



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Little Stories - intermediate Level

Das komplette Material finden Sie hier:

School-Scout.de



Inhaltsverzeichnis

Lehrerhinweise	4	Turn it off!	37
The monster from the woods	5	Reading comprehension *	39
Reading comprehension *	7	Creative tasks *	40
Creative tasks *	8	Reading comprehension **	41
Reading comprehension **	9	Creative tasks **	42
Creative tasks **	10	Reading comprehension ***	43
Reading comprehension ***	11	Creative tasks ***	44
Creative tasks ***	12	The new me	45
A horrible holiday	13	Reading comprehension *	47
Reading comprehension *	15	Creative tasks *	48
Creative tasks *	16	Reading comprehension **	49
Reading comprehension **	17	Creative tasks **	50
Creative tasks **	18	Reading comprehension ***	51
Reading comprehension ***	19	Creative tasks ***	52
Creative tasks ***	20	#whereismyphone	53
No one can help me	21	Reading comprehension *	55
Reading comprehension *	23	Creative tasks *	56
Creative tasks *	24	Reading comprehension **	57
Reading comprehension **	25	Creative tasks **	58
Creative tasks **	26	Reading comprehension ***	59
Reading comprehension ***	27	Creative tasks ***	60
Creative tasks ***	28	Skills file: how to write a story	61
Nice to meet you	29	Now you! */**/**	62
Reading comprehension *	31	Lösungen	65
Creative tasks *	32		
Reading comprehension **	33		
Creative tasks **	34		
Reading comprehension ***	35		
Creative tasks ***	36		

Lehrerhinweise

Sehr geehrte Kolleginnen und Kollegen,

bei den vorliegenden Unterrichtsmaterialien handelt es sich um eine Sammlung kurzer Geschichten, mit deren Hilfe Sie Ihre Schüler¹, der siebten und achten Klasse zum Lesen englischer Texte motivieren können. Die Geschichten sind kurzweilig und inhaltlich an den für Jugendliche interessanten Themen orientiert. Um Ihnen die Unterrichtsvorbereitung zu erleichtern, enthält diese Materialsammlung dreifach differenzierte Aufgaben zu den jeweiligen Geschichten. Es gibt stets Leseverstehensaufgaben, die sich ausschließlich mit der Handlung befassen, und darüber hinaus kreativ angelegte Aufgaben. Hier sollen sich die Schüler mit den offenen Ausgängen der Geschichten auseinandersetzen, die behandelten Themen auf sich selbst beziehen oder kleine Rollenspiele, Comics sowie Tagebucheinträge zu den Geschichten erstellen.

Zum Aufbau:

Die Geschichten sind anderthalb bis zwei Seiten lang. Im Anschluss an die Geschichten finden Sie die Aufgaben „Reading comprehension“ und „Creative tasks“ in drei mit entsprechenden Sternchen gekennzeichneten Niveaustufen. Die Niveauunterschiede ergeben sich in erster Linie durch die Vorgabe an Beispielen, die Vokabelhilfen und den Umfang. Die Vokabelhilfen sind immer oben bei den Leseverstehensaufgaben abgedruckt. Es ist darum sinnvoll, beides zusammen auszuteilen.

Das letzte Kapitel „Skills file“ soll die Schüler zum Verfassen eigener kleiner Geschichten einladen. Zu Beginn des Kapitels erhalten die Schüler zu diesem Zweck eine Reihe an Tipps für die Vorbereitung ihrer Geschichte und eine Art Anleitung für das anschließende Schreiben. Dann folgen die dreifach differenzierten Arbeitsbögen, mit deren Hilfe die Schüler ihre ersten Schreibversuche starten können. An dieser Stelle sei angemerkt, dass das Schreiben längerer Fließtexte in einer Fremdsprache eine äußerst anspruchsvolle Aufgabe ist und daher nicht für alle Lerngruppen geeignet ist.

Im Anhang finden Sie die Lösungen für die Leseverstehensaufgaben und zahlreiche Musterlösungen für die kreativ angelegten Aufgaben.

Zum Einsatz im Unterricht:

Die Geschichten und die dazugehörigen Aufgaben können sowohl in heterogenen als auch in homogenen Lerngruppen eingesetzt werden. Für Klassen mit einem breiten Leistungsspektrum bietet es sich an, den leistungsschwächeren Schülern die *-Aufgaben, den Schülern, die sich von ihrem Potenzial her im mittleren Bereich bewegen, die **-Aufgaben und den leistungsstarken Schülern die ***-Aufgaben zu geben. Sie können die Geschichten gemeinsam lesen und die Schüler dann die Aufgaben auf ihren jeweiligen Niveaus bearbeiten lassen. Obwohl sich die Aufgaben in ihrem Anspruch unterscheiden, ist eine gemeinsame Besprechung und Sicherung der Ergebnisse ohne Weiteres möglich. Da die Differenzierung meist durch die Variation der Hilfestellung, der Beispiele oder der Vorgaben stattfindet, sind die angestrebten Ergebnisse überwiegend gleich und somit vergleichbar. Auch für äußerlich differenzierte Kurse sind die Geschichten gut einsetzbar. Teilen Sie in diesem Fall nur die für das Niveau des Kurses angemessenen Aufgaben aus.

Ich wünsche Ihren Schülern und Ihnen viel Freude und Erfolg bei der Arbeit mit den *Little Stories*.

Hanna Hoof

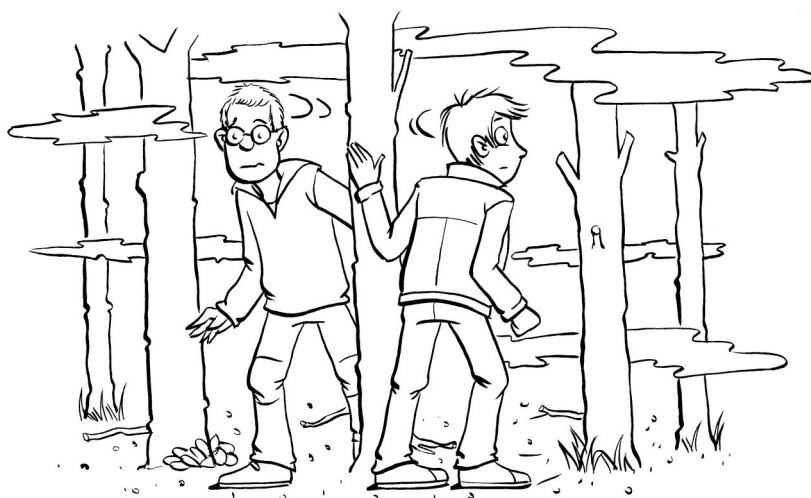
¹ Der besseren Lesbarkeit halber spreche ich meist nur von Lehrern, Schülern usw. Natürlich sind damit auch die Lehrerinnen und Schülerinnen gemeint.

The monster from the woods

“Maggie! Run faster! I can still hear it!” Tina screamed at her friend. Maggie and Tina ran as fast as they could. They arrived at the playground where two boys from their class – Rick and Tom – were trying new tricks on the swings. “Hey girls! Why the rush?” Rick asked. “We have just seen the monster from the woods! It was as big as an elephant and had teeth like a shark. It looked so angry and hungry,” Tina reported. “I see the monster has some taste and doesn’t eat everything,” Tom commented. “Ha, ha, ha, you are so funny. We ran as fast as we could – that saved our lives,” Maggie answered in a serious tone. Tina said, “Let’s go home, Maggie. I’m still scared.” The girls looked back at the woods and went home.

“Do you believe them?” Tom asked Rick. Rick laughed, “Never ever! They are making this up. There is no monster. It’s just a story that parents use to keep the kids away from the woods.” Tom thought about this for a moment and said, “Well, if you are right about this, we could go there, couldn’t we? And if we find out that there is no monster, we can tell it to all the other kids – and then all kids could play in the woods.” “That sounds brilliant. We would be the super cool heroes. Let’s do it!” Rick answered.

The boys walked towards the woods. When they arrived at the edge of the woods, Tom whispered, “Oh, it’s already 6 o’clock. I have to go home. I’m late for dinner ...” “Don’t be a coward now. Remember: You want to be a super cool hero, don’t you?” Rick interrupted him. Tom nodded and kept walking. They walked for a while without speaking. The only sounds were some owls and the breaking branches under their feet. “See? No monster!



We were right. Only a little more and then we have proof – the woods are a safe place,” Rick whispered. “Hmmm ... yes. Only a little more,” Tom replied in a scared voice.

Suddenly there was a loud cracking noise behind them. The boys froze and looked at each other. Another crack – this time it was closer. Then a new strange sound followed. Tom grabbed Rick’s arm and whispered in a high voice, “This is it. It’s going to eat us. I knew it! Let’s run!” “Stop it. Be quiet. Maybe it can’t see in the dark. Maybe we still have a chance,” Rick said. “What kind of monster can’t see in the dark?” Tom answered angrily.

“Monster? That’s pretty rude,” a high voice shouted. “I’m not a monster. And I can see very well in the dark. Right now, I can see two boys who are really scared,” the voice continued. “Well, we are sorry for calling you a monster, so sorry ... ehhh ... Sir,” Rick stammered. “Please don’t eat us, Mister!” Tom begged. “Eat you? Eeeeehhww! I’m a vegetarian,” replied the voice. And then it came out between the trees: A little creature with orange fur, really long ears and big brown eyes. It walked on two legs and was as tall as a five-year-old kid. Rick and Tom looked at it for a few moments. Then Rick asked, “What are you? A speaking bunny?” “Excuse me?! I’m a pure-bred troll!” it shouted. “And I have a name too: My name is Trolley.” Rick and Tom looked at each other and burst into loud laughter. “Like the suitcase? Oh man, your parents were not very creative. Trolley, the troll. I can’t believe it!” Tom giggled. Trolley turned around and walked away. “Hey Trolley, we’re sorry! Don’t go!” Rick shouted. Trolley stopped, “Only if you have dinner with me.” The boys were not sure what to do. Their mums were waiting for them. “Let’s do it! Maybe it’s our only chance to have dinner with a real troll,” said Tom. Rick agreed. They followed Trolley to his hut. It was warm and cosy. There was a fire burning in the fireplace. On the stove there was a big pot with a steaming soup. “Mmmhhh!

The monster from the woods

That smells fantastic. What is it?" Tom asked. "Smashed mice and rats!" Trolley answered. The boys looked shocked. "I'm kidding. Didn't you listen? I'm a vegetarian troll. That's carrot soup," Trolley said with a smile on his face. The boys and Trolley sat down at Trolley's dining table and enjoyed the delicious soup. "Trolley, do you live here all by yourself? Don't you have a family or other troll friends?" Tom asked. Trolley looked down. He got a sad look on his face. "Well, no. I don't have any family. My parents are dead and my sister moved to Ireland a long time ago. And friends – well, no. There are no other trolls in this area," he said. The boys were quiet for a moment. "You must be lonely, Trolley," Rick said. A few tears rolled across Trolley's face. "In fact, I'm very lonely. I would love to have friends. Couldn't you be my friends?" he whispered. "Of course, we can! How cool is a real troll friend!?" Tom shouted. "And you seem really nice and funny," Rick added. Trolley smiled. Then he jumped up and hugged the two boys. "This is the best day ever!" he mumbled into their hair.

Tom looked at his phone. "Oh no. Eight unanswered calls from my mum! We have to go home, Trolley," he said. "But we'll be back tomorrow. Promise!" Rick said. The boys said goodbye to a very happy Trolley and went home.

"Where were you? I was so worried!" Tom's mum yelled when he walked through the door. "Relax, Mum. I had the best day ever. And I made a new friend: Trolley. He's a real troll and he lives in the woods." His mum stared at him for a moment. "Are you trying to make fun of me?" she asked in a loud voice. Tom looked confused and answered, "No, he's a lonely troll. And he's really nice and funny. Tomorrow Rick and I want to go back ..." "Forget it! You are not going back there! I don't know what or who you met, but the woods are no playground. You are not allowed to go back there. Never ever!" she interrupted him. "But we promised him to come back tomorrow, Mum! He's lonely," Tom tried. "You heard me. End of discussion!" Tom's mum shouted. "How can you be so heartless?" Tom shouted back. "In your room! Now!" she answered. Tom gave her an angry look. Then he went up into his room and phoned Rick.

Vocabulary:	swing = Schaukel	to nod = nicken	cosy = gemütlich
	serious = ernst	rude = unhöflich	to mumble = murmeln
	edge = Rand, Kante	fur = Fell	to yell = schreien
	coward = Feigling	pure-bred = reinrassig	heartless = herzlos

1. Questions, questions, questions!

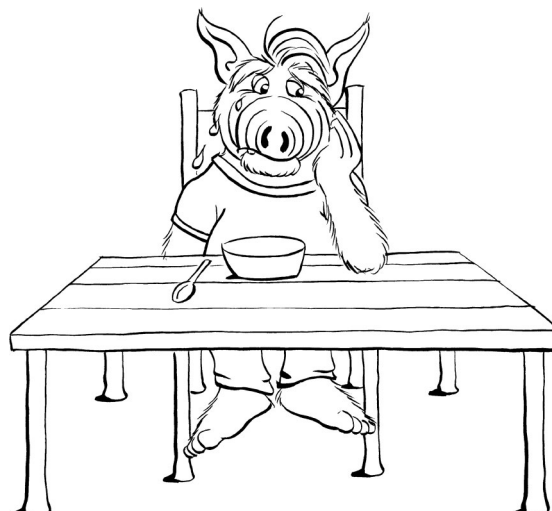
Tick the correct answers.

- a. Who is talking to Rick and Tom in the beginning of the story?
1. Tom's mum is talking to them.
 2. Maggie and Trolley are talking to them.
 3. Tina and Maggie are talking to them.
 4. Nobody is talking to them.
- b. Why do Tom and Rick go into the woods?
1. They want to pick flowers.
 2. They want to talk to Maggie and Tina.
 3. They want to look for a suitcase.
 4. They want to check if there's a monster.
- c. What kind of creature is Trolley?
1. Trolley is a monkey.
 2. Trolley is a suitcase.
 3. Trolley is a troll.
 4. Trolley is Tom's mum.

2. Complete the sentences.

Match the two parts of the sentences. Draw lines.

- | | |
|-----------------------------------------------------------|---------------------------------|
| a. Trolley doesn't want to ... | 1. ... found two new friends. |
| b. At the hut they ... | 2. ... sees 8 unanswered calls. |
| c. Trolley is sad because he ... | 3. ... eat the boys. |
| d. For the troll this is the best day ever because he ... | 4. ... has no friends. |
| e. When Tom looks at his phone, he ... | 5. ... eat a carrot soup. |





SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Little Stories - intermediate Level

Das komplette Material finden Sie hier:

School-Scout.de

