

Name: _____ Klasse: _____ Punkte: / 24

1. Politisches Engagement: Lies den Artikel. Was ist richtig? Unterstreiche. _____ WORTSCHATZ

Ich möchte gerne einer Partei beitreten / bewegen (1), aber als ich das Thema zu Hause zur Sicht-
weise / Sprache (2) brachte, bin ich auf Ablehnung / Auffassung (3) gestoßen. Meine Eltern sagten, ich
sollte mich da noch nicht einmischen / verstärken (4). Mit 16 sei ich noch nicht kommunal / wahlbe-
rechtigt (5) und deshalb würde es mich auch nichts einschlagen / angehen (6). Doch dieses Argument
konnte ich widerlegen / bewegen (7). Ich verkündete / verletzte (8), dass das Alter bei Landtagswahl-
len in manchen Bundesländern auf 16 gesenkt / gesunken (9) wurde. Ich wohne in Bremen und da
ist das so. Ich muss also nicht bis zur Vereinigung / Volljährigkeit (10) warten. Als ich meine Eltern
dafür koordinierte / informierte (11), waren sie zwar überrascht, aber sie gaben ihre Zustimmung /
Kriterium (12).

 / 6

2. Ergänze die Indefinitpronomen in der richtigen Form. Benutze die Wörter _____ GRAMMATIK
in Klammern.

- Wenn _____ (man) (1) Politik interessiert, sollte _____ (man) (2) mit dem Lehrer sprechen.
Er könnte _____ (man) (3) sagen, wo _____ (man) (4) sich näher informieren kann.
- Kennst du _____ (jemand) (5)? Unter meinen Freunden gibt es _____ (jemand) (6).
- Sag das nicht. Ich habe gerade gestern mit _____ (jemand) (7) gesprochen, der großes
Interesse hat. Doch bisher hat ihm _____ (jemand) (8) nähere Informationen gegeben.

 / 8

3. Partizip Präsens oder Partizip Perfekt? Ergänze die Verben in der richtigen Form.

- | | | | |
|-------------------|---------------|-----------------------|------------------|
| 1. trinken _____ | Kind _____ | 2. erzählen _____ | _____ |
| ein Wasser _____ | Getränk _____ | die _____ | Geschichte _____ |
| das bereits _____ | | ein Geschichten _____ | Opa _____ |

 / 4

4. Welche Redemittel passen in welche Kategorie? Ordne zu. _____ KOMMUNIKATION

- Ⓐ Betrachtet man die heutige Lage, ... Ⓑ Hierzu kommt, dass ... Ⓒ Das Gegenteil ist der Fall ...
Ⓓ Da stellt sich für mich die Frage, ... Ⓔ Da möchte ich widersprechen, denn ...
Ⓔ Ich bin der Auffassung, dass ... Ⓕ Ich bin der Überzeugung, dass ... Ⓖ Dies führt zu der Frage, ...
Ⓘ Was ... betrifft, ... Ⓗ Ich halte diese Aussage für verkehrt, denn ...
Ⓗ Wenn ich alle Argumente abwäge, so überwiegen für mich die Vorteile.
Ⓙ Zusammenfassend würde ich sagen, dass mich die Vorteile am stärksten überzeugen.

1. Einleitung / zu einem anderen Punkt überleiten	2. Gegenargumente entkräften	3. Seine Meinung äußern / ein Fazit ziehen

 / 6

Deutsch Hueber B2 Lektion Test

Anni Fischer-Mitziviris



Deutsch Hueber B2 Lektion Test :

Ziel : Deutsch als Fremdsprache. Niveau B2 : Arbeitsbuch : Bd. 1. Lektion 1 - 8 Rosa-Maria Dallapiazza, 2008

Germanistische Linguistik und DaF-Didaktik Claudio Di Meola, Joachim Gerdes, Livia Tonelli, 2019-05-17 Für eine wissenschaftlich fundierte Didaktik des Deutschen als Fremdsprache ist die theoretische Beschäftigung mit der deutschen Sprache unabdingbar. Vor diesem Hintergrund kommen hier Experten für Phonologie, Phonetik, Rhetorik, Grammatik, Lexikologie, soziolinguistische und pragmatische Aspekte sowie für die Übersetzungswissenschaft und die Linguistik der Fachsprachen zu Wort. Sie alle verdeutlichen die Relevanz wissenschaftlicher Sprachbetrachtung für zeitgemäße didaktische Überlegungen und zeigen, wie die Erkenntnisse aktueller theoretischer Forschungen im Sprachunterricht praktisch genutzt werden können. Die vorgestellten Forschungsansätze und Ergebnisse sind in erster Linie auf die italienische Auslandsgermanistik ausgerichtet, ohne Weiteres aber auf die allgemeine DaF-Didaktik übertragbar. Sicher! im Beruf B2 Axel Hering, Ellen Küppers, 2014-09-19 Zielniveau B2 Zu jeder Lektion von Sicher! B2 gibt es zwei didaktisierte Arbeitsblätter für die Bearbeitung im Kurs. Die Arbeitsblätter sind thematisch an die Lektion angebunden, aber mit berufsorientiertem Inhalt.

EM neu Michaela Perlmann-Balme, Susanne Schwalb, Alexandra Schlemmer, 2008 Voraussetzung: Im neuen Hauptkurs ist für Lernende, die die Grundstufe erfolgreich abgeschlossen haben, Lernziel: Sprachbeherrschung auf der Niveaustufe B2. Zur Vorbereitung auf die entsprechenden Prüfungen von Goethe-Institut, telc und SD gibt es kostenlose Zusatzhefte bzw. Download-Materialien im Lehrwerksservice. Zusatzmaterialien zu weiteren B2-Prüfungen sind in Vorbereitung. Ziel B2 Gabriele Schweller, 2009 Anfänger können mit dieser modernen und innovativen Grammatik Themen in kleinen Portionen erarbeiten, begreifen und benützen. Durch den klaren Seitenaufbau: linke Seite: Vorschriften, Regeln und Erklärungen; rechte Seite: Übungen vermittelt das Buch schnell und leicht verständlich Grammatikkenntnisse, die zum Niveau A2 führen. Klare deutschsprachige Erklärungen geben Hinweise auf typische Interferenzfehler und vermitteln zusätzliche Sicherheit im Umgang mit der spanischen Grammatik. Klarer, transparenter Aufbau, lustige Cartoons führen unterhaltsam in das Grammatikthema ein und unterstützen visuell den Lernprozess. Zahlreiche Tests zur Überprüfung des Lernfortschritts. Lösungsschlüssel, Register und Übersichten im Anhang. Kompaktes Format, ideal zum Lernen unterwegs. **Tangram** Rosa-Maria Dallapiazza, 2002

Schritte international Neu Daniela Niebisch, Sylvette Penning-Hiemstra, Franz Specht, Monika Bovermann, 2017-09-01 Zielniveau A1 Der Wortschatz zum Kursbuch in chronologischer Reihenfolge mit Übersetzungen.

Schritte international Neu 1+2 Daniela Niebisch, Sylvette Penning-Hiemstra, Franz Specht, Monika Bovermann, 2017-09-01 Zielniveau A1 Der Wortschatz zum Kursbuch in chronologischer Reihenfolge mit Übersetzungen.

Tangram aktuell Rosa-Maria Dallapiazza, 2006 Das Lehrerhandbuch enthält Unterrichtsvorschläge, methodische Anregungen und weitere Hinweise zu jeder Kursbuchseite, landeskundliche Informationen und Spiele, Kopiervorlagen für weitere Kursaktivitäten, Hinweise zur Durchführung der Prüfung sowie die Transkriptionen der Hörtexte ergänzen das Angebot.

Ausblick : Deutsch für Jugendliche und junge Erwachsene. 3 Anni Fischer-Mitziviris,Uta Loumiotis,2011 Das Lehrerhandbuch enthält eine allgemeine Einführung in die Konzeption des Lehrwerks einen detaillierten Fahrplan durch die Lektionen weiteres Spielmaterial **Ziel B1** Rosa-Maria Dallapiazza,Roland Fischer,Anja Schümann,2012 **Tangram - Deutsch als Fremdsprache** Rosa-Maria Dallapiazza,Eduard von Jan,Til Schönherr,2000 **Schritte international 2** Petra Klimaszyk,Isabel Krämer-Kienle,2006 **Auf neuen Wegen** Eva-Maria Willkop,Claudia Wiemer,2003 Beschreibung der Konzeption methodische Hinweise und Unterrichtsvorschläge Tests zu den Lektionen und Modelltests zu den Prüfungen ZMP ZOP DSH und TestDaF Lernungsschritte zu den Tests Transkriptionen der Hörtexte eine CD mit Hörtexten zu den Ausblick 2 Anni Fischer-Mitziviris,2009 Zielniveau B2Ausblick 2 führt u.a. zum Goethe Zertifikat B2 sowie zu den Abschlussprüfungen Deutsch Niveau B2 an Schulen in verschiedenen Ländern *Ziel* Rosa-Maria Dallapiazza,2008 Kursbuch ISBN 978 3 19 001674 7 EUR 10 95 CD ROM ISBN 978 3 19 091674 0 EUR 24 95 Arbeitsbuch mit Lerner CD ROM ISBN 978 3 19 011674 4 EUR 9 95 deutsch.com 1 , **Schritte : Deutsch als Fremdsprache. 5** ,2005 Voraussetzungen Zielgruppe Lernziel Konzeption **Deutsch.com 3** ,2011 **Ausblick 1** Anni Fischer-Mitziviris,Sylvia Janke-Papanikolaou,2008 AUSBLICK 1 LHB PROF

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