen
8	strongly	Wortbildung: Nomen → Adverb

