

Landesinstitut für Schule/Qualitätsagentur

Standardorientierte Unterrichtsentwicklung

Moderatorenmanual Englisch

Modul 3: Diagnostizieren, Individualisieren und Fördern

– Entwurfsfassung –

<http://www.learn-line.nrw.de/angebote/englisch-unterrichtsentwicklung/>

In dieser Schriftenreihe erscheinen Materialien zur
LEHRERFORTBILDUNG IN NORDRHEIN-WESTFALEN

Beteiligte Institutionen: Ministerium für Schule und Weiterbildung
Bezirksregierungen
Schulämter
Landesinstitut für Schule/Qualitätsagentur

Mitglieder der Arbeitsgruppe im
Landesinstitut für Schule/Qualitätsagentur: Helmut-Martin Berg
Hartmut Bondzio
Peer Brändel
Edgar Otten
Beate Rees
Ruth Schwarzkopf-Schweer
Burkhard Stark
Susanne Weinbach

Redaktion: Gaby Engel

1. Auflage 2006

Nachdruck nur mit Genehmigung des
Landesinstituts für Schule/Qualitätsagentur
Paradieser Weg 64
59494 Soest



Gesamtinhalt

Baustein I:	Lesekompetenzen – von Lernstandserhebungen zu zentralen Prüfungselementen (ZP 10) – Schwerpunkt Realschule	5
Baustein II:	Schreibkompetenzen – von Lernstandserhebungen zu zentralen Prüfungselementen (ZP 10) – Hauptschule/Gesamtschule/Realschule	131
Baustein III:	Trainingslager – vom Ausgangstext zum Zieltext – <i>learner training</i> im Umgang mit einer Beispielaufgabe ZP 10 „I have a dream“ – Gesamtschule/Gymnasium	199
PowerPoint:	Diagnostizieren, Individualisieren und Fördern im Fremdsprachenunterricht	245

Baustein I: Lesekompetenzen – von Lernstandserhebungen zu zentralen Prüfungselementen (ZP 10) – Schwerpunkt Realschule

Inhalt

1. Einleitung	6
Von den Ergebnissen der Lernstandserhebung zur Zentralen Abschlussprüfung (ZP 10)	6
Hinweise zur Arbeit mit dem Teilmodul	6
2. Lesekompetenz im Fokus der Standardorientierung	7
Lesekompetenz im Kernlehrplan	7
Voraussetzungen/Bedingungen für das Leseverstehen	8
Komponenten von Lesekompetenz in verschiedenen Bereichen des Faches	9
Anforderungen von Aufgaben	10
Leseintention	12
3. Ergebnisse der Lernstandserhebungen (LSE) und deren Analyse	14
Analyse der LSE Aufgaben zu „ <i>Stormy Weather</i> “ (narrativer Text)	18
Übersicht über die Ergebnisse der LSE 2004 / Musterschule / Festgestellte Defizite / mögliche Ursachen	18
Aufgaben zu „ <i>Stormy Weather</i> “ unter dem Blickwinkel der Referenzniveaus zur Lesekompetenz	18
Detaillierte Aufgabenanalyse (Aspekte des Lesens nach PISA / Kompetenzerwartungen KLP / Leseverstehensleistung / Lesestile / Lösung / Hinweise im Text / Lösungshäufigkeit / Probleme)	20
Analyse der LSE Aufgaben zu „ <i>London Tour</i> “ (Broschüre/diskontinuierlicher Sachtext)	36
Übersicht über die Ergebnisse	36
Die Ergebnisse der Leseaufgabe	37
Aufgabenapparat und Textvorlage	38
Detaillierte Aufgabenanalyse (Referenzniveau der Aufgaben / Kompetenzerwartungen KLP / Leseverstehensleistung / Lesestile / Lösung / Hinweise im Text / Lösungshäufigkeit / Probleme)	42
Förderschwerpunkte	53
4. Leseverstehen ermöglichen: Vorbereiten und Anleiten	54

Erstellung von Leseverstehensaufgaben zu einem Lehrbuchtext in Anlehnung an die Aufgaben zu „ <i>Stormy Weather</i> “	54
Aufgabenentwicklung zu den unterschiedlichen Referenzniveaus „Leseverstehen“	55
Lehrbuchtext „ <i>Mandy’s story</i> “	56
Welche Lesestile sind für die Bearbeitung der Aufgaben erforderlich?	57
Schülerarbeitsblatt (angeleitete Bearbeitung)	58
Schülerarbeitsblatt (nicht angeleitet)	59
Lösungen	60
Vorbereitung auf die Zentralen Abschlussprüfungen (ZP 10) durch Modelltests	68
Aufgabenbeispiel für die HS/GE-GK	69
Textvorlage und Aufgabenapparat	69
How to unlock the text: What the text is about?	72
How to unlock the text: „ <i>Sports</i> “ / Worksheet / Anleitung zur Bearbeitung der Aufgaben	73
Lösungen	76
Strategy page: Reading comprehension / Strategiepapier zur Bearbeitung von Aufgaben zum Leseverstehen	77
Aufgabenbeispiel für GY/RS	79
Textvorlage und Aufgabenapparat	79
Vorgehen beim Bearbeiten von Aufgaben zum Leseverstehen	80
Steps to go / Worksheet / Anleitung zur Bearbeitung der Aufgaben	80
„ <i>A year abroad</i> “ – Key	88
Strategy page: Reading comprehension / Strategiepapier zur Bearbeitung von Aufgaben zum Leseverstehen	89

5. Weiteres Fördermaterial 94

Überblick / Hinweise zum Umgang mit dem Material	94
Texte zum gezielten Training von Aufgaben der Anforderungsniveaus 3 – 5	95
Materialien zur Förderung von Teilfertigkeiten	111

1. Einleitung

Von den Ergebnissen der Lernstandserhebung zur Zentralen Abschlussprüfung (ZP 10)

Hinweise zur Arbeit mit dem Teilmodul

Die folgenden Materialien sollen den Fachlehrerinnen und Fachlehrern helfen

- die Lernstandserhebungen als Diagnoseinstrument zu nutzen
- deren Ergebnisse im Hinblick auf „Leseverstehenskompetenz“ der Schülerinnen und Schüler zu analysieren
- die dabei gewonnenen Erkenntnisse für die weitere unterrichtliche Arbeit zu nutzen.

Ausgangspunkt sind die Ergebnisse der Lernstandserhebungen 2004 für den Bereich Leseverstehen. Die erforderlichen Daten lieferte eine so genannte „Musterschule“.

Die Ergebnisse werden gesichtet und unter folgender Fragestellung analysiert: Warum scheiterten mehr als 50 % der Schülerinnen und Schüler an bestimmten Aufgaben?

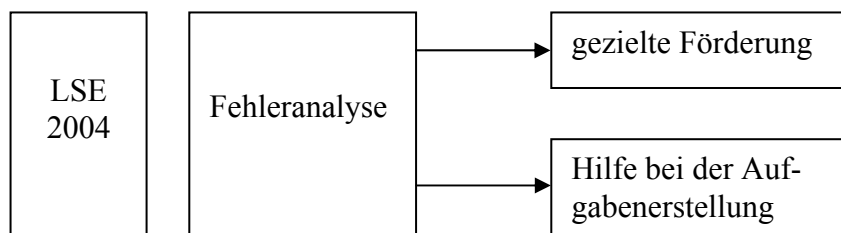
Dazu ist es erforderlich, die Aufgaben im Hinblick auf ihre Anforderungen zu untersuchen, um festzustellen, warum die Schülerinnen und Schüler sie nicht zufrieden stellend lösen konnten.

Um die Kompetenz der Schülerinnen und Schüler unter Berücksichtigung der gewonnenen Erkenntnisse zu fördern, werden entsprechend aufbereitete Materialien angeboten.

Die Materialien sind so konzipiert, dass die Schülerinnen und Schüler zunächst angeleitet arbeiten, um dann im nächsten Schritt selbstständig entsprechende Aufgaben bearbeiten zu können.

Der Umgang mit den Materialien soll darüber hinaus die Fachkolleginnen und Fachkollegen bei der Erstellung entsprechender Aufgaben zum Leseverstehen unterstützen.

Abschließend sind Zusatzmaterialien angefügt, die Teilfertigkeiten wie z. B. Wortschließungstechniken fördern.

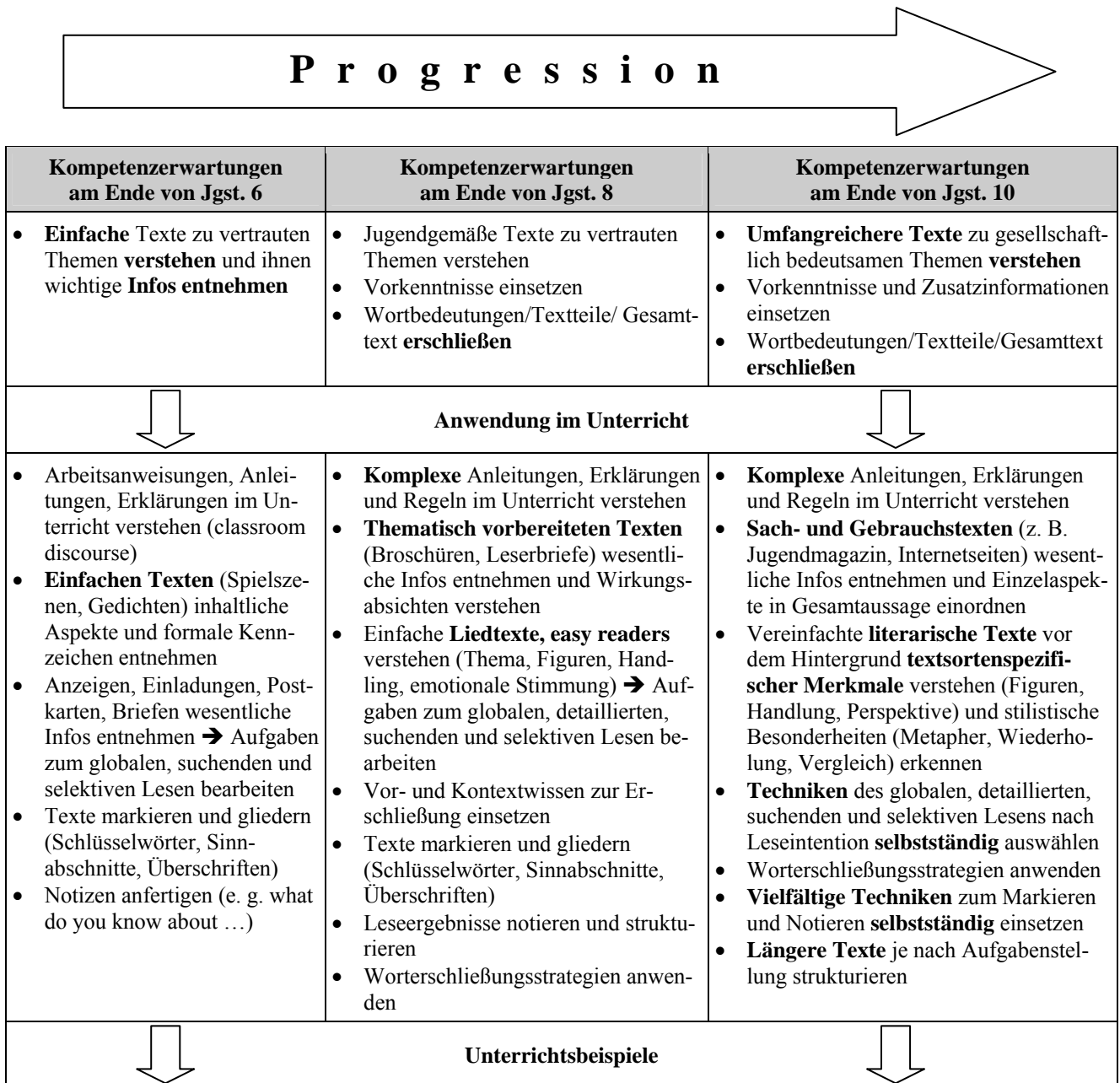


2. Lesekompetenz im Fokus der Standardorientierung

Lesekompetenz im Kernlehrplan¹

Die Kernlehrpläne benennen für das Segment kommunikative Kompetenzen / im Bereich Leseverstehen Kompetenzen, die Schülerinnen und Schüler am Ende der Jahrgangsstufen 6/8/10 nachhaltig und nachweislich erworben haben müssen. Sie legen die Art der fachlichen Anforderungen fest und zeigen auf, wie Lesekompetenz im Sinne des kumulativen Lernens systematisch aufgebaut wird (Abb. 1). So werden sie im Unterricht nicht isoliert, sondern in wechselnden und miteinander verknüpften Kontexten erworben.

Abb. 1: Die Progression von Lesekompetenz



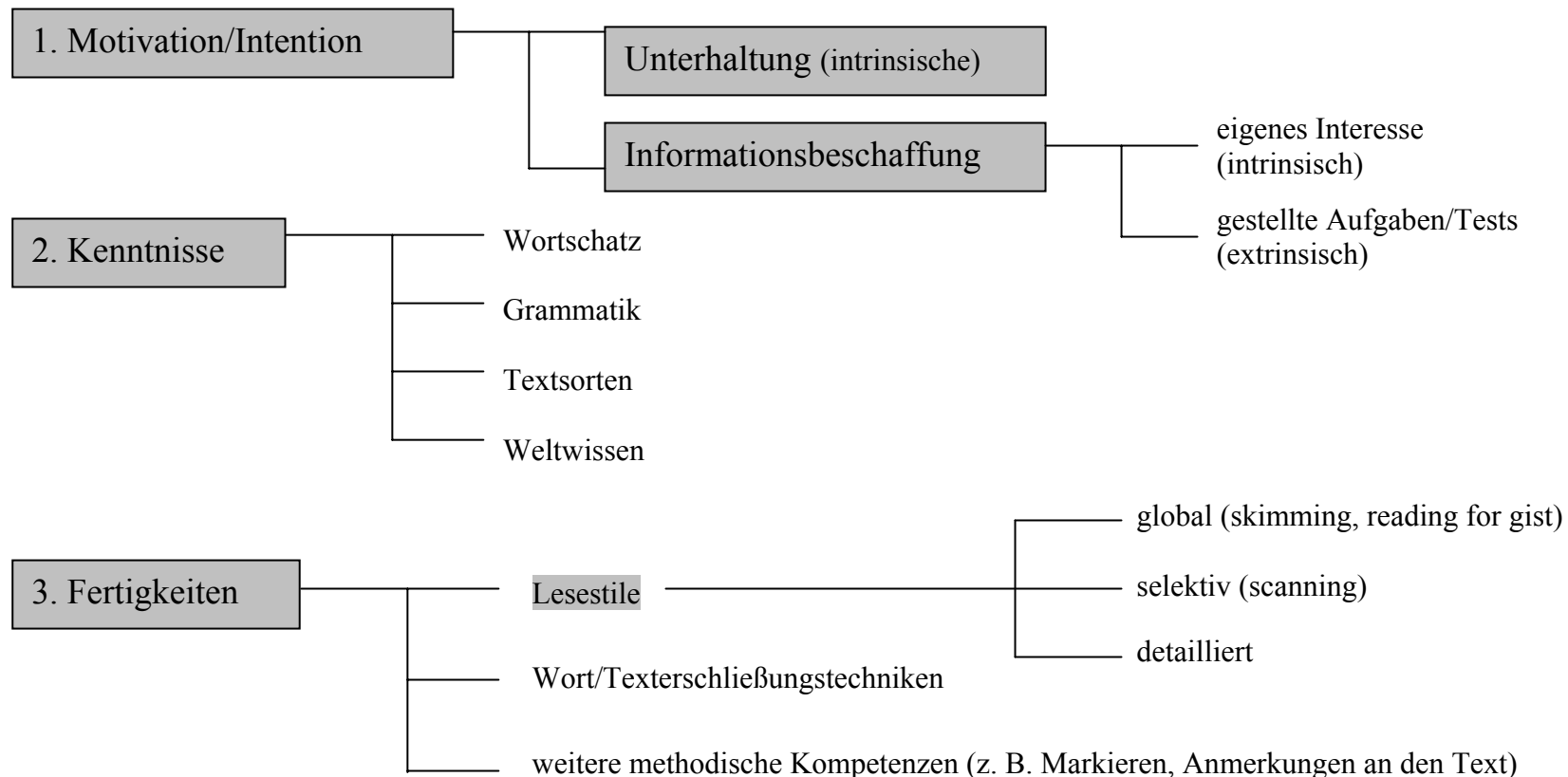
¹ Nach: Kernlehrplan für die Realschule in NRW, Englisch

Voraussetzungen/Bedingungen für das Leseverstehen

Die Ausführungen des Kernlehrplans zeigen, dass Leseverstehen einen äußerst komplexen Prozess darstellt. Bei näherer Betrachtung wird deutlich, dass verschiedene Voraussetzungen an ein erfolgreiches Leseverstehen geknüpft sind (Abb. 2). Die Motivation zu lesen wird in der Schule meistens nicht freiwillig, sondern durch die gestellte Aufgabe im Unterricht i.d.R. von der Lehrerin bzw. dem Lehrer herbeigeführt.

Schülerinnen und Schüler müssen vielfältige Fertigkeiten, wie z. B. verschiedene Lesestile oder Wort/Texterschließungstechniken beherrschen, die unter Methodenkompetenz zusammengefasst werden. Darüber hinaus benötigen sie Kenntnisse im Bereich sprachlicher Mittel bzw. Textsorten. Welt/Orientierungswissen erleichtert die Herstellung inhaltlicher Bezüge (z. B. bewerten, schlussfolgern, werten) im Text.

Abb. 2: Voraussetzungen/Bedingungen für Leseverstehen



Komponenten von Lesekompetenz in verschiedenen Bereichen des Faches

Lesekompetenz setzt sich demnach aus der Verfügbarkeit von Wissen (Kenntnissen), Fertigkeiten und Motivation zusammen, die sich nur durch den „systematischen Aufbau, intelligente Vernetzung und variierende situative Einbettung von Wissen entwickelt“¹.

Komponenten, die zu Lesekompetenz führen finden sich in *allen* Bereichen des Faches wieder (Abb. 4)² und tauchen durch den gegebenen situativen Kontext selten isoliert voneinander auf.

Dabei können Defizite in einem einzelnen Bereich, wie z. B. Verfügbarkeit sprachlicher Mittel (z. B. Wortschatz) dazu führen, dass das Leseverstehen eingeschränkt ist, obwohl z. B. methodische Kompetenzen (z. B. Lesetechniken) sicher beherrscht werden. So wird der Erfolg des Leseverstehens durch die am wenigsten ausgeprägte Teilkompetenz stark beeinflusst. Dies ist für die Diagnose von Leseverstehensleistungen bei Schülerinnen und Schülern von großer Bedeutung um daraus den nötigen Förderbedarf ermitteln zu können.

Abb. 3: Bereiche des Faches (Kompetenzerwartungen (Indikatoren) am Ende der Jahrgangsstufe 10)

	<p>Kommunikative Kompetenzen</p> <p>Leseverstehen</p> <ul style="list-style-type: none"> • Arbeitsanweisungen verstehen • Sach- und Gebrauchstexten/Texten der öffentlichen Kommunikation wesentliche Punkte entnehmen, sowie Einzelinformationen in den Kontext der Gesamtaussage einordnen • Vereinfachte literarische Texte vor dem Hintergrund wesentlicher Textsortenmerkmale verstehen, sowie inhaltliche und stilistische Besonderheiten erkennen. 	
<p>Interkulturelle Kompetenzen</p> <p>Orientierungswissen</p> <ul style="list-style-type: none"> • Grundlegendes Orientierungswissen (Themen siehe KLP) <p>Werte/Haltungen und Einstellungen</p> <ul style="list-style-type: none"> • Sach- und Gebrauchstexte bezogen auf kulturspezifische Merkmale erläutern 	<p>LESEKOMPETENZ</p>	<p>Verfügbarkeit von sprachlichen Mitteln und sprachliche Korrektheit</p> <ul style="list-style-type: none"> • Wortschatz (persönliche Lebensgestaltung, Themenfelder ihres Interesses/ Erfahrungsbereiches, Themenfelder von gesellschaftlicher Bedeutung (siehe KLP)) • Grammatik (räumliche, zeitliche und logische Bezüge innerhalb eines Satzes herstellen)
	<p>Methodische Kompetenzen</p> <p>Leseverstehen</p> <ul style="list-style-type: none"> • Unterschiedliche Lesestile je nach Leseintention einsetzen • Texte funktionsbezogen gliedern, inhaltlich und stilistisch wichtige Informationen erschließen • Vielfältige Techniken zum Markieren und Notieren selbstständig einsetzen <p>Umgang mit Texten</p> <ul style="list-style-type: none"> • Einfache rhetorische Mittel auffinden • Techniken des interaktiven Lesens einsetzen • Argumentationsketten in Texten auffinden 	

¹ Klieme

² vgl. KLP für die Realschulen in NRW Englisch, S. 20

Anforderungen von Aufgaben zum Leseverstehen (Kompetenzniveaus)

Der KLP beschreibt verschiedene Komponenten, die in ihrer Summe Schülerinnen und Schüler dazu befähigen Lesekompetenz zu entwickeln. Er führt jedoch nicht aus, worin der steigende Anspruch von Texten und dem damit verbundenen Leseverstehen liegt. Was macht einen Text einfach oder komplexer? Die Schwierigkeit einen Text zu verstehen, besteht darin, ihm die relevanten Informationen, die zur Bearbeitung der Aufgabe(n) nötig sind zu entnehmen. Dabei ist es ein Unterschied, ob die gesuchte Information zur Beantwortung einer Leseverstehensaufgabe bereits aus der Textoberfläche (z. B. Überschrift) erkennbar ist, oder ob Schülerinnen und Schüler die Aufgabe nur dann richtig lösen, wenn sie bspw. aus verschiedenen Informationen, die der Text enthält, Schlussfolgerungen ziehen müssen. Die Aufgabenstellung (und somit die Intention des Lesevorgangs) spielt somit eine wesentliche Rolle. Durch sie wird festgelegt, welche Anforderungen an Schülerinnen und Schüler gestellt werden, d. h. welche Lesestrategien sie anwenden müssen um die gestellten Aufgaben lösen zu können.

Die Analyse von Aufgaben(stellungen) ermöglicht ihre Einteilung in Anforderungsniveaus.¹ Die Anforderungsniveaus sind so konstruiert, dass ein höheres Niveau die Anforderungen darunter liegender Niveaus einschließt und darüber hinaus noch zusätzliche Anforderungen stellt. Je nachdem, in welchem Ausmaß Schülerinnen und Schüler den in den Aufgaben enthaltenen Anforderungen gewachsen sind, lösen sie die Aufgaben unterschiedlicher Anforderungsniveaus vergleichsweise sicher oder nur sehr unsicher. Wenn sie die Aufgaben eines bestimmten Anforderungsniveaus einigermaßen sicher lösen können, dann kann man sagen, dass diese Schülerinnen und Schüler ein bestimmtes Kompetenzniveau erreicht haben (siehe LSE 2004). Kennt man das von einer Gruppe von Schülerinnen und Schülern erreichte Kompetenzniveau, dann kann man relativ präzise angeben, was diese Gruppe kann und was sie noch nicht kann und dementsprechend Förderbedarf ableiten.

Für den Bereich Leseverstehen von englischsprachigen Texten können aufgrund der Ergebnisse aus den Lernstandserhebungen 2004 fünf *Kompetenzniveaus* unterschieden werden:

Kompetenzniveau EL² 1

Auffinden bzw. Wiedererkennen von Informationen

Kompetenzniveau EL 2

Einfaches Verstehen

Kompetenzniveau EL 3

Grundlegendes Verstehen und einfaches Schlussfolgern

Kompetenzniveau EL 4

Differenziertes Verstehen und Schlussfolgern

Kompetenzniveau EL 5

Differenziertes Verstehen, Schlussfolgern und Restrukturieren

¹ www.2004.lernstand9.de

² EL = Englisch Lesekompetenz

Die folgende Aufstellung gibt eine Übersicht über:

- die zentralen Anforderungen, die eine erfolgreiche Bearbeitung der Aufgaben auf den insgesamt fünf Niveaus stellt,
- die Lesestile, die bei der Bearbeitung der Aufgaben eines Niveaus *schwerpunktmäßig* eingesetzt werden sollen,
- die Texte, auf die sich die Aufgaben eines Niveaus schwerpunktmäßig beziehen,
- das Format der jeweiligen Aufgaben (geschlossene Aufgaben wie z. B. multiple choice oder ja – nein – nicht im Text) oder halboffene Aufgaben (Stichworte oder Kurzantworten).

Abb. 4: Kompetenzniveaus

Niveau	Anforderungen (Schwerpunkte)	Lesestile (Schwerpunkte)	Texte (Schwerpunkte)	Aufgabenformate	Aufgabenbeispiele in den LSE 2004
EL 1	<ul style="list-style-type: none"> • Auffinden bzw. Wiedererkennen von Informationen auf der Textoberfläche 	<ul style="list-style-type: none"> • Vorstufe des eigentlichen Leseverstehens 	<ul style="list-style-type: none"> • kein Schwerpunkt 	<ul style="list-style-type: none"> • geschlossen 	<ul style="list-style-type: none"> • Stormy weather: Aufgabe 2 • London tour: Aufgabe 2
EL 2	<ul style="list-style-type: none"> • Verstehen von explizit im Text gegebenen, Informationen und einzelnen Teilaspekten (Information begrenzt auf eine Textstelle und auffindbar über eindeutige Signale im Text) • Herstellen (nur) kleinerer, meist sprachlicher Bezüge 	<ul style="list-style-type: none"> • detailliertes Lesen • suchendes Lesen 	<ul style="list-style-type: none"> • Hollywood boulevard • London tour 	<ul style="list-style-type: none"> • geschlossen 	<ul style="list-style-type: none"> • Hollywood boulevard: Aufgabe 5 • London tour: Aufgabe 3 und Aufgabe 11
EL 3	<ul style="list-style-type: none"> • Verstehen von Einzelaspekten in klar umrissenen Textstellen sowie (vages) globales Verstehen kurzer Texte • Herstellen einfacher sprachlicher Bezüge und Ziehen von Schlussfolgerungen 	<ul style="list-style-type: none"> • detailliertes Lesen • globales Lesen 	<ul style="list-style-type: none"> • Hollywood boulevard • Victorian inventions 	<ul style="list-style-type: none"> • (mit einer Ausnahme) geschlossen 	<ul style="list-style-type: none"> • Hollywood boulevard: Aufgabe 3 und Aufgabe 4 • Victorian inventions: Aufgabe e
EL 4	<ul style="list-style-type: none"> • differenziertes Verstehen von Einzelaspekten und Erfassen der zentralen Aussage(n) des Textes • unter Einschluss auch von komplexeren kognitiven Verarbeitungsleistungen wie Schlussfolgerungen und Wertungen 	<ul style="list-style-type: none"> • detailliertes Lesen • globales Lesen 	<ul style="list-style-type: none"> • Stormy weather • Hilary's advice 	<ul style="list-style-type: none"> • (mit einer Ausnahme) geschlossen 	<ul style="list-style-type: none"> • Stormy weather: Aufgabe 1 • Victorian inventions: Aufgabe b • Hilary's advice: Aufgabe 2
EL 5	<ul style="list-style-type: none"> • wie Niveau IV • präzises und kritisches Analysieren der Aufgabenstellung, davon ausgehend • Erschließen von Textstellen mit hoher Informationsdichte und Restrukturierung des Verstandenen 	<ul style="list-style-type: none"> • detailliertes Lesen 	<ul style="list-style-type: none"> • Hilary's advice 	<ul style="list-style-type: none"> • (mit zwei Ausnahmen) halboffen 	<ul style="list-style-type: none"> • Stormy weather: Aufgabe 6 • Hilary's advice: Aufgabe 8 und Aufgabe 9

Aus Abb. 4 wird deutlich, dass *Lesestile* selten isoliert voneinander stattfinden, sondern abhängig von der *Intention (Aufgabenstellung)*, die dem Lesevorgang zu Grunde liegt, ausgewählt werden (*tool pool*). Die Leseintention legt fest, wie „tief“ die Leserin bzw. der Leser den Text durchdringen muss um die gewünschten Informationen zu erhalten. Schülerinnen und Schüler müssen lernen, dass die Tiefe des Textverständnisses eng an die gestellten Aufgaben gebunden ist. Sie müssen Strategien kennen, wie sie auch verschlüsselte Informationen in einem Text erschließen können. Für die Lehrerin bzw. den Lehrer bedeutet dies sorgfältig zu prüfen, welche Intention die Aufgaben zum Leseverstehen haben und welche Leseleistungen die Schülerinnen und Schüler zur Lösung erbringen müssen. (Abb.5)

Abb. 5: Lesestile/LeseintentionTextverständnis und Überprüfung im Test¹

Leseintention	Lesestil	Textverständnis	Überprüfung im Test
Die Leserin bzw. der Leser durchsucht den Text im Hinblick auf das Vorhandensein bestimmter Worte bzw. Zeichenketten (z. B. Namen, Zahlen, Einzelwörter, Wortketten).	selektiv (<i>scanning</i>)	Ein Textverständnis, das über das Verständnis oder ggf. auch nur optische Erfassen der gesuchten Elemente hinausgeht, ist in der Regel nicht gegeben; schlussfolgerndes Denken ist in der Regel nicht bzw. nur in sehr begrenztem Umfang erforderlich.	Im Test kann selektives Lesen überprüft werden, indem der Prüfling auf die Suche nach bestimmten Worten bzw. Zeichenketten geschickt wird; je nach Aufgabenstellung (z. B. äußerlich-formales Anknüpfen an den Wortlaut des Textes oder nicht) kann dabei Schlussfolgern in begrenztem Umfang und das Verstehen isolierter kurzer Details erforderlich sein.
Die Leserin bzw. der Leser versucht durch meist zügiges, bisweilen kursorisches nicht willentlich auf die Details gerichtetes Lesen des Textes eine allgemeine Vorstellung von Inhalt, Aussage und/oder kommunikativer Situation des Textes zu gewinnen.	global (<i>skimming, reading for gist</i>)	Der Aufbau einer allgemeinen Vorstellung von Inhalt, Aussage und/ oder kommunikativer Situation des Textes setzt das Verständnis gewisser Details und Zusammenhänge voraus und erfordert also in aller Regel schlussfolgerndes Denken. Die Leserin bzw. der Leser erfasst im Leseprozess mehr oder weniger intuitiv die erforderlichen Details und nutzt z. B. redundante Informationen zum Aufbau seines Globalverständnisses. bzw. ist in der Lage, Irrelevantes zu überlesen.	Im Test kann das Globalverständnis überprüft werden, indem ohne direkten Bezug auf Details ein allgemeines Verständnis von Inhalt, Aussage und/oder kommunikativer Situation des Textes überprüft wird. Es erfolgt hierbei in gewissem Umfang eine indirekte Überprüfung des Verständnisses von Details, allerdings sind es nicht notwendigerweise bei allen Prüflingen dieselben Details.
Die Leserin bzw. der Leser liest einen Text gründlich Zeile für Zeile, um die verschiedenen (aber nicht notwendigerweise alle) Details des Textes , deren Zusammenhang und damit auch die Gesamtaussage des Textes zu erfassen.	detailliert (<i>detailed reading</i>)	Je nachdem, wie erfolgreich die Leserin bzw. der Leser ist, bzw. abhängig von ihrer/seiner Leseabsicht versteht sie/er alle Details, deren Zusammenhang und die Gesamtaussage (differenziertes Textverständnis) oder nur bestimmte Details und Zusammenhänge. Detailliertes Textverständnis erfordert häufig schlussfolgerndes Denken in mehr oder weniger großem Ausmaß. Anders als beim selektiven und globalen Lesen handelt es sich bei den zu verstehenden Details um größere Einheiten (z. B. ein ganzer Satz im Kontext).	Im Test kann schon aus praktischen Gründen ein differenziertes Textverständnis in aller Regel nicht in seiner Gänze überprüft werden, sondern nur exemplarisch das Verständnis ausgewählter Details. Die Fragestellung erfordert, dass der Prüfling seine Aufmerksamkeit auf bestimmte Textpassagen/Aussagen richtet, und sie überprüft das genaue Verständnis der jeweiligen Aussagen; das Auffinden der relevanten Aussagen kann durch lexikalisches Anknüpfen an den Wortlaut des Textes in der Fragestellung erleichtert werden.

¹ nach R. Seibert-Kemp



Fazit

Lesekompetenz setzt sich aus unterschiedlichen Fertigkeiten und Fähigkeiten zusammen, die sich in allen Bereichen des Faches wiederfinden. Dies macht die Komplexität von Leseverstehen deutlich. Die KLP geben die Progression vor, indem sie eben diese Fertigkeiten und Fähigkeiten kumulativ in den Doppeljahrgangsstufen verankert haben und damit ihren systematischen Aufbau festschreiben. Eine Schlüsselposition nimmt die Aufgabenstellung ein. Mit ihr (Intention) legt die Lehrerin bzw. der Lehrer fest, welche Leseverstehensleistung von Schülerinnen und Schülern erbracht werden muss, d. h. welche Strategien, Techniken und welches Wissen sie beherrschen/einsetzen müssen um die Leseverstehensleistung zu erbringen, die zur Lösung der gestellten Aufgabe führt.

Die Anforderungsniveaus verdeutlichen, welche Anforderungen Aufgabenstellungen an Schülerinnen und Schüler stellen. Werden sie diesen Anforderungen gerecht, haben sie ein bestimmtes Kompetenzniveau erreicht.

Bei der Analyse der Ergebnisse der Leseaufgaben der LSE 2004 liegt daher ein besonderes Augenmerk auf den Anforderungen der gestellten Aufgaben an die Schülerinnen und Schüler. Aus ihrer Analyse lassen sich Defizite ausmachen und ein Förderbedarf ableiten. Um Aufgaben und Anforderungen besser klassifizieren zu können wird im Folgenden stets auf die bereits erläuterten Kompetenzniveaus/Referenzniveau (EL 1 – 5) Bezug genommen.

3. Ergebnisse der Lernstandserhebungen (LSE) und deren Analyse

Es wird von folgendem Fall ausgegangen:

Der Englischlehrer Herr K. erhält ein paar Wochen nach den Lernstandserhebungen 2004 die Ergebnisse seiner Klasse für die Teilkompetenz „Leseverstehen“. Er richtet sein Augenmerk auf die Ergebnisse der Leseverstehensaufgaben zum Text „Stormy weather“ und „London Tour“, um die Ergebnisse für einen kontinuierlichen bzw. diskontinuierlichen Text zu haben.

Zunächst richtet Herr K. sein Augenmerk auf die Aufgabe Lesen *Stormy Weather*. Herr K. stellt dabei fest, dass seine Schülerinnen und Schüler besondere Schwierigkeiten bei der Bewältigung der Aufgaben 1, 4, 6 und 8 hatten.

Übersicht über Ergebnisse der Lernstandserhebungen 2004 Musterschule / Festgestellte Defizite / Mögliche Ursachen

Aufgabe	Problem	Leseleistung	Klasse des Herrn K. SuS in %	Jgst. in %	Hinweise im Text	Referenzniveau
1	„brave“	schlussfolgern	30	41		4
2			90	98	„Albert L., the lighthouse keeper“	1
3			78	88	not enough to <u>eat</u> → running out of <u>food</u>	2
4	„Wind was <u>less strong</u> “ = „wind not as bad as the day before“	schlussfolgern	21	30		4
5			68	70	Winds had gone stronger again → weather was <u>too bad</u>	3
6	Nicht alle 3 Gründe genannt		12	28		5
7			50	62	When? → „In the afternoon of the <u>third day</u> ...“	3
8	„warning ships of dangerous rocks“ – „saved probably a lot of lives“	schlussfolgern	42	42		4

Diese Aufgaben wurden von weniger als 50 % der Schülerinnen und Schüler gelöst. Woran lag das?



Anhand der Analyse der Aufgaben wird deutlich, dass die Schülerinnen und Schüler Schwierigkeiten hatten, sobald sich die Leseverstehenskompetenz auf den Anforderungsniveaus 3, 4 und 5 bewegt. Auf den unteren Niveaus 1 und 2 schienen die Schülerinnen und Schüler keinerlei Probleme gehabt zu haben.

Resümee

Die Schülerinnen und Schüler haben Probleme bei der Bearbeitung der Aufgaben, wenn ...

- sie die Lösungen nicht unmittelbar an der Textoberfläche erkennen können.
- sich die Aufgabe auf unterschiedliche Textstellen bezieht.
- sie schlussfolgern und bewerten müssen.

Die Vertrautheit mit bestimmten Aufgabenformaten scheint darüber hinaus auch eine Rolle gespielt zu haben.

Lesen 2

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
10 ashore¹ as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit². Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights³ that kept the lamp turning was also very hard,
25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

from: Skolverket (2001), *Diagnostiskt material i engelska för skolår 6-9*, Stockholm, S. 20:1 ff.

¹ *ashore* = an Land

² (to) *light*, *lit*, *lit* = anzünden

³ *weight* = Gewicht

Now do tasks 1 – 8.

- In tasks **1 – 5 and 8**, tick the correct answer (4).
- In tasks **6 and 7**, write the answer (.).

1) The story is about

- a) a brave girl.
- b) holidays at the seaside.
- c) a typical lighthouse keeper's day.
- d) family problems.

2) Albert Langton

- a) was a member of the coastguards.
- b) was in prison.
- c) was married to Ethel.
- d) was the lighthouse keeper.

3) Why did Mr and Mrs Langton leave the lighthouse? They ...

- a) didn't feel safe in the lighthouse.
- b) didn't have enough to eat.
- c) had found another job.
- d) wanted to go on an adventure trip.

4) What was the weather like when they left the lighthouse?

- a) The storm was getting stronger again.
- b) The sun was shining.
- c) The wind was not as bad as the day before.
- d) There was a terrible thunderstorm.

5) When the Langtons wanted to go back to the lighthouse, ...

- a) they couldn't find their own boat.
- b) the coastguards told them not to go.
- c) their boat was broken.
- d) the weather was too bad for them to go home.

6) In the evening Ethel had to light the lamp in the lighthouse. That was very difficult for her. Give three reasons why.

.

a) _____

b) _____

c) _____

7) When exactly did the Langtons get back to the lighthouse?

.

8) Which sentence summarizes the message of the story best?

- a) A 15-year-old girl and her parents survived a dangerous storm.
- b) A young girl probably saved a lot of lives.
- c) Coastguards saved young girl.
- d) Parents left daughter all alone on a small island.

Analyse der LSE Aufgaben zu „Stormy Weather“ (narativer Text)

Übersicht über die Ergebnisse der LSE 2004 / Musterschule / Festgestellte Defizite / mögliche Ursachen

Aufgaben zu „Stormy Weather“ unter dem Blickwinkel der Referenzniveaus zur Lesekompetenz¹

Stufe	Definition des Referenzniveaus	Mögliche Aufgaben	Lösung	Lesestil
1	<ul style="list-style-type: none"> Textinformation ist mit der Formulierung der Aufgabe identisch/ähnlich Auffinden der Information wird durch bestimmte Signale unterstützt (Zahlen, Eigennamen, Bilder) Information ist über eine oder mehrerer konkrete Textstellen erschließbar Detaillierte Verstehensleistung nicht erforderlich 	<p><i>Where did they get their supplies?</i></p> <p>Albert Langdon ... (MC= multiple choice)</p> <p><i>When were they taken back to the lighthouse?</i></p>	<p>... they got their supplies at the grocer's</p> <p>Albert Langdon, the lighthouse keeper</p> <p>„In the afternoon of the third day they were taken ...”</p>	suchend, selektiv
2	<ul style="list-style-type: none"> Auffinden und Erschließen einer Information, kleine Inferenzen notwendig nur über die Textoberfläche nicht möglich Information über eine oder mehrerer Textstellen erschließbar 	<p>Why did they leave the lighthouse? (MC) – didn't have enough to eat</p> <p><i>Where is the lighthouse located?</i></p> <p><i>How did Mr and Mrs Langdon get ashore?</i></p> <p><i>Who tried to help them?</i></p>	<p>„... were running out of food”</p> <p>„... near the Isle of Wight ...”</p> <p>„... jumped into their rowing-boat, ...”</p> <p>„The coastguards tried to cross the water ...”</p>	suchend, detailliert
3	<ul style="list-style-type: none"> Auffinden und Erschließen einer Information, kleine Inferenzen notwendig (Schlussfolgern, Verallgemeinern oder Selektieren) nur über die Textoberfläche nicht möglich erfordert Detailverstehen klar umgrenzter Textpassagen 	<p>When exactly did the Langdons get back to the lighthouse?</p> <p><i>Why were they not able to leave their home?</i></p>	<p>„In the afternoon of the third day they were taken back ...”</p> <p>„... the Bembridge coast was hit by a terrible storm ...”</p> <p>„For a whole week (...) couldn't leave ...”</p>	detailliert

¹ Wo es notwendig war wurden zum Text neue Teilaufgaben gestellt (kursiv gedruckt).

<p>4</p>	<ul style="list-style-type: none"> • Auffinden und inhaltliches Erschließen der Informationen häufig nur indirekt möglich, Inferenzen sind zu erbringen (Schlussfolgern, Verallgemeinern, Bewerten) • Sprachgebung der jeweiligen Textpassage unterscheidet sich häufig deutlich von der Sprachgebung der Aufgabe • Verstehen komplexerer und präziserer Informationen, die teilweise über den Text verteilt sind 	<p>Which sentence summarizes the message of the story best?</p> <p>What is the story about? (MC)</p> <p><i>How did the parents feel when they realized that they could not get back and why?</i></p> <p><i>How does the storm develop throughout the story?</i></p>	<p>A young girl probably saved a lot of lives. (siehe dazu die im Text unterlegten Stellen)</p> <p>The story is about a brave girl.</p> <p>„Mr and Mrs Langdon were worried about their daughter, who was all alone with very little to eat ...”</p> <ol style="list-style-type: none"> 1. terrible storm – not able to leave 2. one morning seemed less strong, set off 3. had already got stronger again, not able to return 4. got less strong or even stopped 	<p>detailliert, suchend</p>
<p>5</p>	<ul style="list-style-type: none"> • Auffinden und inhaltliches Erschließen von Informationen häufig nur indirekt möglich, Inferenzen erforderlich (Schlussfolgern, Bewerten) • Informationen müssen aus unterschiedlichen oder sprachlich und/oder inhaltlich komplexeren Textpassagen zusammengeführt werden • Sprachgebung der jeweiligen Textpassage unterscheidet sich deutlich von der Sprachgebung der Aufgabe • Komplexere Informationen müssen häufig sehr präzise verstanden werden • das präzise Verständnis von Teilaspekten muss in Stichworten oder Kurzworten wiedergegeben werden 	<p>What do you get to know about Bembridge Lighthouse? Take notes about all the information you can get.</p> <p>In the evening Ethel had to light the lamp of the lighthouse. That was very difficult for her. Give three reasons.</p>	<ul style="list-style-type: none"> – near Isle of Wight – built on a small rock – a quarter of a mile from the shore – can be reached in a boat – no bridge – a family lives there – climbed up the narrow ladder – managed to open the big iron door – to wind up the heavy weight was also very hard 	<p>suchend, detailliert</p>

Detaillierte Aufgabenanalyse (Aspekte des Lesens nach PISA / Kompetenzerwartungen KLP / Leseverstehensleistung / Lesestile / Lösung / Hinweise im Text / Lösungshäufigkeit / Probleme)

Lesen 2: Aufgabe 1

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
- 10 ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,” her father shouted to her. „We'll be back soon. Take good care of yourself.”

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

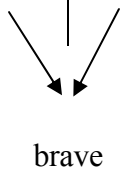
- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

1) The story is about

- a) a brave girl.
- b) holidays at the seaside.
- c) a typical lighthouse keeper's day.
- d) family problems.

Aufgabe 1	Referenzniveau: 3	
Aspekt des Lesens nach PISA	ein allgemeines Verständnis des Textes entwickeln	
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum <u>globalen Lesen</u> bearbeiten • Vor- und Kontextwissen anwenden 	
Leseverstehensleistung	Globalverstehen, schlussfolgern	
Lesestil/Fertigkeit	Detailliertes Lesen	
Lösung	The story is about a <u>brave</u> girl.	
Hinweise im Text	<ul style="list-style-type: none"> • 15 years old • parents worried • all alone • anxiously • heavy door • had often watched her father 	<ul style="list-style-type: none"> • went out in the howling storm • she managed it • lighthouse lamp <u>had to be lit</u>  <p style="text-align: center;">brave</p>
Gelöst von	30 %	
Hinweise im Text für falsche Antworten, Probleme	family problems: <ul style="list-style-type: none"> • parents worried • daughter alone • couldn't get back • not enough food 	typical day of lighthouse keeper: <ul style="list-style-type: none"> • often watched her father • lamp has to be lit for ships • has to climb up, open the door, wind up the weights ...
Weitere Probleme	<ul style="list-style-type: none"> • S haben mangelndes Orientierungswissen: lighthouse, medals • S haben Probleme bei „Spurensuche“ im Text und diese Informationen dann zu kombinieren. • S kennen die Bedeutung von „brave“ nicht 	

Lesen 2: Aufgabe 2**Stormy weather**

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week **Albert Langton, the lighthouse keeper**, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
- 10 ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

2) Albert Langton

- a) was a member of the coastguards.
- b) was in prison.
- c) was married to Ethel.
- d) was the lighthouse keeper.



Aufgabe 2	Referenzniveau: 1
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none">• Längere adaptierte Erzähltexte bezogen auf das Thema verstehen• Aufgaben zum suchenden und selektiven Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„lighthouse keeper“
Hinweise im Text	„Albert Langton, the lighthouse keeper“
Gelöst von	90 %
Hinweise im Text für falsche Antworten, Probleme	„Ethel“ und „coastguard“ werden im Zusammenhang mit Albert Langton genannt.

Lesen 2: Aufgabe 3**Stormy weather**

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. **They were running out of food**, and so Mr and Mrs Langton decided that they must try to get ashore as soon as possible.
- 10



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton **got their supplies at the grocer's** as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

3) Why did Mr and Mrs Langton leave the lighthouse? They ...

- a) didn't feel safe in the lighthouse.
- b) didn't have enough to eat.
- c) had found another job.
- d) wanted to go on an adventure trip.

Aufgabe 3	Referenzniveau: 2
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum suchenden und selektiven Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Detailliertes, suchendes Lesen
Lösung	„didn't have enough to eat“
Hinweise im Text	<ul style="list-style-type: none"> • „they were running out of food“ • „supplies at the grocer's“ • „impossible to return“
Gelöst von	78 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S kennen möglicherweise nicht den Ausdruck „to run out of sth.“ • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren)



Lesen 2: Aufgabe 4

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when **the storm seemed just a little less strong**, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,” her father shouted to her. „We'll be back soon. Take good care of yourself.”

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

4) What was the weather like when they left the lighthouse?

- a) The storm was getting stronger again.
- b) The sun was shining.
- c) The wind was not as bad as the day before.
- d) There was a terrible thunderstorm.

Aufgabe 4	Referenzniveau: 3
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelnformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum suchenden und detaillierten Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Detailliertes, suchendes Lesen
Lösung	„The wind was not as bad as the day before“
Hinweise im Text	„the storm seemed just a little less strong“
Gelöst von	21 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren) • S haben Probleme im Bereich der Grammatik: not as ... as / ... less than ... • S ist das Wort „less“ unbekannt



Lesen 2: Aufgabe 5

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,” her father shouted to her. „We'll be back soon. Take good care of yourself.”



- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to
- 20 cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the
- 25 work should be done. To wind up the heavy weights that kept the lamp turning was also very hard, but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Loyds Medal, the youngest woman ever to get such a medal.

5) When the Langtons wanted to go back to the lighthouse, ...

- a) they couldn't find their own boat.
- b) the coastguards told them not to go.
- c) their boat was broken.
- d) the weather was too bad for them to go home.

Aufgabe 5	Referenzniveau: 4
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelnformationen) • Eine textbezogene Interpretation entwickeln
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • Aufgaben zum suchenden und detaillierten Lesen bearbeiten • Vorwissen und Kontextwissen nutzen, um auch implizit gegebene Informationen zu erschließen
Leseverstehensleistung	Detailverstehen und Schlussfolgern
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„the weather was too bad for them to go home“
Hinweise im Text	<ul style="list-style-type: none"> • „the wind had gone stronger again“ • „waves were even higher“ • „impossible in such a strong wind“ • „coastguard had to give up“
Gelöst von	68 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S folgern falsch: Coastguards könnten die Langtons gewarnt haben, da sie selbst gescheitert waren. S-Lösung würde auf falschen Annahmen basieren. • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren)



Lesen 2: Aufgabe 6

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
10 they must try to get ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She **climbed up the narrow ladder** to the lamp-room and **managed to open the big iron door**. She had often seen her father light the oil lamp and knew how the work should be done. **To wind up the heavy weights** that kept the lamp turning **was also very hard**,
25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

- 6) In the evening Ethel had to light the lamp in the lighthouse. That was very difficult for her. Give three reasons why.

- a) _____
- b) _____
- c) _____

Aufgabe 6	Referenzniveau: 3						
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen) • Eine textbezogene Interpretation entwickeln 						
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • Aufgaben zum suchenden und detaillierten Lesen bearbeiten • Vorwissen und Kontextwissen nutzen, um auch implizit gegebene Informationen zu erschließen 						
Leseverstehensleistung	Detailverstehen: 3 Gründe ermitteln						
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen						
Lösung	<p>3 reasons:</p> <ul style="list-style-type: none"> • big iron door • narrow ladder • heavy weights 						
Hinweise im Text	<table border="0"> <tr> <td style="vertical-align: top;"> <p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron </td> <td style="vertical-align: top;"> <p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door </td> <td style="vertical-align: top;"> <p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up </td> </tr> <tr> <td colspan="3" style="text-align: center;"> <p>difficult</p> </td> </tr> </table>	<p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron 	<p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door 	<p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up 	<p>difficult</p>		
<p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron 	<p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door 	<p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up 					
<p>difficult</p>							
Gelöst von	12 %						
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S haben mangelndes Orientierungswissen • S haben Wortschatzdefizite • Informationen erstrecken sich über 3 Zeilen • <u>Alle</u> 3 Informationen müssen gefunden werden 						



Lesen 2: Aufgabe 7

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,“ her father shouted to her. „We'll be back soon. Take good care of yourself.“

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 **In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat** and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

7) When exactly did the Langtons get back to the lighthouse?

Aufgabe 7	Referenzniveau: 2
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen) • Beziehungen verstehen
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • S können Aufgaben zum suchenden und detaillierten Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat ...”
Hinweise im Text	Exakte Angabe im Text.
Gelöst von	50 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S verstehen Paraphrasierungen nicht • S beherrschen aktivische und passivische Darstellung von Handlungen nicht • S haben Probleme beim Auffinden von Schlüsselwörter • S werden durch „motorboat“ verunsichert

Lesen 2: Aufgabe 8**Stormy weather**

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,“ her father shouted to her. „We'll be back soon. Take good care of yourself.“

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and **the time came when the lighthouse lamp had to be lit**. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. **Each night the lamp was lit, warning ships of dangerous rocks.**

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the **famous Loyds Medal**, the youngest woman ever to get such a medal.

8) Which sentence summarizes the message of the story best?

- a) A 15-year-old girl and her parents survived a dangerous storm.
- b) A young girl probably saved a lot of lives.
- c) Coastguards saved young girl.
- d) Parents left daughter all alone on a small island.

Aufgabe 8	Referenzniveau: 4
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren • Beziehungen verstehen und eine textbezogene Interpretation entwickeln
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • S können Aufgaben zum detaillierten Lesen bearbeiten • S können Vorwissen und Kontextwissen nutzen, um implizit im Text gegebene Informationen zu erschließen
Leseverstehensleistung	Globalverstehen
Lesestil/Fertigkeit	Detailliertes Lesen
Lösung	A young girl probably saved a lot of lives.
Hinweise im Text	<ul style="list-style-type: none"> • Lloyds Medal • The time came when the lighthouse lamp had to be lit. • Each night the lamp was lit, warning ships of dangerous rocks.
Gelöst von	42 %
	<ul style="list-style-type: none"> • Orientierungswissen einbringen: Kenntnis über Funktion und Notwendigkeit von „lighthouses“
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S-verständnis: parents – child – storm: Lösung a) • S haben Probleme Schlüsselwörter aufzufinden und aus diesen zu folgern • Orientierungswissen nicht ausreichend: Kenntnis über Funktion und Notwendigkeit von „lighthouses“ nicht bekannt

Analyse der LSE Aufgaben zu „London Tour“ (Broschüre/diskontinuierlicher Sachtext)

Übersicht über die Ergebnisse der Leseaufgabe „London Tour“ LSE 2004

Aufgabe	Anforderungen der Aufgabe	Problem	Musterschulklasse 1	Musterschulklasse 2	Jgst.	Hinweise im Text	Referenzniveau
1			70 %	95 %	85 %		
2			93 %	100 %	97 %		
3			70 %	95 %	96 %		
4	Auffinden und verstehen von eng gefassten Informationen klar umrissener Textstellen Keine eindeutigen Signale vorhanden Sprachliche Bezüge herstellen/schlussfolgern	„public transport = bus, underground or any other form of travel“ Nicht beide Lösungen richtig genannt	10 %	46 %	49 %	Seite 2: „Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles ...“ „It’s an alternative to sightseeing in large groups by bus.“ Seite 1: „Tour London on foot“	3
5	Auffinden und verstehen von eng gefassten Informationen klar umrissener Textstellen Keine eindeutigen Signale vorhanden Sprachliche Bezüge herstellen/schlussfolgern	„Entrance fees included = „no extra money““ Nicht beide Lösungen richtig genannt	17 %	10 %	17 %	Seite 1: „Entrance Fees Included“ Seite 3: „Price Includes Site Entrance charges“	3
6	Auffinden und verstehen von eng gefassten Informationen klar umrissener Textstellen Keine eindeutigen Signale vorhanden Sprachliche Bezüge herstellen/schlussfolgern	„there are no long lines/avoid long lines = not to wait outside famous buildings“ Nicht beide Lösungen richtig genannt	22 %	29 %	22 %	Seite 1: „avoid long lines“ Seite 4: And there are no long lines (queues) at point of entry	3
7			60 %	93 %	75 %		
8			63 %	85 %	73 %		
9			60 %	75 %	80 %		
10			72 %	96 %	85 %		
11			67 %	94 %	77 %		

Graue Felder: Diese Aufgaben wurden von weniger als 50 % der Schülerinnen und Schüler gelöst.



Die Ergebnisse der Leseaufgabe „London Tour“

Defizite und mögliche Ursachen

Die Übersicht zeigt, wie erfolgreich die einzelnen Aufgaben von den Schülerinnen und Schülern gelöst wurden. Die Aufgaben 4, 5 und 6 wurden nur von einer kleinen Minderheit der Schülerinnen und Schüler richtig gelöst. Untersucht man die Aufgaben näher, so stellt man fest, dass sie sehr ähnliche Anforderungen an die Schülerinnen und Schüler stellen.

Auch wenn die gesuchte Information auf klar umrissene Textstellen begrenzt ist, so weist der Text bei den genannten Aufgaben keinerlei eindeutige Signalwörter auf, die das Auffinden der gesuchten Information unterstützen. Das bedeutet, dass ein *Scannen des Textes* nicht ausreicht, sondern dass vielmehr detailliertes Lesen des Textes nötig ist. Die fehlende Beherrschung dieses Lesestils ist eine mögliche Ursache für das schlechte Abschneiden der Schülerinnen und Schüler. Den Schülerinnen und Schülern fällt es zudem schwer, sprachliche Bezüge herzustellen. Sie haben Schwierigkeiten mit der Lösung von Aufgaben, deren Aufgabenstellungen sich sprachlich teilweise deutlich von den relevanten Textstellen („*public transport*“ als inhaltliche Entsprechung für „*bus, underground or any other form of travel*“) unterscheiden. Dies weist zum einen auf Defizite im Wortschatz und in der Grammatik hin. Es zeigt gleichzeitig die mangelnde Fähigkeit aus dem Gelesenen Schlussfolgerungen zu ziehen, die zur Lösung der Aufgabenstellung notwendig sind.

Aufgabenapparat und Textvorlage

Lesen 4

London tour

Your class is planning a week in London and you want to have a guided walking tour. Before you book the tour you would like to have some more information.

You will find the brochure: „TOUR LONDON on foot” on the next pages.

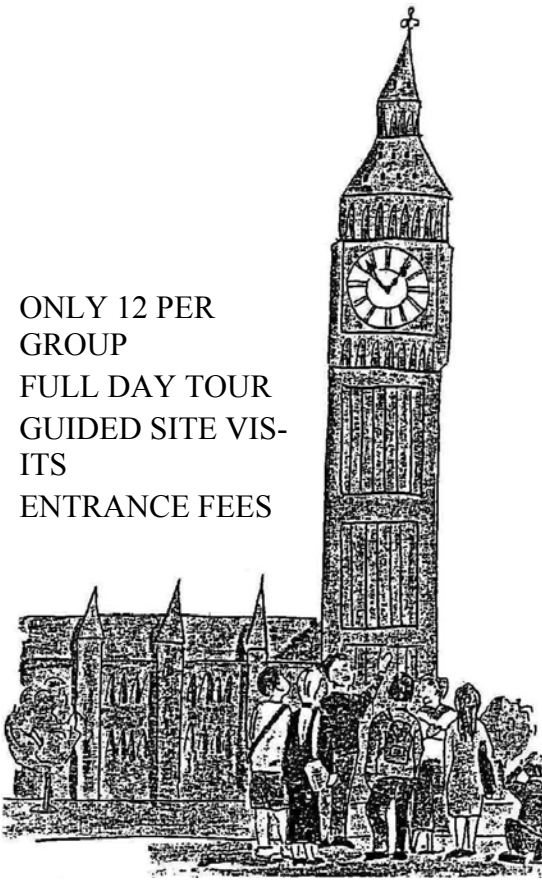
- Look for the information you need to answer questions 1 – 11 and write down in the box or boxes the number of the page(s) where you can find the information. Sometimes the information is given on two different pages.

	Your questions:	Information in the brochure on:
(0)	Example: How long will the tour last?	page <input type="text" value="1"/> and page <input type="text" value="3"/>
1	Who is the guide?	page <input type="text"/>
2	Are there special prices for young people of 14?	page <input type="text"/>
3	How many people are there in a group?	page <input type="text"/> and page <input type="text"/>
4	Will you go by bus, underground or any other form of travel?	page <input type="text"/> and page <input type="text"/>
5	Do you have to pay extra money to visit famous buildings?	page <input type="text"/> and page <input type="text"/>
6	Will you have to wait outside famous buildings before you can enter?	page <input type="text"/> and page <input type="text"/>
7	Will you have time enough to take photographs?	page <input type="text"/>
8	Where does the tour finish?	page <input type="text"/>
9	Can you book the tour by phone?	page <input type="text"/> and page <input type="text"/>
10	How far will you have to walk?	page <input type="text"/>
11	Can you have a tour every day of the week?	page <input type="text"/>

Page 1

TOUR LONDON on foot

- ONLY 12 PER GROUP
- FULL DAY TOUR
- GUIDED SITE VISITS
- ENTRANCE FEES



Page 2

Welcome to London!



I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989



providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.



Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.



Page 3

Price

Adults	£30.00
Discounts**	£25.00
Children (under 15)	£20.00

** Senior citizens / Student Card holders
Group & Family discounts available.
Sorry, no credit cards

Price Includes

Site entrance charges*

* Site visits and Changing of the Guard subject to availability

Transport fares during the tour.

Tour Duration

Monday – Saturday
8.30 am – 4 pm approx.

For Reservations

(Have a pen/paper ready for details)

Tel: 01494 888 520

Daytime only.

Mike: 020 8531 8243

Evenings / weekends.

Fax: 020 8527 2107

Mobile: 07 947 707 754

Email: mail@tourlondon.com

Web: www.tourlondon.com



Tour London
PO Box 19430
London E4 9FB
England

Printed by NPL Printer, Bookham,
Surrey KT23 3EU
01372 451234 – www.nplprint.com

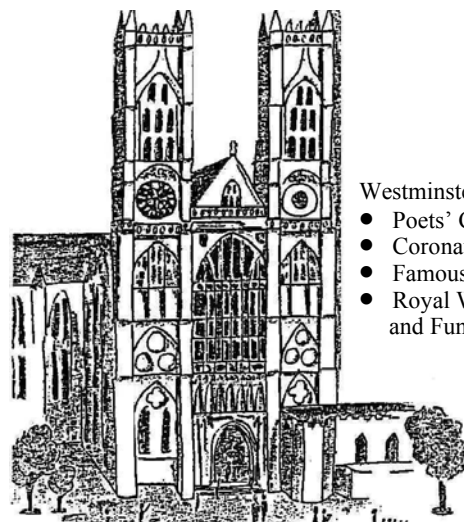
Page 4

My tour is a relaxed,
informative and
interpersonal exploration
of historic London.

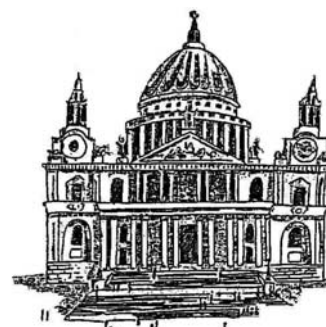
I take you on three fully
guided visits inside:

- Westminster Abbey
- St Paul’s Cathedral
- Tower of London

And there are no long lines
(queues) at point of entry!

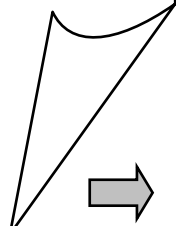


- Westminster Abbey
- Poets’ Corner
 - Coronations
 - Famous Burials
 - Royal Weddings and Funerals

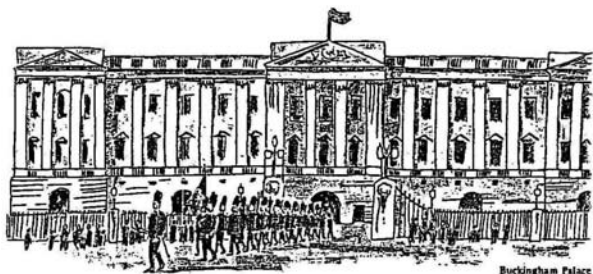


St Paul’s Cathedral

- Christopher Wren’s masterpiece
- Magnificent dome
- American Chapel



Page 5

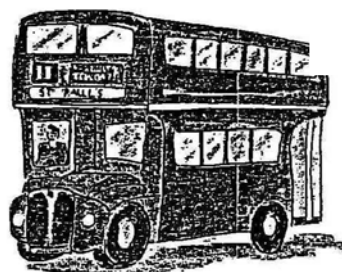


In addition you see:
 Changing of the Guard
 Big Ben
 Buckingham Palace
 Houses of Parliament
 London Eye
 River Thames
 St James's Park
 Tower Bridge
 Trafalgar Square
 National Gallery

Time permitting, other features may include:

St James's Palace
 Piccadilly Circus
 Leicester Square
 China Town
 Covent Garden
 Millennium Bridge

Page 6



Overlooking the River Thames and the famous Tower Bridge is the Tower of London, our final destination.

Entry to the Tower includes the Crown Jewels. I will take you on an introductory tour, after which you can explore independently.

The Tower of London

- The Crown Jewels
- Site of Executions
- Yeoman Warders
- Traitors' Gate

Before leaving you, I will ensure you are able to find your next destination.



Detaillierte Aufgabenanalyse (Referenzniveau der Aufgaben / Kompetenzerwartungen KLP / Leseverstehensleistung / Lesestile / Lösung / Hinweise im Text / Lösungshäufigkeit / Probleme)

Aufgabe 1: Who is the guide?	
Referenzniveau	EL 2
Kompetenzerwartungen in KLP (Jgst. 8)	Sach- und Gebrauchstexte zu vertrauten Themen verstehen. Aufgaben zum suchenden bzw. selektiven Lesen erfolgreich bearbeiten und Kontextwissen sowie sprachliches Vorwissen und Weltwissen aktivieren und nutzen, um auch implizite Informationen zu erschließen.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	2
Hinweise im Text	Seite 2: „I’m Mike Keene, a registered tour guide.“
Ergebnis	Seite 2
Gelöst von	70 %
Hinweise im Text für falsche Antworten, Distraktoren	Abbildung von Stadtführern auf den Seiten 1 und 3
Weitere Probleme	Fehlendes sprachliches Vorwissen „guide“

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989 providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the

time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.

Aufgabe 2: Are there special prices for young people of 14?	
Referenzniveau	EL 1
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	3
Hinweise im Text	Seite 3: <i>Children (under 15) £ 20.00</i>
Ergebnis	Seite 3
Gelöst von	93 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	

Page 3

Price

Adults £30.00

Discounts** £25.00

Children (under 15) £20.00

** Senior citizens / Student Card holders
Group & Family discounts available.
Sorry, no credit cards

Price Includes

Site entrance charges*

* Site visits and Changing of the Guard subject to availability

Transport fares during the tour.

Tour Duration

Monday – Saturday

8.30 am – 4 pm approx.

For Reservations

(Have a pen/paper ready for details)

Tel: 01494 888 520

Daytime only.

Mike: 020 8531 8243

Evenings / weekends.

Fax: 020 8527 2107

Mobile: 07 947 707 754

Email: mail@tourlondon.com

Web: www.tourlondon.com

Tour London
PO Box 19430
London E4 9FB
England

Printed by NPL Printer, Bookham,
Surrey KT23 3EU
01372 451234 – www.nplprint.com

Aufgabe 3: How many people are there in a group?	
Referenzniveau	EL 2
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden von Textstellen
Lesestil/Fertigkeit	Selektives Lesen
Lösung	1, 2
Hinweise im Text	Seite 1: „ <i>Only 12 per group</i> “ Seite 2: „... <i>is restricted to a maximum of 12 people</i> ”
Ergebnis	Seite 1, 2
Gelöst von	70 %
Hinweise im Text für falsche Antworten, Distraktoren	Seite 3: „children under 15” (Verwechslung Alter/Gruppengröße)
Weitere Probleme	<ul style="list-style-type: none"> • Erschließen von Informationen durch sprachliches Vorwissen/Paraphrasieren „<i>restricted to</i>“ • Relevante Information verschiedenen Textstellen zu entnehmen • Teillösung der Aufgabe gilt als nicht gelöst

Page 1

TOUR LONDON on foot

- ONLY 12 PER GROUP
- FULL DAY TOUR
- GUIDED SITE VISITS
- ENTRANCE FEES INCLUDED
- AVOID LONG LINES

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989

providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.

Aufgabe 4: Will you go by bus, underground or any other form of travel?	
Referenzniveau	EL 3
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Herstellen sprachlicher Bezüge
Lesestil/Fertigkeit	Detailliertes Lesen
Lösung	1, 2
Hinweise im Text	Seite 1: „ <i>on foot</i> “ Seite 2: „ <i>Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles ...</i> “
Ergebnis	Seite 1, 2
Gelöst von	10 %
Hinweise im Text für falsche Antworten, Distraktoren	Irreführende Bildinformationen „London Bus“ / Seite 6
Weitere Probleme	<ul style="list-style-type: none"> • Information im Text nur indirekt gegeben • Erschließen von Informationen durch Verarbeitungsleistung (Herstellung sprachlicher Bezüge/schlussfolgern), um relevante Textstelle „<i>walking ... / most of the time is spent on foot</i>“ als inhaltliche Entsprechung für „<i>bus, underground or any other form of travel</i>“ erkennen • It's an alternative to sightseeing in large groups by bus. • Aufgabenstellung nicht richtig gelesen/verstanden „<i>walking tour</i>“ • Relevante Information verschiedenen Textstellen zu entnehmen • Teillösung der Aufgabe gilt als nicht gelöst

Page 1

TOUR LONDON on foot

- ONLY 12 PER GROUP
- FULL DAY TOUR
- GUIDED SITE VISITS
- ENTRANCE FEES INCLUDED
- AVOID LONG LINES

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989 providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.

Aufgabe 5: Do you have to pay extra money to visit famous buildings?	
Referenzniveau	EL 3
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Herstellen sprachlicher Bezüge
Lesestil/Fertigkeit	Detailliertes Lesen
Lösung	1, 3
Hinweise im Text	Seite 1: „ <i>Entrance Fees Included</i> “ Seite 3: „ <i>Price Includes Site entrance charges</i> “
Ergebnis	Seite 1, 3
Gelöst von	17 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	<ul style="list-style-type: none"> • Information im Text nur indirekt gegeben • Erschließen von Informationen durch Verarbeitungsleistung (Herstellung sprachlicher Bezüge/schlussfolgern), um relevante Textstelle „<i>entrance fees included</i>“ als inhaltliche Entsprechung für „<i>no extra money</i>“ erkennen • Relevante Information verschiedenen Textstellen zu entnehmen • Teillösung der Aufgabe gilt als nicht gelöst

Page 1

TOUR LONDON on foot

- ONLY 12 PER GROUP
- FULL DAY TOUR
- GUIDED SITE VISITS
- **ENTRANCE FEES INCLUDED**
- AVOID LONG LINES

Page 3

Price

Adults	£30.00
Discounts**	£25.00
Children (under 15)	£20.00

** Senior citizens / Student Card holders
Group & Family discounts available.
Sorry, no credit cards

Price Includes

Site entrance charges*

* Site visits and Changing of the Guard subject to availability

Transport fares during the tour.

Tour Duration

Monday – Saturday
8.30 am – 4 pm approx.

For Reservations

(Have a pen/paper ready for details)

Tel: 01494 888 520
Daytime only.
Mike: 020 8531 8243
Evenings / weekends.
Fax: 020 8527 2107
Mobile: 07 947 707 754
Email: mail@tourlondon.com
Web: www.tourlondon.com

Tour London
PO Box 19430
London E4 9FB
England

Printed by NPL Printer, Bookham,
Surrey KT23 3EU
01372 451234 – www.nplprint.com

Aufgabe 6: Will you have to wait outside famous buildings before you can enter?	
Referenzniveau	EL 3
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Herstellen sprachlicher Bezüge
Lesestil/Fertigkeit	Detailliertes Lesen
Lösung	1, 4
Hinweise im Text	Seite 1: „ <i>Avoid long lines</i> “ Seite 4: „ <i>And there are no long lines (queues) at point of entry</i> “
Ergebnis	Seite 1, 4
Gelöst von	22 %
Hinweise im Text für falsche Antworten, Distraktoren	Seite 2: ... if you're looking for a stress-free, time-saving way of seeing London ... (falsche Schlussfolgerungen)
Weitere Probleme	<ul style="list-style-type: none"> • Information im Text nur indirekt gegeben • Erschließen von Informationen durch Verarbeitungsleistung (Herstellung sprachlicher Bezüge/schlussfolgern), um relevante Textstelle „<i>long lines (queues) at point of entry</i>“ als inhaltliche Entsprechung für „<i>not to wait outside famous buildings</i>“ erkennen • Relevante Information verschiedenen Textstellen zu entnehmen • Teillösung der Aufgabe gilt als nicht gelöst

Page 1

TOUR LONDON on foot

- ONLY 12 PER GROUP
- FULL DAY TOUR
- GUIDED SITE VISITS
- ENTRANCE FEES INCLUDED
- **AVOID LONG LINES**

Page 4

My tour is a relaxed, informative and interpersonal exploration of historic London.

I take you on three fully guided visits inside:

- Westminster Abbey
- St Paul's Cathedral
- Tower of London

And there are no long lines (queues) at point of entry!

Westminster Abbey

- Poets' Corner
- Coronations
- Famous Burials
- Royal Weddings
- and Funerals

St Paul's Cathedral

- Christopher Wren's masterpiece
- Magnificent dome
- American Chapel

Aufgabe 7: Will you have time enough to take photographs?	
Referenzniveau	EL 2
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	2
Hinweise im Text	Seite 2: „... and give you time to take pictures“
Ergebnis	Seite 2
Gelöst von	60 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	Irreführende Bildinformationen „Tourist group“ / Seite 1

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989 providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.

Aufgabe 8: Where does the tour finish?	
Referenzniveau	EL 3
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	6
Hinweise im Text	Seite 6: „... is the Tower of London, our <i>final destination</i> “
Ergebnis	Seite 6
Gelöst von	63 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	Erschließen von Informationen durch sprachliches Vorwissen/Paraphrasieren „ <i>final destination</i> “

Page 6

Overlooking the River Thames and the famous Tower Bridge is the Tower of London, our final destination.

Entry to the Tower includes the Crown Jewels. I will take you on an introductory tour, after which you can explore independently

The Tower of London

- The Crown Jewels
- Site of Executions
- Yeoman Warders
- Traitors' Gate

Before leaving you, I will ensure you are able to find your next destination

Aufgabe 9: Can you book the tour by phone?	
Referenzniveau	EL 3
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Herstellen sprachlicher Bezüge / Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives, detailliertes Lesen
Lösung	2, 3
Hinweise im Text	Seite 2: „ <i>Give me a call</i> “ Seite 3: „ <i>For Reservations: Tel: 01494888520 Daytime only</i> <i>Mike: 02085318243 Evenings/ Weekends</i> “
Ergebnis	Seite 2, 3
Gelöst von	60 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	<ul style="list-style-type: none"> • Information in einem Text nur indirekt gegeben • Erschließen von Informationen durch Verarbeitungsleistung (Herstellung sprachlicher Bezüge/schlussfolgern), um relevante Textstellen „<i>please give me a call</i>“ als inhaltliche Entsprechung für „<i>to book the tour by phone</i>“ zu erkennen • Relevante Information verschiedenen Textstellen zu entnehmen • Teillösung der Aufgabe gilt als nicht gelöst

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989

providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the time is spent on foot, walking about 2 miles (3 kms) overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please **give me a call.**

Page 3

Price

Adults	£30.00
Discounts**	£25.00
Children (under 15)	£20.00

** Senior citizens / Student Card holders
Group & Family discounts available.
Sorry, no credit cards

Price Includes

Site entrance charges*

* Site visits and Changing of the Guard subject to availability

Transport fares during the tour.

Tour Duration

Monday – Saturday
8.30 am – 4 pm approx.

For Reservations

(Have a pen/paper ready for details)

Tel: 01494 888 520

Daytime only.

Mike: 020 8531 8243

Evenings / weekends.

Fax: 020 8527 2107

Mobile: 07 947 707 754

Email: mail@tourlondon.com

Web: www.tourlondon.com

Tour London
PO Box 19430
London E4 9FB
England

Printed by NPL Printer, Bookham,
Surrey KT23 3EU
01372 451234 – www.nplprint.com

Aufgabe 10: How far will you have to walk?	
Referenzniveau	EL 2
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	2
Hinweise im Text	Seite 2: „... walking about 2 miles (3kms) ...“
Ergebnis	Seite 2
Gelöst von	72 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	Erschließen von Informationen durch sprachliches Vorwissen/Paraphrasieren „ <i>far</i> “

Page 2

Welcome to London!

I'm Mike Keene, a registered (Blue Badged) tour guide. I've been running my tour since 1989 providing visitors with an insider's knowledge of discovering historic London. It's an alternative to sightseeing in large groups by bus. My tour is restricted to a maximum of 12 people.

Walking is by far the most effective way to see the city, so most of the time is spent on foot, **walking about 2 miles (3 kms)** overall with a couple of short rides on public transport for longer journeys.

I explain what you are seeing and give you time to take pictures, especially at the Changing of the Guard. There will also be plenty of opportunity for you to talk with me and ask questions.

So if you're looking for a stress-free, time-saving way of seeing London, please give me a call.

Aufgabe 11: Can you have a tour every day of the week?	
Referenzniveau	EL 2
Kompetenzerwartungen in KLP (Jgst. 8)	s. o.
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Selektives Lesen
Lösung	3
Hinweise im Text	Seite 3: <i>Tour Duration: Monday – Saturday</i>
Ergebnis	Seite 3
Gelöst von	67 %
Hinweise im Text für falsche Antworten, Distraktoren	
Weitere Probleme	Erschließen von Informationen durch Verarbeitungsleistung (Herstellung sprachlicher Bezüge/schlussfolgern), um relevante Textstellen „ <i>Tour Duration: Monday – Saturday</i> “ als inhaltliche Entsprechung für „... <i>a tour every day of the week</i> “ zu erkennen

Page 3

Price

Adults £30.00

Discounts** £25.00

Children (under 15) £20.00

** Senior citizens / Student Card holders
Group & Family discounts available.
Sorry, no credit cards

Price Includes

Site entrance charges*

* Site visits and Changing of the Guard subject to availability

Transport fares during the tour.

Tour Duration

Monday – Saturday

8.30 am – 4 pm approx.

For Reservations

(Have a pen/paper ready for details)

Tel: 01494 888 520

Daytime only.

Mike: 020 8531 8243

Evenings / weekends.

Fax: 020 8527 2107

Mobile: 07 947 707 754

Email: mail@tourlondon.com

Web: www.tourlondon.com

Tour London
PO Box 19430
London E4 9FB
England

Printed by NPL Printer, Bookham,
Surrey KT23 3EU
01372 451234 – www.nplprint.com



Welche Förderschwerpunkte resultieren aus der Analyse der Schülerergebnisse aus „*Stormy Weather*“/„*London Tour*“?

Aus der Analyse der Defizite ergeben sich verschiedene Förderschwerpunkte, die unterschiedlichen Bereichen des Faches zuzuordnen sind und über den Bereich Leseverstehen hinausgehen. Den Defiziten im **Wortschatz** kann durch eine systematische Wiederholung und Festigung insbesondere von Wortfeldern und Wortfamilien zu bestimmten Themenfeldern (vgl. KLP) begegnet werden. Paraphrasierungsübungen unterstützen die Vernetzung von Vokabular und fördern so die Fähigkeit zur **Herstellung sprachlicher Bezüge**.

Um Informationen eines Textes miteinander in Beziehung setzen zu können müssen Schülerinnen und Schüler zunächst einen Text/Textstellen detailliert erfassen, d. h. das Training **detaillierten Lesens** ist erforderlich. Ferner bedeutet es, dass Schülerinnen und Schüler verstärkt mit Aufgabenstellungen konfrontiert werden, die **inhaltliche Verarbeitungsleistungen** wie *schlussfolgern* oder *werten* erfordern.

(siehe nachfolgende Aufgabentypen S. 57 ff.)

4 Leseverstehen ermöglichen: Vorbereiten und Anleiten

Erstellung von Leseverstehensaufgaben zu einem Lehrbuchtext in Anlehnung an die Aufgaben zu „*Stormy Weather*“ in den LSE 2004

Herr K. hat im Folgenden versucht, Leseverstehensaufgaben nach dem Vorbild der Aufgaben zu „*Stormy Weather*“ zu entwickeln. Dazu zog er den Lehrbuchtext¹ „*Mandy's story*“ heran.

Ähnliches für den diskontinuierlichen Text London Tour zu erstellen konnte er vernachlässigen, da die Schwierigkeiten der Schülerinnen und Schüler bei der Bearbeitung der beiden Texte ähnlich waren.

Er erstellte zwei Arbeitsblätter (mit Hilfen/ohne Hilfen), um möglicherweise in der Lerngruppe differenzieren zu können oder um die Anforderungen der Lerngruppe anzupassen.

Um das Strategiewissen der Schülerinnen und Schüler zu fördern, wird/werden die Lösung/en zu jeder Aufgabe gesondert am Text² belegt.

Die Analyse der Aufgaben im Hinblick auf ihre Anforderungen soll die Fachlehrerinnen und Fachlehrer im Umgang mit den Anforderungsniveaus für den Bereich des Leseverstehens unterstützen. Die folgende Tabelle verdeutlicht noch einmal, welche Lese-/Verstehensleistung von den Schülerinnen und Schülern auf den unterschiedlichen Niveaus erbracht werden muss und welche Anforderungen damit an die jeweilige Aufgabe gestellt wird.

¹ English G 2000, B5, CVK, 1. Auflage, Berlin, 2001

² siehe Lösungen



Aufgabenentwicklung zu den unterschiedlichen Referenzniveaus „Leseverstehen“

Referenzniveau	1	2	3	4	5
Anforderungen an Aufgaben	<ul style="list-style-type: none"> • Auffinden von bestimmten Informationen an Textoberfläche • eindeutige Signale • tiefergehende Verständnisleistung nicht erforderlich • geschlossenes Format 	<ul style="list-style-type: none"> • Verstehen eng umrissener Informationen • explizit im Text • geht über reines Wiedererkennen hinaus • einfache sprachliche Bezüge herstellen • Voraussetzung: Verstehen (meist) einer Textstelle • geschlossene Formate 	<ul style="list-style-type: none"> • Verstehen von eng gefassten Informationen • klar umrissene Textstellen • Auffinden nicht durch Signale unterstützt • einfache Verarbeitungsleistungen erforderlich (Herstellung sprachlicher Bezüge, inhaltsbezogene Verarbeitungsleistungen, z. B. Schlussfolgern, Auswählen von Informationen) • Textpassagen im Detail verstehen • geschlossene Formate 	<ul style="list-style-type: none"> • Verstehen umfassender /mehrschichtiger Informationen • komplexere inhaltsbezogene und sprachliche Versteheleistung • Schlussfolgern • Werten • Aufgaben unterscheiden sich sprachlich deutlich von Textstellen • komplexere sprachliche Verarbeitungsprozesse • Einsatz unterschiedliche Lesestile • wertendes Globalverstehen, differenziertes Detailverstehen • überwiegend geschlossene Formate 	<ul style="list-style-type: none"> • Verstehen umfassender, vielschichtiger Informationen • komplexere Verarbeitungsleistungen • Schlussfolgern • Bewerten • Differenzieren und Restrukturieren von Einzelaspekten • Aufgaben unterscheiden sich sprachlich deutlich von Textstellen • genaues Detailverstehen • hohe Informationsdichte von Textstellen • Verstandenes rekonstruieren • halboffene Formate
Taxonomie-Ebene nach Bloom: <ul style="list-style-type: none"> • kognitive Ebene/Fertigkeit • Prozess 	WISSEN (Strukturiert, organisiert)	VERSTEHEN (ohne Bezugsetzung)	ANWENDEN (Erinnern von Prinzipien und Verbinden mit vorgegebenem Material)	ANALYSE (Zerlegen von Stoff, Entdecken von Beziehungen)	SYNTHESE (Zusammenfügen von Elementen, Integration, Neukombination)

Lehrbuchtext „Mandy’s story”¹

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

- 5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?
- 10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. „She’s about your age. I hope somebody would do the same for her.”
- 15 Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

- We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.
- 20

- So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.
- 25

- After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.
- 30


- I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.
- 35

¹ English G 2000, B5, CVK, 1. Auflage, Berlin, 2001

Welche Lesestile sind für die Bearbeitung der Aufgaben erforderlich?

Aufgabe	Lesestil	Textverständnis	Referenzniveau
1	global/ detailliert	<ul style="list-style-type: none"> allgemeine Vorstellung vom Inhalt muss aufgebaut werden bisweilen sind gewisse Details erforderlich 	4 <ul style="list-style-type: none"> detaillierte Erschließung von Informationen Verstehen komplexerer Informationen, die über den Text verteilt sind umfassendes und bewertendes Verstehen
2	selektiv	<ul style="list-style-type: none"> schlussfolgerndes Denken nicht erforderlich bestimmte Information auffinden 	1 <ul style="list-style-type: none"> Auffinden von Informationen, die in der Aufgabe in identischer Weise formuliert sind Information ist über eine konkrete Textstelle erschließbar
3	selektiv, detailliert	<ul style="list-style-type: none"> verstehen von bestimmten Details und Zusammenhängen handelt sich um das Verstehen größerer Einheiten 	2 <ul style="list-style-type: none"> Erschließung allein über die Textoberfläche ist nicht möglich Informationen über mehrere konkrete Textstellen möglich Verständnis wird durch eindeutige Schlüsselwörter unterstützt
4	detailliert	<ul style="list-style-type: none"> verstehen von bestimmten Details 	3 <ul style="list-style-type: none"> Erschließung allein über Textoberfläche nicht möglich Schlussfolgern erforderlich Detailverstehen einer klar umgrenzten Textpassage erforderlich
5	detailliert	<ul style="list-style-type: none"> verstehen von bestimmten Details Wortschatz bzw. Paraphrasieren spielt eine Rolle 	2 <ul style="list-style-type: none"> Erschließen über Textoberfläche nicht möglich Informationen über eine konkrete Textstelle möglich Verstehen wird durch Schlüsselwörter unterstützt
6	selektiv, detailliert	<ul style="list-style-type: none"> allgemeines Textverständnis nicht erforderlich verstehen von bestimmten Details 	5 <ul style="list-style-type: none"> Erschließen der Informationen allein durch Textoberfläche nicht möglich Detailverstehen einer klar umgrenzten Textpassage erforderlich komplexere Informationen müssen sehr präzise und in Teilaspekten verstanden werden
7	selektiv, detailliert	<ul style="list-style-type: none"> verstehen von bestimmten Details handelt sich um das Verstehen größerer Einheiten 	3 <ul style="list-style-type: none"> Erschließen allein über Textoberfläche nicht möglich erfordert ein Detailverstehen einer klar umgrenzten Textpassage
8	global/ detailliert	<ul style="list-style-type: none"> verstehen der wichtigsten Details und deren Zusammenhang verstehen der Gesamtaussage 	5 <ul style="list-style-type: none"> Informationen müssen aus unterschiedlichen Textpassagen zusammengeführt werden Sprachebene in den Textpassagen unterscheidet sich deutlich von der in der Aufgabe

Schülerarbeitsblatt (angeleitete Bearbeitung)

<p>„Mandy’s story“</p> <p style="text-align: center;">Worksheet</p> <p>Now do tasks 1 – 8.</p> <ul style="list-style-type: none"> • In task 1 – 5 and 8 tick the correct answer (4). • In task 6 and 7 write the answer (.). <p>1) The story is about ...</p> <p>a) <input type="checkbox"/> teenage problems.</p> <p>b) <input type="checkbox"/> the friendship between two girls.</p> <p>c) <input type="checkbox"/> free time activities at the weekend.</p> <p>d) <input type="checkbox"/> taking drugs.</p> <p>2) Heather ...</p> <p>a) <input type="checkbox"/> is the <u>old man’s</u> daughter.</p> <p>b) <input type="checkbox"/> is <u>Brian’s</u> girlfriend.</p> <p>c) <input type="checkbox"/> and <u>Mandy</u> do <u>everything together</u>.</p> <p>d) <input type="checkbox"/> doesn’t really <u>like discos</u>.</p> <p>3) How did Heather and Mandy get to the disco?</p> <p>a) <input type="checkbox"/> They went there in her father’s car.</p> <p>b) <input type="checkbox"/> Someone took them in his car.</p> <p>c) <input type="checkbox"/> They had to walk till they reached the disco door.</p> <p>d) <input type="checkbox"/> There’s a special bus at the weekends – you just have to wait for ten minutes.</p> <p>4) Why did the man take the girls all the way to the disco door?</p> <p>a) <input type="checkbox"/> It was on his way home.</p> <p>b) <input type="checkbox"/> They asked him because it was very cold that night.</p> <p>c) <input type="checkbox"/> He had a daughter himself and wanted the girls to reach the disco safely.</p> <p>d) <input type="checkbox"/> He was one of the girls’ dad.</p> <p>5) When they entered the disco ...</p> <p>a) <input type="checkbox"/> Mandy and Heather had a few cigarettes.</p> <p>b) <input type="checkbox"/> both agreed to come back later.</p> <p>c) <input type="checkbox"/> there were already a lot of people there.</p> <p>d) <input type="checkbox"/> Mandy told the DJ to play a slow song.</p> <p>6) What happened after two slow songs? . Name 3 things.</p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p> <p>7) When and why did Mandy go home? .</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>8) Which sentence summarizes the story best?</p> <p>a) <input type="checkbox"/> A teenage girl is worried because she left her best friend alone and maybe endangered her life.</p> <p>b) <input type="checkbox"/> Two boys want to make two girls take drugs.</p> <p>c) <input type="checkbox"/> Young girls shouldn’t go to discos alone.</p> <p>d) <input type="checkbox"/> It’s better to leave your best friend alone than take drugs.</p>	<p style="text-align: center;">Some help</p>  <p>➤ You should find out which sentence covers the <u>whole</u> story and not only one aspect.</p> <p>➤ Read those passages again where you can find the key-words. You should <u>underline</u> the correct one.</p> <p>➤ Find the passage and watch out for the words <u>car, bus, walk</u>. Underline what you can find. Then find out who the <u>driver</u> is.</p> <p>➤ It must be the same passage. So read it again and <u>underline</u> what you get to know about the <u>man</u>.</p> <p>➤ Find the passage when they arrived at the disco underline what they did.</p> <p>➤ Find the phrase „<u>after two slow songs</u>” and mark 3 things that happened in the text with <u>1, 2, 3</u>.</p> <p>➤ Find the situation in the text. Find a word or a phrase that tells you <u>when</u> she left. Then try to find <u>the reason</u>. Underline the information.</p> <p>➤ Make sure you <u>understand every statement</u>. Is there a <u>word</u> you don’t know? Can you guess what it means?</p> <p>➤ The sentence should summarize <u>the whole story</u> and not only a part of it.</p>
--	---

Schülerarbeitsblatt (nicht angeleitet)**„Mandy’s story”****Worksheet**

Now do tasks 1 – 8.

- In task 1 – 5 and 8 tick the correct answer (4).
- In task 6 and 7 write the answer (.).

1) The story is about ...

- e) teenage problems.
- f) the friendship between two girls.
- g) free time activities at the weekend.
- h) taking drugs.

2) Heather ...

- e) is the old man’s daughter.
- f) is Brian’s girlfriend.
- g) and Mandy do everything together.
- h) doesn’t really like discos.

3) How did Heather and Mandy get to the disco?

- e) They went there in her father’s car.
- f) Someone took them in his car.
- g) They had to walk till they reached the disco door.
- h) There’s a special bus at the weekends – you just have to wait for ten minutes.

4) Why did the man take the girls all the way to the disco door?

- a) It was on his way home.
- b) They asked him because it was very cold that night.
- c) He had a daughter himself and wanted the girls to reach the disco safely.
- d) He was one of the girls’ dad.

5) When they entered the disco ...

- e) Mandy and Heather had a few cigarettes.
- f) both agreed to come back later.
- g) there were already a lot of people there.
- h) Mandy told the DJ to play a slow song.

6) What happened after two slow songs? . Name 3 things.

- a) _____
- b) _____
- c) _____

7) When and why did Mandy go home? .

8) Which sentence summarizes the story best?

- a) A teenage girl is worried because she left her best friend alone and maybe endangered her life.
- b) Two boys want to make two girls take drugs.
- c) Young girls shouldn’t go to discos alone.
- d) It’s better to leave your best friend alone than take drugs.

Lösungen

Aufgabe 1

„Mandy’s story” Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

1) The story is about ...

- a) teenage problems.
- b) the friendship between two girls.
- c) free time activities at the weekend.
- d) taking drugs.

Aufgabe 2

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

2) Heather ...

- a) is the old man’s daughter.
- b) is Brian’s girlfriend.
- c) and Mandy do everything together.
- d) doesn’t really like discos.

Aufgabe 3

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

3) How did Heather and Mandy get to the disco?

- a) They went there in her father’s car.
- b) Someone took them in his car.
- c) They had to walk till they reached the disco door.
- d) There’s a special bus at the weekends – you just have to wait for ten minutes.

Aufgabe 4

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

4) Why did the man take the girls all the way to the disco door?

- a) It was on his way home.
- b) They asked him because it was very cold that night.
- c) He had a daughter himself and wanted the girls to reach the disco safely.
- d) He was one of the girls’ dad.



Aufgabe 5

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

5) When they entered the disco ...

- a) Mandy and Heather had a few cigarettes.
- b) both agreed to come back later.
- c) the dance floor was already crowded.
- d) Mandy told the DJ to play a slow song.

Aufgabe 6

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

6) What happened after two slow songs? . Name 3 things.

a) They went outside.

b) Brian pulled out a little bag of pills.

c) He offered us some.

Aufgabe 7**„Mandy’s story“ Text**

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

7) When and why did Mandy go home? . Mögliche Antwort:

Mandy went home and left Heather alone with the boys when they wanted her to try some of the pills. But she didn’t want any drugs.

Aufgabe 8

„Mandy’s story“ Text

I think maybe I did something really stupid. I’ve got this friend – I’ll call her Heather. Well, Heather and I do everything together. We go to school together, listen to the same music, have all the same interests – we even go out with boys together.

5 It was like any other Friday. This time the disco was in Little Missenden, about six miles from where Heather and I both live. You see, we live in the country, miles from everything. Most kids in this area hitchhike when they want to get somewhere, and that’s what Heather and I did last night. I know it’s dangerous, but what else can we do?

10 We only had to wait about ten minutes – and that was good, because it was really cold. This car came along with an old guy in it. I mean, he was 40 or something. But nice – he took us all the way to the disco door, although it was a few more miles for him. While driving, he told us about his daughter. She’s about your age. I hope somebody would do the same for her.’

Anyway, we got inside. There weren’t many people there, and things were kind of quiet. Heather and I decided to go for a walk and come back later when there would be more people there.

15 We walked around for about an hour, had a few cigarettes. We were getting kind of cold, so we went back inside. There were a lot more people. Heather and I danced a little. Then this great guy came and asked Heather to dance with him. ‘No problem,’ I told her.

20 So then this other guy – I think he was the friend of a guy who was dancing with Heather – came and asked me to dance. He wasn’t as attractive as the first boy, but he had a great smile, so I said yes. We danced for a long time. Then the DJ played a slow song. Brian – that was the boy’s name – put his arm around me and pulled me close. Ian, Heather’s partner, did the same with her.

25 After two slow songs, Brian said, ‘Why don’t we go outside?’ I didn’t feel good about it, but I said, ‘OK, but only with Heather.’ So all four of us went outside. I thought they would try to get a kiss or something, but I wasn’t ready for what happened next. Brian pulled out a little bag of pills and offered us some. I said no, but Heather wanted to try the stuff. ‘A new experience’, she said. ‘Come on, Mandy. It’ll be fun.’ ‘Yeah, Mandy, don’t be such a goody-goody,’ Brian added.

I didn’t even have to think about it: I told them I just didn’t want any drugs and walked away. Heather stayed, and I have no idea what happened after. It’s Saturday night, and Heather still hasn’t phoned. I’ve got a guilty conscience, but I’m afraid to call her house. If she isn’t there, her parents would just worry.

8) Which sentence summarizes the story best?

- a) A teenage girl is worried because she left her best friend alone and maybe endangered her life.
- b) Two boys want to make two girls take drugs.
- c) Young girls shouldn’t go to discos alone.
- d) It’s better to leave your best friend alone than take drugs.



Vorbereitung auf die Zentralen Abschlussprüfungen (ZP 10) durch Modelltests

Nachdem Herr K. seinen Lehrwerkstext entsprechend der LSE-Aufgaben bearbeitet und damit seine Schülerinnen und Schüler im Umgang mit 1. den Aufgabenformaten und 2. den Anforderungen trainiert hat, findet er weiteres Material im Internet. Denn seit einiger Zeit sind Modelltests zur Vorbereitung auf die ZP 10 auch online verfügbar¹.

Im Folgenden werden zwei Texte und deren Aufgaben im Hinblick auf Anforderungen und Bearbeitungsstrategien untersucht und durch Materialien für Schülerinnen und Schüler entsprechend aufbereitet.

Adressaten für den Text „*Sports*“ sind Schülerinnen und Schüler der Hauptschule und der Gesamtschule G-Kurs. Adressaten für den Text „*A year abroad*“ sind die Schülerinnen und Schüler der Realschule und des Gymnasiums.

¹ www.learn-line.nrw.de/angebote/pruefungen10/

Aufgabenbeispiel für die HS/GE-GK

Textvorlage und Aufgabenapparat

Teil I (Fundamentum)

„Sports“

The following text is an article from an American online magazine. Two teenagers write about the importance of sports.

- First read the whole text once. Try to get the main idea.
- Then read the tasks.
- Read the text again and work on the tasks.
- In tasks 1 – 2, tick the correct answer.
- In tasks 3 – 5, write down the answer.

„Sports“

Youth and energy go together! Teens in the US can use that energy in high school because there are a lot of organized sports. But more importantly, kids learn about fair play and, at the same time, just have fun. In 2003, 58 % of boys and 51 % of girls in high school played in a sports team. The most popular sports for boys are American football, basketball, track and field¹, baseball and soccer². For girls, the most popular sports are basketball, track and field, volleyball, softball and soccer.

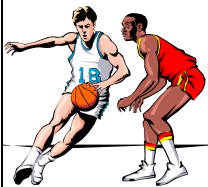
Some high school students have written in an American online magazine about sports.



Eddie writes:

I started running track in the seventh grade because I was good at running in football. I just never got tired. Sports have played a big role in teaching me discipline. I actually wake up at 5:45 every morning to do my training. I practice seven days a week.

My father, who died last year, really motivated me whenever I wanted to give up in school or in running. He fought cancer³ for nine years. My parents came from Nicaragua, but I was born and grew up in Miami.



Diana writes:

I spend two to three hours per day – all year round – on basketball or volleyball. In fact, in the first few weeks of school after the long summer holiday, I spend five hours or more per day doing sports. Why? Well, the reason is I love sports. I just want to play as much as I can.

When I go to college I hope to play basketball too, because it's my favourite. But if I get the chance of a scholarship¹ for playing volleyball then I'd play volleyball. But maybe I'll be lucky and play basketball.

adapted from: <http://usinfo.state.gov/journals/itsv/0705/ijse/sports.htm>

¹ *track and field* – running, long jump, high jump etc.

² *soccer* – international football

³ *cancer* – growth of tumour in the body that can lead to death



The tasks:

1) Which is the **best** title for this text?

- a) Sports in the USA
- b) Sports for boys and girls
- c) Sports in American high schools

2) Tick the correct answer.

	Right	Wrong	Not in the text
a) There are many sports in American high schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) More girls than boys play in high school sports teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Girls like boys who play American football.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Eddie and Diana spend a lot of time practising their sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Diana’s parents died last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Diana’s favourite sport is volleyball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Sport plays an important role in the lives of both students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Why are sports important for teens? Write down **two** reasons that you can find in the text.

- Because

- Because

4) Which **two** sports in American high schools are popular with boys and girls?

-
-

5) Diana practises hard for sports because . _____

¹ *scholarship* – a sum of money given to someone by an organisation to help pay for their education

Analyse der LV-Aufgaben zum Text „Sports“ für HS Klasse 10 Typ A

Nr.	Aufgabenformat	Anforderung/Leistung	Strategie
1	Multiple choice	Globalverstehen	Gibt es Schlüsselwörter, die mir helfen, mein Gesamtverständnis so genau wie möglich wiederzugeben? <ul style="list-style-type: none"> • „highschool“ 3x im Text • „college“ 1x • „scholarship“ 1x
2	right/wrong/not in the text	<p>a) Detailverstehen: Paraphrasierung verstehen</p> <p>b) Detailverstehen: Prozentzahlen erkennen und deuten</p> <p>c) Detailverstehen: Erkennen, dass es nicht im Text steht</p> <p>d) Detailverstehen: Zeitangaben ermitteln und deuten</p> <p>e) Detailverstehen: „died“ finden</p> <p>f) Detailverstehen: „favourite“ finden</p> <p>g) Detailverstehen/erschließendes Lesen: Paraphrasierungen verstehen</p>	<p>a) Finde ich im Text „many sports“ oder etwas Ähnliches z.B. „a lot of“?</p> <p>b) – Finde ich im Text Mengenangaben? – Werden „boys“ und „girls“ direkt verglichen?</p> <p>c) Finde ich Redewendungen im Text wie: „Girls like/don’t like ...“</p> <p>d) – Finde ich „practise a lot of time“ im Text? – Gibt es Angaben zum zeitlichen Umfang des Trainings?</p> <p>e) Erscheint irgendwo im Text das Wort „died“ or „death“? In der Nähe welcher Person?</p> <p>f) – Erscheint das Wort „favourite“ in Diana’s text? – Oder sagt sie etwas Ähnliches?</p> <p>g) Gibt es das Wort „role“ oder „important“? Kann ich das aus dem Zusammenhang erkennen? Wieviel erzählen die beiden von ihrem Sport? Wie oft trainieren sie? ...</p>
3	Satz ergänzen	Detailverstehen: Auffinden erstreckt sich über 2 – 3 Zeilen	<ul style="list-style-type: none"> – Kann ich das Wort „because“ irgendwo entdecken? – Hilft mir die Textstelle? – Kann ich vielleicht meine eigene Erfahrung mit Sport nutzen?
4	Einzelwörter notieren	Detailverstehen: Abgleichen der Aufzählungen	Werden die Sportarten irgendwo im Text verglichen?
5	Teilsatz ergänzen	Detailverstehen: Paraphrasierungen verstehen „because“ – „the reason is“	<ul style="list-style-type: none"> – Finde ich bei Diana das Wort „because“? – Gibt sie sonst ein Schlüsselwort?

How to unlock the text: What the text is about?

Text	Task
<p>„Sports“</p> <p>Youth and energy go together! Teens in the US can use that energy in high school because there are a lot of organized sports. But more importantly, kids learn about fair play and, at the same time, just have fun. In 2003, 58% of boys and 51% of girls in high school played in a sports team. The most popular sports for boys are American football, basketball, track and field, baseball and soccer. For girls, the most popular sports are basketball, track and field, volleyball, softball and soccer.</p> <p>Some high school students have written in an American online magazine about sports.</p> <p>Eddie writes: I started running track in the seventh grade because I was good at running in football. I just never got tired. Sports have played a big role in teaching me discipline. I actually wake up at 5:45 every morning to do my training. I practice seven days a week.</p> <p>My father, who died last year, really motivated me whenever I wanted to give up in school or in running. He fought cancer for nine years. My parents came from Nicaragua, but I was born and grew up in Miami.</p> <p>Diana writes: I spend two to three hours per day – all year round – on basketball or volleyball. In fact, in the first few weeks of school after the long summer holiday, I spend five hours or more per day doing sports. Why? Well, the reason is I love sports. I just want to play as much as I can.</p> <p>When I go to college I hope to play basketball too, because it’s my favourite. But if I get the chance of a scholarship for playing volleyball then I’d play volleyball. But maybe I’ll be lucky and play basketball.</p>	<p>1) Which is the best title for this text?</p> <p>a) <input type="checkbox"/> Sports in the USA</p> <p>b) <input type="checkbox"/> Sports for boys and girls</p> <p>c) <input type="checkbox"/> Sports in American high schools</p> <p>Maybe you think each heading is ok for the text because the text is about sports in the USA for boys and girls and in high schools. But which one really hits?</p> <p>Find the keywords in the text and mark them: USA, boys and girls, high school. Can you find more ‘school words’?</p> <p>Or in German? Du denkst wahrscheinlich, dass alle drei Überschriften irgendwie passen. Aber frage dich: Welche dieser Überschriften ist die treffendste?</p> <p>Spüre die Schlüsselwörter im Text auf und markiere im Text: USA, boys and girls, high school. Gibt es im Text weitere ‚Schul-Wörter‘ im Text?</p>

How to unlock the text: „Sports“ / Worksheet / Anleitung zur Bearbeitung der Aufgaben

- 1) Which is the **best** title for this text?
- a) Sports in the USA
 b) Sports for boys and girls
 c) Sports in American high schools

Maybe you think each heading is OK for the text because the text is about sports in the USA for boys and girls **and** in high schools.

But which one shows you best what the text is about?

Find the keywords in the text and **mark** them:

USA, boys and girls, high school.

Can you find **more ‘school words’**?

Well, what do you think now?

I think _____ is the best one.

- 2) Tick the correct answer.
- a) There are **many sports** in American high schools.

- Can you find the same or a similar (ähnlich) **sentence** in the text?
- Can you find the phrase **‘many sports’**?
- Can you find **another word for ‘many’** in a sentence about sports?

Yes, there is another expression: _____

So the statement is _____.

- b) **More girls than boys** play in high school sports teams.

- Is there the same or a **similar sentence** in the text?
- Are there any **numbers** in the text?
- Do the **numbers** tell you anything about boys and girls?
- When you have found the sentence or passage **compare** (vergleiche) it with the statement.

Can you tick the correct box now? Of course, you can.

The statement is _____.

- c) **Girls like boys who** play American football.

- Can you find the **same or a similar sentence** in the text? No?
- Is the word **‘American football’** in the text?
- If ‘yes’ does the sentence **help you** with the answer? No?
- Can you find a phrase like ‘girls like boys’ or ‘boys like girls’?

So what is your answer? The statement is _____.



d) Eddie and Diana spend a lot time practising their sport.

- There are **two persons** talking about sports. So you can only find the answer when you look into Eddie's **and** Diana's text.
- Where do they say anything about **the time** they practise?
- Mark it in the text. Watch out for words like '**hours, days, week, a lot of time**', etc.
- Look at the phrases you have marked and find out if it is a lot of time they practise their sport.

Your answer: The statement I _____.

e) Diana's parents died last year.

- Can you find the words '**died**' or '**parents**' in the text?
- **Mark** them in the text.
- Which sentence helps you with the answer?

That was easy, wasn't it . Your answer:
The statement is _____.

f) Diana's favourite sport is volleyball.

- Is there a sentence like '**My favourite sport is ...**' or '**I like ... best**' in Diana's text? No?
- Can you find the word '**favourite**' in Diana's text?
- Don't forget to **mark** words that help!
- Does this sentence help you with the answer?
- Or is it Eddie's favourite sport?

Your answer: This statement is _____.

g) Sports play an important role in the lives of both students.

- Can you find this **sentence or a similar sentence** in Eddie's or Diana's text?
- **Mark** words or phrases that you can find.
- Can you find words like '**role**', '**love very much**', etc.
- Are there other **sentences** that you that sports play an important role e.g. how often they practise their sports, etc.

Now you know, right?
This statement is definitely _____.

3) Why are sports important for teens? Write down **two reasons** that you can find in the text.

- Now you must look at the whole text again because the question is not only about Eddie and Diana – but **teens**.
- Can you find the words ‘important’ and/or ‘teens’ anywhere?
- Do the sentences or does the sentence with the word or words help you? If ‘yes’ **mark it/them**.
- Are there two reasons or **only one**?
- If there is only one you must read on find another one.
- If you think that you have found two good reasons **write them down** and complete the sentences on the test paper.

4) Which **two** sports in American high schools are popular with boys and girls?

- Is there a **sentence like** , ... are popular with boys and girls’?
- No? Is there a sentence that tells me which sports are **popular with boys** and which ones are **popular with girls**?
- Is there a kind of **list**?
- What are the two sports that are popular with both? Mark them. Maybe there are more than two. Don’t worry. You can choose.
- Write them on the test papers.

5) Diana practises hard for sports because ...

You have really done well by now. Let’s do the rest.

- Concentrate on Diana’s text again.
- You must **find a reason** why she practises hard. So watch out for a sentence where she says ‘I love/do ... **because** I ...’.
- The task does not say ‘You must find 1, 2, 3 or more reasons’. So you have to find **only one**.
- Mark phrases in the text. If you have found more than one choose the one you like **best** and **write it down**.

☺ Well done! And now check your answers again.

Teil I (Fundamentum)

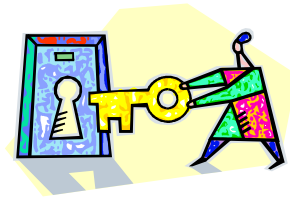
Leseverstehen: „Sports“

Lösungen

- Für jede inhaltlich richtige Antwort gibt es die vorgegebene Punktzahl.
- Sprachliche Verstöße führen nicht zum Punktabzug. Sie führen nur dann zum Punktverlust, wenn die Verständlichkeit der Aussage für Sie als Lehrkraft nicht mehr gegeben ist.

Aufgabe	richtige Lösung	Punkte
1)	c)	1
2 a)	right	1
2 b)	wrong	1
2 c)	not in the text	1
2 d)	right	1
2 e)	wrong	1
2 f)	not in the text	1
2 g)	right	1
3)	Zwei von den folgenden Aussagen: <ul style="list-style-type: none"> • Because they can learn about fair play. • Because they can have fun. • Because they can use their energy. 	4 (jeweils 2)
4)	Zwei von den folgenden Antworten: <ul style="list-style-type: none"> • basketball • track and field • soccer 	2 (jeweils 1)
5)	Eine von den folgenden Antworten: <ul style="list-style-type: none"> • because she loves sports. • because she might get the chance of a scholarship. • because she just wants to play as much as she can. • because she plays 2-3 hours every day. 	1
Gesamtpunktzahl:		15

Strategy page: Reading comprehension / Strategiepapier zur Bearbeitung von Aufgaben zum Leseverstehen



1) Look at the task/tasks. What kind of task is it?

- right – wrong – not in the text?
- questions – answers
- multiple choice
- complete the sentences
- ...

2) Read the tasks carefully and underline a keyword/keywords that tell you what you really have to do.

Examples:

- Which is the best title?
- Tick the correct answer.
- Why are sports important for teens? Write down two reasons that you can find in the text.

3) Now read the text carefully and use strategies to find out unknown words. You should **read** the text **twice**.

4) Now try to work on the tasks.

Ask yourself:

Must I ...

- understand the whole text to do the task?
 - only read a special paragraph to find the answer?
 - find a word/sentence that helps me?
- a) If you have to find out what **the story is about** and the task is a **multiple choice** task, look for **keywords** and then decide which sentence or title is best. (see extra page)
- b) If you have to **find details**,
- find out if there is the **same sentence or a similar sentence** in the text as there is in the task.



Example:

Task „Question“:

Which two sports in American high schools are popular with boys and girls?

Text:

„The most popular sports for boys ... For girls, the most popular sports are ...”

- find out if there is **the same word or words** that help you.

Example:

Task „Right – wrong“:

Diana’s parents died last year.

Text:

Eddie’s text: „My father, who died last year, really ...”

- find out if there is a **similar word or phrase**.

Example:

Task „Right – wrong“:

There are many sports in American high schools.

Text:

„... in high schools because there a lot of organized sports.”

- **collect information** from different sentences.

Example:

Task „Complete the sentence“:

Diana practises hard for sports because ...

Text:

„I spend two to three hours per day –all year round – on basketball and volleyball”.

„Why? Well, the reason is I love sports. I just want to play as much as I can.”

„But if I get the chance of a scholarship for playing volleyball ...”

Aufgabenbeispiel für GY/RS

Textvorlage und Aufgabenapparat

Teil I (Fundamentum)

Leseverstehen: Aufgabenbeispiel für Gymnasium/Realschule

„A year abroad“

The following article from 2005 deals with Johanna who after year 10 at her German school went to America to go to high school for a year.

Read the following article and answer the questions:

- First read the whole text once, trying to form a general idea of the information given.
- Then read the questions.
- Re-read the text and answer the questions.
- Finally check your answers.

Johanna wanted to go to America from the time she was 12. So when she got to 10th grade¹, she was sure she wanted to spend a year at an American high school. She started applying for a place the autumn before she went, and had to do a language test as part of her application². The cost of her stay was €5,700 including flights, plus spending money³ and about €550 for medical insurance⁴.

The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems with the father. „He was just a difficult person, even his own grown-up daughters didn't really get on with him“, says Johanna.

Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.

Going to school in the US was a very interesting experience for Johanna. „They were much stricter“, she says. „You even had to get a card signed⁵ if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.“

Some of the lessons were harder, others easier. „I thought maths was hard“, says Johanna, „but maths isn't my best subject anyway.“ One thing she noticed was that teachers were generally younger than in Germany, and often friendlier to the students.

The school day is longer, from 7.45 to 14.20 at Johanna's school, with one 40-minute period for lunch – usually burgers, French fries and cakes, but with a choice of salads for the health-conscious.

Most kids stay on in the afternoons after lessons to take part in clubs or sports. There was a wide variety of activities – drama club, newspaper club, poetry, a jazz group, French and German for fun. Sports – an important part of high school life – were also on offer in the afternoons.

Johanna says her stay helped her English a lot, particularly her spoken English. „I find it really easy to talk in English lessons now“, she says. Writing is a different matter, sometimes she puts slang words she learnt in the US into written work.

After a year, Johanna says the US started feeling like home. The Americans she met were open, friendly and interested. She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat. She has kept in touch with the second family she stayed with, and even visited them at Christmas.

¹ *grade* – year, form

² *application* – to apply for sth (see ll. 2 – 3)

³ *spending money* – pocket money

⁴ *medical insurance* – „Krankenversicherung“

⁵ *to sign* – write your name (signature) on sth

Vorgehen beim Bearbeiten von Aufgaben zum Leseverstehen



Du kennst das. Die Klassenarbeit ist ausgeteilt und aufgeregt überfliegst du sie. Dein Blick fällt auf einen Text und die dazugehörigen Aufgaben. Dein Herz beginnt zu pochen...

Damit die Arbeit *kein* Krimi wird, solltest du dir einen Ablauf angewöhnen, wie du bei solchen Aufgaben vorgehst.

Neben diesem Ablauf ist es wichtig, dass du bestimmte Kniffe (*Strategien*) kennst, die dir dabei helfen auch schwierige Aufgaben zum Leseverstehen richtig lösen zu können, das heißt die Antwort zu finden, die richtig ist.

Der folgende Text bietet dir die Möglichkeit diese *Strategien* am Beispiel zu üben. Folge bei der Bearbeitung genau den vorgegebenen Aufgaben, selbst wenn dir einige Aufgaben einfach erscheinen. (Dann siehst du, dass du schon mehr kannst als du vielleicht glaubst!)



You know this situation: You're flying over your English test and the tasks you will have to do. Your heart starts beating...

In order to avoid panic you should get used to a certain routine of how to work on reading comprehension tasks. There are certain strategies that help you to find hidden information in the text and which enable you to solve even difficult tasks.

You can practise these strategies with the following text. Follow the instructions even if you think they seem to be too easy for you. (So you see that you know more than you perhaps think.)

Steps to go / Worksheet / Anleitung zur Bearbeitung der Aufgaben

You will come across with the following symbols:

- ➔ = tells you what you have to do next.
- 👉 = here you get a *hint* (=Tipp).
- 🔑 = key number (Lösung/Nr. auf Lösungsblatt)

„A year abroad“

1 Before you read the text:

- Read the instructions and the heading and the subheading.

The following article from 2005 deals with Johanna who after year 10 at her German school went to American to go to high school for a year.

Read the following article and answer the questions:

- First read the whole text once, trying to form a general idea of the information given.
- Then read the questions.
- Re-read the text and answer the questions.
- Finally check your answers.

Johanna wanted to go to America from the time she was 12. So when she got to 10th grade, she was sure she wanted to spend a year at an American high school. She started applying for a place the autumn before she went, and had to do a language test as part of her application. The cost of her stay was €5,700 including flights, plus spending money³ and about €550 for medical insurance⁴.

The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems with the father. „He was just a difficult person, even his own grown-up daughters didn't really get on with him”, says Johanna.

Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.

Going to school in the US was a very interesting experience for Johanna. „They were much stricter”, she says. „You even had to get a card signed if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.”

Some of the lessons were harder, ...

2 Are there any unknown words in the instructions/ introduction?

No? OK, go on. Yes? → Underline them.

👉 If you think the word is important think of the strategies you've learnt to find out the German meaning (e.g. word family, collocations...)

3 First impression
 What might the text be about?
 → Do not write more than 5 words.

„A year abroad“

The following article from 2005 deals with Johanna who after year 10 at her German school went to America to go to high school for a year.

4 Reading

→ Read the text.

→ Ignore unknown words.

Read the following article and answer the questions:

- First read the whole text once, trying to form a general idea of the information given.
- Then read the questions.
- Re-read the text and answer the questions.
- Finally check your answers.

Johanna wanted to go to America from the time she was 12. So when she got to 10th grade, she was sure she wanted to spend a year at an American high school. She started applying for a place the autumn before she went, and had to do a language test as part of her application. The cost of her stay was €5,700 including flights, plus spending money and about €550 for medical insurance.

The high school Johanna went to was in New Jersey, on the coast, not far from Atlantic City. Before she went, Johanna got to know her host family by email. When she got there, she liked them at first, but after a while she had problems with the father. „He was just a difficult person, even his own grown-up daughters didn't really get on with him”, says Johanna.

Fortunately, Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead. The organisation helped her to change families, and her second American home was a big success. Today, she says they felt like a real family.

Going to school in the US was a very interesting experience for Johanna. „They were much stricter”, she says. „You even had to get a card signed if you wanted to go to the toilet during lessons, so they could make sure you weren't hanging around in the corridor.”

Some of the lessons were harder, others easier. „I thought maths was hard”, says Johanna, „but maths isn't my best subject anyway.” One thing she noticed was that teachers were generally younger than in Germany, and often friendlier to the students.

The school day is longer, from 7.45 to 14.20 at Johanna's school, with one 40-minute period for lunch – usually burgers, French fries and cakes, but with a choice of salads for the health-conscious.

Most kids stay on in the afternoons after lessons to take part in clubs or sports. There was a wide variety of activities – drama club, newspaper club, poetry, a jazz group, French and German for fun. Sports – an important part of high school life – were also on offer in the afternoons.

Johanna says her stay helped her English a lot, particularly her spoken English. „I find it really easy to talk in English lessons now”, she says. Writing is a different matter, sometimes she puts slang words she learnt in the US into written work.

After a year, Johanna says the US started feeling like home. The Americans she met were open, friendly and interested. She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat. She has kept in touch with the second family she stayed with, and even visited them at Christmas.

¹ *grade* – year, form

² *application* – to apply for sth (see ll. 2 – 3)

³ *spending money* – pocket money

⁴ *medical insurance* – „Krankenversicherung”

⁵ *to sign* – write your name (signature) on sth

Questions on the text:

- 1) How does Johanna feel about her stay in the US in general today?
- a) Positive
 - b) Negative
 - c) Neutral
 - d) Confused

5 Reading

→ Read the first question very carefully. Are there any unknown words?

↙ ↘

No? OK, go on. Underline them. Look at STEP 2 gain.

6 Answering the question


Answer the question.

↙ ↘

No problem. You are not sure?

What information are you looking for?

- Read the question again.
- Keywords: „How...feel about her stay...today”
- Scan the text for positive and negative aspects.

 1

- 👉 The word of the answer (e.g. negative) is not in the text word-for-word.
- Balance (=abwägen) the aspects (more + or – ??)
- Tick the box.

- 2) When did she start applying for her year abroad?
- a) At the beginning of Year 11
 - b) Soon after the beginning of Year 10
 - c) When she was 12
 - d) At the end of Year 10

7 Reading

→ If there are problems about unknown words look at step 2.

8 Answering the question

What information are you looking for?

👉 Keywords: „when...start applying”


→ Find the text passages that have to do with applying.

👉 Be careful, there are many confusing *dates*.

👉 The information is not in the text *word for word*.

👉 You need to find *two* passages and *link* them with each other.

→ Read the introduction and the first paragraph.

 2

→ Tick the box.

3) How did she get on with the families she stayed with?

9 Answering the question


👉 Are there *keywords* in the question that tell you what you are looking for?

👉 „*how... get on... feel about... families in the USA*”

👉 Identify the important paragraphs/ passages that deal with guest families (paragraph 2, 3, last one)

➔ Mark information that helps you to answer the question: 👉 families (=shows you that there are two families)

➔ Try to answer the question.



4) How did she find her second host family?

- a) The organisation found the family for her.
- b) She found the family herself.
- c) A teacher helped her to find the family.
- d) She found the family by email.

10 Answering the question


👉 Are there keywords in the question/ answers that tell you what you are looking for? („*how... find...second family*)

➔ Find the text passage that has to do with the second family. (paragraph 3,) and read it.

👉 Look at the possible answers (a-d),again: The organisation...She found..., A teacher helped...)

👉 The information is not in the text word for word.

👉 Be careful, there is a confusing sentence.

 4

➔ Tick the box.

5) What was different at the American high school, compared to Johanna's German school back home?

- a) Lessons: _____
- b) Teachers: _____
- c) School day: _____

11 Answering the question

👉 Are there keywords in the question/ answers that tell you what you are looking for?

(1 Keywords in question: „different...American high school...German”
2 Keywords in „answer”: lessons/ teachers/ school day”)

- ➔ Find text passages that have to do with school life. (Paragraph 5,6)
- ➔ Scan the text for the words „lessons/ teachers/ school day”.
- ➔ Mark them.

👉 You can take the answers from the text.



6) What does the text say about afternoon activities at Johanna's American high school?

- a) Johanna took part in various activities.
- b) Most students do sports.
- c) Many kids learn Latin and German just for fun.
- d) You can choose from a number of activities.

12 Answering the question

👉 Keywords in the question:
(„afternoon activities...American high school”)

➔ Find the text passage that has to do with the afternoon activities. (paragraph 7,)

👉 Look at the possible answers (a-d): again. Three of them say what kids/ Johanna do.

➔ Read the paragraph again.

👉 The information is not in the text word for word.

➔ Tick the box.



7) What did Johanna like about Americans and their way of life?

a) Americans: _____

b) American way of life:

13 Answering the question

👉 Keywords in the question:
 („like...Americans...American way of life“)

➔ Find the text passage that has to do with Americans...American way of life. (last paragraph)

➔ Scan the paragraph for the words Americans/ way (of life)

➔ Mark them.

👉 You can take the answers from the text.

➔ Write down answers.



8) How has her stay abroad helped her English?

14 Answering the question

👉 Keywords in the question:
 („How...helped...stay... her English“)

➔ Which paragraph is important? (paragraph 8)

She says that her stay helped. That means that she has improved (=besser geworden).

👉 What has improved?

➔ Read the paragraph again.

➔ Answer the question.



9) What effect did her stay abroad have on her writing in English?

15 Answering the question

👉 Keywords in the question:
 („effect ...on her writing in English“)

➔ Which paragraph is important? (paragraph 8)

➔ Scan the text for the word „writing“.

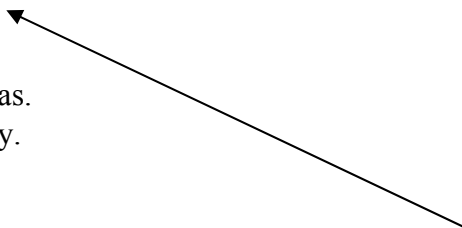
👉 What does „Writing is a different matter“ mean?

➔ Answer the question.



10) What is Johanna's situation like now?

- a) She still feels at home in the US.
- b) She visits her second family every Christmas.
- c) She is still in contact with the second family.
- d) She plans to go to America again.



16 Answering the question

Keywords in the question: „situation...now”

Which paragraph is important? (last one)

➔ Read the paragraph and mark helpful sentences.

Be careful, there is confusing information.

➔ Tick the right box.

10

11) The title of the article is „A Year Abroad“. Choose the most fitting subtitle.

- a) Friendly Americans
- b) Sweet home America
- c) Learning English the easy way
- d) New experiences



16 Answering the question

The text gave different information about Johanna’s stay in America.

Think of the aspects again (positive, negative, neutral...)

Which subtitle summarizes all these aspects best?

➔ Tick the right box.

11



„A year abroad“ – Key

- 1 After a year, Johanna says the US started feeling like home.
- 2 After year 10 at her German school went abroad / She started applying for a place the autumn before she went.
- 3 She liked the family at first, but then she had problems with the father; she liked the second family.
- 4 Line 18-20: Johanna had made a very good friend at the high school, and she was able to arrange to stay with her family instead.
- 5 Line 30: Some of the lessons were harder, others easier.
Line 33-34: Teachers were generally younger than in Germany, and often friendlier to the students.
Line 36: The school day is longer, from 7.45 to 14.20.
- 6 Line 42/ 43: There was a wide variety of activities.
- 7 Line 53/54: The Americans she met were open, friendly and interested.
Line 54-56: She liked the informal way neighbours got together for barbecues, the way they just dropped in for a chat.
- 8 Line 48/49: I find it really easy to talk in English lessons now.
- 9 Line 50/51: Sometimes she puts slang words she learnt in the US into written work.
- 10 Line 56/57: She has kept in touch with the second family.
- 11 „d” is correct

Strategy page: Reading comprehension / Strategiepapier zur Bearbeitung von Aufgaben zum Leseverstehen

1. Getting a first impression of the text.

Read the introduction and skim the text.

2. Look at the task / tasks

What kind of task is it?

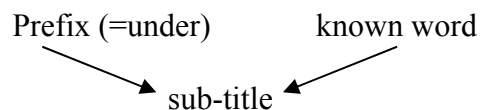
- right – wrong – not in the text?
- questions – answers
- multiple choice (tick the right answer)
- complete the sentences
- summarize text/ parts
- ...

3. Read the tasks.

- a. If there are unknown words try to find out with the help of the strategies you learnt (word family, collocations, similar to German, pre/suffixes...)

Example:

Choose the most fitting subtitle.



- b. Underline a keyword / keywords that tell you what you really have to do.

Examples:

- Which is the best title?
- Tick the correct answer.
- Why are sports important for teens? Write down two reasons that you can
- find in the text.

4. Now read the text.

Structure it into **paragraphs**. *It's like food. You must chew it before you can swallow it!*
Ignore unknown words.

5. Work on the tasks.

Ask yourself:

- Must I ...
 - understand the **whole text** to do the task?
 - only read a **special paragraph/ different paragraphs** to find the answer?
 - **find a word/ sentence** that helps me?

6. Tasks with question words

Often (not always!) **question words** (when, who, where) show you that you only need a detail/details of the text.

Scan the text for **keywords** and **mark** them.

Examples:

When did she start applying for her year abroad?

➤ Look for **keywords** in the text: (*a date, a day, a year, a period or a time...*)

But be careful, it can also be a sentence that contains the information you need.

Who is the guide?

➤ Watch out for **keywords** (*people, names, clauses* (the man who worked there))

Where does the tour finish?

➤ Watch out for **keywords** (*countries, places, buildings...*).

7. Tasks without question words

The task always gives you an **idea** of what you must look for in the text.

Examples

1 „**Answering questions**“: Which two sports in American high schools are popular with boys and girls?

a Look for the **same word in the text**:

Text: „The most popular sports for boys ... For girls, the most popular sports are...”

b Or look for a **similar word or expression** in the text:

Text: „Boys likebest, whereas girls prefer...”

2 „**Right – wrong**“: Diana’s parents died last year.

Text: „Eddie’s text: „My father, who died last year, really ...”

3 „**Right – wrong**“: There are many sports in American high schools.

Text: „... in high schools because there a lot of organized sports.”

8. Information from different text passages

Check the different **paragraphs** in the text. Do they have anything to do with the **task**?
Read those paragraphs **in detail** again and **mark** necessary **information**.

Example

1 „**Complete the sentence**“: Diana practises hard for sports because...

Text: „I spend two to three hours per day –all year round – on basketball and volleyball“.

„Why? Well, the reason is I love sports. I just want to play as much as I can.“

„But if I get the chance of a scholarship for playing volleyball ...“

9. Balancing/ Judging

If you have the choice between two answers you must sometimes **balance** the information you have. Collect information for both alternatives. Are there more examples/ reasons for **one alternative**?

Example

„**Multiple Choice**“: How does the girl think of her stay in the US in general today?

- Positively
- Negatively
- Neutrally
- Confusedly

Text:

„...she liked them (= the family) at first...
 „her second family was a great success.“
 „...she says they felt like a big family.“
 „Going to school was a very interesting experience.“
 „Johanna says her stay helped her English a lot...“
 „After a year, Johanna says the US started feeling like home.“
 „Teachers at school were often friendlier to the students.“

Positive aspects

„...but after a while she had problems with the father.“
 „He was a difficult person, even his grown-up daughters „didn't really get on with him.“

Negative aspects

There are **more positive aspects** than negative aspects, so „**positive**“ is the **right answer**.

10. Drawing conclusions

Often the **answer is not in the text**. But you can only answer the question if you know **certain details** of the **text**. First you must find these details. Then you must **draw conclusions** of what you read.

Example

„Multiple Choice“: When did she start applying for her year abroad?

- At the beginning of Year 11.
- Soon after the beginning of Year 10.
(In Germany that's September/ October)
- At the end of Year 10
- When she was 12.

Text: „The following article from 2005 deals with Johanna who after Year 10 at her German school went to American to go to high school for a Year.“

Useful information
(In Germany Year 10 ends in June/ July)

German school went to American to go to high school for a year.

Text: „She started applying for a place the autumn before she went, and had to do a language test as part of her application.“

Useful information
(Autumn is from September to November)

You draw a conclusion: She applied in autumn (= soon after the beginning of Year 10)

11. Drawing Conclusions/ Balancing

Here you must use **two strategies**.

Example

„true/ false“: **Ethel is a brave girl.**

Drawing conclusions: What does it mean to be brave? (Look for **examples** (nouns, verbs, adjectives))

Balancing: Is she **brave**? Look for examples.
Are there examples for her **not** being **brave**?

Text:

- 15 years old
- Her parents were worried about their daughter, who was all alone with very little to eat.
- There was no sign of her parents.
- managed to open the heavy door.
- Finally she went out in the howling storm.
- The lighthouse lamp had to be lit.

Text:

- Ethel sat anxiously waiting for her parents to return.
- Mr and Mrs Langton were worried about their daughter,
- who was all alone with very little to eat
- To wind up the heavy weights¹ that kept the lamp turning was also
- very hard

There are more examples of being brave. So the answer is **true**.

¹ *weight* = Gewicht

5. Weiteres Fördermaterial

Überblick / Hinweise zum Umgang mit dem Material

Das folgende Material ist direkt einsetzbar und kann auch als Basis für ein Stationenlernen dienen. Der *erste* Teil enthält Texte mit Aufgabenapparaten zu den Anforderungsniveaus 3-5, die den Schülerinnen und Schülern in den LSE die größten Probleme bereiteten.

Die Text- bzw. Aufgabenformate orientieren sich an den Vorgaben für die zentralen Abschlussprüfungen.

Der *zweite* Teil enthält Material zur gezielten Förderung von Teilfertigkeiten, die in ihrer Gesamtheit die Grundlage von Leseverstehen sind.

Teil 1

Material	Titel	Anforderungsniveau der Aufgaben
M 1	Just 16	EL 3
M 2	A Question of Honesty	EL 3
M 3	A Reader's True Story	EL 3 – 4
M 4	Mama (Song)	EL 3 – 4
M 5	Success or Failure	EL 4 – 5
M 6	A Mother's Love	EL 4 – 5

Teil 2

Material	Titel	Teilfertigkeit
M 7a	Text: Kids with money in their pockets	Wörter erschließen
M 7b	Mind Map: Wortschließungstechniken	Wörter erschließen
M 8	Übersicht: Prefixes	Wörter erschließen
M 9	Text in Spanisch – Anwendung von Wortschließungstechniken	Wörter erschließen
M 10	Exercises: Synonyms I	Paraphrasieren
M 11	Exercises: Synonyms II	Paraphrasieren
M 12	Text: Jobs and the working world/ ads	Paraphrasieren
M 13	Text: Problem Letters	Selektives Lesen
M 14	Exercises: News and Headlines	Selektives Lesen

Texte zum gezielten Training von Aufgaben der Anforderungsniveaus 3 – 5

M 1 EL 3

Task 1

Read the following text and answer the questions below.

Just 16¹

„Noooo! You can't be serious.”

„I'm serious. In Sandra's mum and dad's bedroom.”

„No! That's incredible!”

„So ... what about Alex?”

5 Cathy and I were talking in the toilets at the youth club disco. She was telling me all about her new boyfriend, Alex, when she heard one of her favourite songs. „Come on, Suze! Let's dance!”

I had been best friends with Cathy McCracken for 12 years. We shared everything. Best-friend gossip² and make-up, but also our problems, like when her parents divorced or my dad went to hospital.

10 I'm Suzan Thomson. I have red hair and green eyes. I'm not bad looking, but Cathy was beautiful: blond, blue-green eyes, perfect skin, perfect body. She was one of those people you love to hate, like Claudia Schiffer or Kate Moss. But I liked Cathy too much to hate her.

The music and lights were fantastic. We danced and danced. Suddenly I realised I was hot and thirsty.

15 I went to get a drink and met Darren. He was 17 and cute³. We talked for a long time. I was watching the dancers and I didn't see Cathy. At two o'clock, I excused myself and went to find her.

I couldn't find her anywhere. I decided to go home, but I looked in the toilets first.

20 The clock on the hospital wall read five o'clock. „This isn't happening,” I thought. I wasn't in the Casualty Department⁴ Cathy wasn't in hospital. It was a bad dream.

Maybe the doctors had made mistake. I'd seen lots of people in films. They always look calm. Cathy didn't look calm. She just looked dead.

25 Just after 2 a.m., I had found her in the toilets. Her eyes were large (...). She was in agony⁵, and vomiting⁶. I tried to calm her down but she was terrified. I went to phone an ambulance. When I returned, Cathy was unconscious⁷.

She never woke up. The doctors said that she had taken Ecstasy. That's why she died. Part of me was so angry with her. She didn't need drugs. She was clever, beautiful, popular, just 16. We wanted to travel, learn to surf, parachute, act, ...

30 Did she deliberately⁸ take it? Did someone put it into her drink or forced her?

I get so angry with the dealers. When someone I know takes drugs, I want to show them Cathy's photo.

35 For a long time, I tried to forget, I blocked out her memory. Then, a few weeks ago, I was watching the TV news. A mother and father were talking about their daughter. She sounded just like Cathy and died after taking Ecstasy on her 18th birthday. Suddenly, I felt as if Cathy was with me. The memo-

¹ From: Short Stories For Teens, Klett Verlag, S. 19

² Klatsch

³ niedlich

⁴ Notaufnahme

⁵ Todeskampf

⁶ erbrechen

⁷ bewusstlos

⁸ absichtlich



ries didn't hurt anymore, but I realised that I must tell people about her life. She died of a drug more and more teenagers are dying of.

40 Then my English teacher asked me to write an essay. I wrote about two girls. Two girls talking in the toilets at a disco. Two best friends. One with red hair, one blond.
„So ... what do you think about Alex?“ the blond girl asked.

1. What does Suzan say to describe that she and Cathy were really best friends?

2. What does Cathy look like?

3. Why did Suzan stop dancing?

4. Why do you think was Cathy terrified when Suzan found her in the toilets?

5. Why did she decide to write an essay about teenagers and drugs?

M 2 EL 3

A question of honesty¹

Jennifer got off the bus from the university and began walking towards the flat she shared with two other students. On her way she had to buy some food and stopped in one of the shops in the street. It was run by an Asian family, and although the prices there were a little higher than in the big supermarket further down the street, she did a lot of her shopping there. The vegetables were fresher and they had various things she couldn't get elsewhere.

Mr Patel, the owner of the shop, was checking through a list, but smiled, as he always did, when he saw her come in. 'How's Mrs Patel today?' she asked. 'Oh, better. But only a little better, I'm afraid,' Mr Patel sighed. 'Well, I hope she gets out of hospital soon.' She picked up a wire basket and walked towards the back of the shop, where the rice was kept. The shop was divided by three long aisles, with rows of shelves crammed with all sorts of things. Except for her and Mr Patel, there were only two other people there. They were two teenage boys, and they were standing at the end of one of the aisles. She glanced at them as she passed. They were both wearing long, old-fashioned overcoats and they looked rather ridiculous in them because the coats were too big. But such things were popular with some teenagers at the time. 'Watch out, stupid,' she heard one of them whisper to the other. She walked on to the next aisle and found the rice she was looking for. Then she heard something else. It sounded like a tin dropping on the floor. She peered through a gap in the shelf and caught a glimpse of one of the boys bending down. She saw him pick up a tin of food. But instead of putting it in the shopping basket, he dropped it into the inside pocket of his long overcoat. Jennifer glanced back down the aisle. She could see Mr Patel at the cash till, still checking through his list. Then she looked through the gap in the shelf again. The boys still had their backs to her. 'Come on, let's get out of here,' she heard one of them say. At the same time, she saw one of them put another tin in his overcoat pocket. They moved away from her. She could no longer see what they were doing or hear what they were saying.

When she got to the till, the two boys were in front of her. She watched them pay for the few things they had in the basket. They had both buttoned their coats and fastened them with their belts. Mr Patel did not seem suspicious at all. He even smiled at them as they were about to leave. Jennifer opened her mouth to say something.

¹ In: Robert O' Neill: Fourth Dimension Course Book. Harlow: Verlag Longman 1989, Seite 14.



Tasks

- 1 What is said about Mr Patel's shop? *Tick the correct boxes.*
- The owner, Mr Patel, came from Asia.
 - Prices are a little higher in the big supermarket further down the street
 - There were two other young people in the shop
 - The customers' clothes were rather trendy
 - The shop offered different things you can't get anywhere else
 - There was just one aisle crammed with all sorts of things in the shop
 - Mr Patel was not very friendly to his customers
 - They didn't buy anything in the shop

2 *Right/ wrong?* Jennifer is a regular customer at Mr Patel's shop.

3 Why does Jennifer do her shopping at this shop?
Give *two* reasons.

4 How did the boys try to hide the stolen goods?
Mention *three* items.

- 5 *Tick the correct box.*
- Jennifer is frightened of the people in the shop
 - She is not interested in them at all
 - Jennifer is watching them very carefully
 - She is shocked about the people's behaviour



Key (A Question of Honesty)

- 1 Answers 1,3,4,5 are correct.
- 2 Right (line 7/8)
- 3 The vegetables were fresher.
They had various things she couldn't get elsewhere.
- 4 He dropped it into the inside pocket of his long overcoat.
They had both buttoned their coats...
...and fastened them with their belts.
- 5 Jennifer is watching them very carefully

M 3 EL 3-4

Task 1

Read through the text and find out what this text is about. Write your findings/ideas on the lines below the text.

A Reader's True Story¹

Nine months ago my sixteen-year-old sister, Lesley, ran away from home. She told Mum she was going to school, but now we know she came home when the house was empty, packed some clothes, stole Mum's cash card and caught a bus to Glasgow.

5 When Mum and Dad first realised she'd gone, they thought she'd be back in a couple of hours. She often had arguments with Mum and Dad, but nothing too serious and she hadn't seemed too unhappy.

Lesley still hadn't come home a couple of days later, though, and when Mum and Dad found out that she'd stolen the cash card and had taken Mum's money from machines round Glasgow, they knew it was serious.

10 Anyone who's thinking of running away from home should think about what it does to the rest of the family. I'd never seen my dad cry before, but he missed Lesley so much and was scared it was his fault she'd gone. He and Mum keep wondering if they should have been harder on her or softer on her. They blame themselves for not realising she was unhappy.

15 Her friends at school acted as if Lesley was some kind of star, as if she'd done something really brave and exciting and not just selfish and stupid, which is what I think.

Mum and Dad have spent nearly all their money on going to Glasgow to look for Lesley, and paying for posters that ask if anyone's seen her. Mum's been to every drug and youth advice centre, although she knows they probably aren't allowed to say whether they've seen Lesley or not.

20 Every weekend she and Dad still walk around the town centre late at night in case she's sleeping in the street, and they even go to concerts, looking for Lesley in the crowd. They come home tired and crying because they haven't found her and it makes me feel almost guilty because I'm the one who's still here.

25 Mum used to look and act really young, but now she's got a lot of grey hairs and takes tablets for her nerves and I hate Lesley for doing that to her. Thanks to her, living with Mum and Dad can be hard. If the TV's on and something comes on about young girls being prostitutes or taking drug I have to jump up and switch it off quickly, or Mum just starts to cry. Every time the phone rings I can see that Mum and Dad are praying it might be Lesley – it never is, though.

30 Because of her, when I go out the door, Mum and Dad want to know every detail about where I'm going. And if I'm ten minutes late from school Mum has almost called the police. Lesley did the stupid thing, but I'm the one who's paying for it.

It's nearly Christmas now – our first Christmas without her. I'm dreading Christmas Day because I know how upset Mum and Dad are going to be. Even presents don't interest me. The only present I want is for Lesley to walk through the front door so we can be a real family again. If you're reading this, Lesley – or if someone who knows her is, can you tell her – please, please come home.

Your notes:

¹ From: Password Red 5, Klett Verlag, Stuttgart, 1999, 1. Auflage, S. 57f



Task 2

Read the text and the following statements and decide whether they are right or wrong. Then correct the wrong ones.

	Right	Wrong
1. The girl who ran away from home is fifteen years old.	<input type="checkbox"/>	<input type="checkbox"/>
2. She stole her mum's cash card.	<input type="checkbox"/>	<input type="checkbox"/>
3. She took her money from machines round Manchester.	<input type="checkbox"/>	<input type="checkbox"/>
4. The girls at school acted as if Lesley was a star.	<input type="checkbox"/>	<input type="checkbox"/>
5. Her mum takes tablets for her headache.	<input type="checkbox"/>	<input type="checkbox"/>
6. When the phone rings Mum and Dad are praying it might be the police.	<input type="checkbox"/>	<input type="checkbox"/>

Correct the wrong statements:

Task 3

Read the text again and find out ...

1. when her parents realised that she had gone.
2. what her parents have done to find their daughter.
3. how her parents suffer because Lesley ran away.
4. what it means for Lesley's sister Anna that her sister has run away.

M 4 EL 3-4

Song

Mama (Spice girls)¹

She used to be only enemy

And never let me free,

Catching me in places

That I know I shouldn't be,

5 Every other day I crossed the line,

I didn't mean to be so bad,

I never thought you would

Become my friend.

Back then I didn't know why,

10 Why you were so misunderstood,

So now I see through your eyes,

All that you did was love.

Mama I love you, Mama I care.

15 Mama I love you, Mama my friend,

my friend.

I didn't want to hear it then

but I'm not ashamed to say it now,

every little thing you

said and did was right for me,

20 I had a lot of time to think about,

about the way I used to be,

never had a sense of responsibility.

Back then I didn't know why,

why you were misunderstood,

25 so now I see through your eyes,

all that you did was love.

Mama I love you, Mama I care,

Mama I love you, Mama my friend,

my friend.

30 But now I'm sure I know why,

why you were misunderstood,

so now I see through your eyes,

all I can give you is love.

Mama I love you, Mama I care,

35 Mama I love you, Mama my friend,

my friend.

Mama I love you, Mama I care,

Mama love you, Mama my friend,

you're my friend.

¹ Password Red, Band 5, S. 60, Klett Verlag, Stuttgart, 1. Auflage 1999.



Task 1

Look at the song title and the photo¹ **tick** the sentence half that matches the song text best.

The song is about ...

- a) a conflict between a mother and her teenage daughter.
- b) generation problems.
- c) the development of the relationship between a mother and her teenage girl.

Task 2: Detailliertes Lesen

- a) Read the song text and carefully and underline those phrases that describe the relationship between the girl and her mother.
- b) Where can you see a change in the girl’s feelings?
- c) Why did her feelings change?
- d) Collect words or phrases from the text and match them to the „clouds”.



¹ Siehe Password Red, Band 5, S. 60, Klett Verlag, Stuttgart, 1. Auflage 1999.

M 5 EL 4-5

Success or failure?¹

When James got up this morning, his wife, Joyce, was still asleep. So was his daughter. He crept downstairs trying to make as little noise as possible, and put on his old tracksuit and running shoes. Then he slipped out of the house. Within a few minutes he was jogging through the woods that led to the sea. The sun was just breaking through the early morning mist. It was going to be another fine day. But James hardly noticed.

„My God, I'll be thirty in a few days. What have I done with my life?" he asked himself. As usual, this question made him think of his brother, Hugh. Hugh was a brilliant electronics engineer, and even though he was only a few years older than James, he already had his own company, which specialised in manufacturing delicate computer components. Hugh was earning a lot of money. Hugh had an elegant flat in London and a white Mercedes sports car to go with it. Hugh was engaged to the beautiful daughter of a rich banker. Hugh was a success, there was no doubt about that.

James came out of the woods and ran along the seashore. The bay stretched for miles on either side. It was one of the most beautiful parts of the coast. Poets had written about it. Artists had painted it. But James hardly noticed it that morning.

„What am I? Just a schoolteacher in a sleepy seaside town!" he said to himself. But James knew that he was very good at his job and it gave him a lot of satisfaction. The children and their parents respected him. However, he also knew he would never earn a great deal of money at it, even though life was comfortable enough. His wife was also working part-time in a travel agency. Mandy, their daughter, was a bright, healthy child and had just started kindergarten.

Hugh woke up early that morning, too, feeling terrible. He had been up late the night before, entertaining clients. His mouth felt dry. His head felt as if it were splitting open. He staggered into the bathroom, looking for some aspirin. But then he remembered what his doctor had told him. He had a suspected ulcer, and taking aspirin wasn't good for his stomach. Groaning slightly, he stumbled into the kitchen, where he made himself a pot of extra strong coffee. He sat there, drinking it and thinking about the next few days. All sorts of problems had piled up.

He had agreed to supply a German firm with a large number of computer components. In order to make a profit on the deal, he had to keep his own production costs down to the minimum and meet a strict deadline. But the deadline was only a few days away, and he had run into a number of difficulties in making the components. The German firm was going to phone later that day and ask all sorts of difficult questions. Then there was Helen, his fiancée. They had had another row and she had told him that she didn't want to see him or talk to him for several days. She said that she 'needed time to think things through'. Hugh wished he could at least see her over the weekend, but he had to go over to Buffalo on Friday. He hated the place, and it meant staying in a hotel for several days, which he hated even more. But he was trying to get an important order from an American company there.

When James got back, his wife had got up. 'Had a good run?' she asked, smiling. He smiled back at her. He dashed upstairs to take a shower and looked into Mandy's bedroom on the way. She was still asleep with her arms around a big teddy bear. 'I suppose I've got a lot to be thankful for,' he said to himself. The he thought of Hugh again.

'I wonder what he's doing now. Probably getting ready to go abroad on another business trip, the lucky devil!' he thought.

¹ O' Neill, Robert: Fourth Dimension Course Book, Longman Group Limited 1986, S. 40f.



Tasks

1 Which of the following sentences describes the way James felt about Hugh best?

- a He has no respect for Hugh and his success
- b He respects him and wishes he was as successful.
- c He feels it is unfair that Hugh has so much success.

2 Hugh has to deal with different difficulties. Name *three* of them.

3 In general James is satisfied with his life. (right or wrong)

Key – Success or Failure?

Key task 1: b

Text

5 When James got up this morning, his wife, Joyce, was still asleep. So was his daughter. He crept downstairs trying to make as little noise as possible, and put on his old tracksuit and running shoes. Then he slipped out of the house. Within a few minutes he was jogging through the woods that led to the sea. The sun was just breaking through the early morning mist. It was going to be another fine day. But James hardly noticed.

10 „My God, I'll be thirty in a few days. What have I done with my life?” he asked himself. As usual, this question made him think of his brother, Hugh. Hugh was a brilliant electronics engineer, and even though he was only a few years older than James, he already had his own company, which specialised in manufacturing delicate computer components. Hugh was earning a lot of money. Hugh had an elegant flat in London and a white Mercedes sports car to go with it. Hugh was engaged to the beautiful daughter of a rich banker. Hugh was a success, there was no doubt about that.

James came out of the woods and ran along the seashore. The bay stretched for miles on either side. It was one of the most beautiful parts of the coast. Poets had written about it. Artists had painted it. But James hardly noticed it that morning.

15 „What am I? Just a schoolteacher in a sleepy seaside town!” he said to himself. But James knew that he was very good at his job and it gave him a lot of satisfaction. The children and their parents respected him. However, he also knew he would never earn a great deal of money at it, even though life was comfortable enough. His wife was also working part-time in a travel agency. Mandy, their daughter, was a bright, healthy child and had just started kindergarten.

20 Hugh woke up early that morning, too, feeling terrible. He had been up late the night before, entertaining clients. His mouth felt dry. His head felt as if it were splitting open. He staggered into the bathroom, looking for some aspirin. But then he remembered what his doctor had told him. He had a suspected ulcer, and taking aspirin wasn't good for his stomach. Groaning slightly, he stumbled into the kitchen, where he made himself a pot of extra strong coffee. He sat there, drinking it and thinking
25 about the next few days. All sorts of problems had piled up.

30 He had agreed to supply a German firm with a large number of computer components. In order to make a profit on the deal, he had to keep his own production costs down to the minimum and meet a strict deadline. But the deadline was only a few days away, and he had run into a number of difficulties in making the components. The German firm was going to phone later that day and ask all sorts of difficult questions. Then there was Helen, his fiancée. They had had another row and she had told him that she didn't want to see him or talk to him for several days. She said that she 'needed time to think things through'. Hugh wished he could at least see her over the weekend, but he had to go over to Buffalo on Friday. He hated the place, and it meant staying in a hotel for several days, which he hated even more. But he was trying to get an important order from an American company there.

35 When James got back, his wife had got up. 'Had a good run?' she asked, smiling. He smiled back at her. He dashed upstairs to take a shower and looked into Mandy's bedroom on the way. She was still asleep with her arms around a big teddy bear. 'I suppose I've got a lot to be thankful for,' he said to himself. Then he thought of Hugh again.

40 'I wonder what he's doing now. Probably getting ready to go abroad on another business trip, the lucky devil!' he thought.

Key task 2: (Stomach problems/ problems to supply firm with components/ fiancée doesn't want to see him for several days)**Text**

5 When James got up this morning, his wife, Joyce, was still asleep. So was his daughter. He crept downstairs trying to make as little noise as possible, and put on his old tracksuit and running shoes. Then he slipped out of the house. Within a few minutes he was jogging through the woods that led to the sea. The sun was just breaking through the early morning mist. It was going to be another fine day. But James hardly noticed.

10 „My God, I'll be thirty in a few days. What have I done with my life?” he asked himself. As usual, this question made him think of his brother, Hugh. Hugh was a brilliant electronics engineer, and even though he was only a few years older than James, he already had his own company, which specialised in manufacturing delicate computer components. Hugh was earning a lot of money. Hugh had an elegant flat in London and a white Mercedes sports car to go with it. Hugh was engaged to the beautiful daughter of a rich banker. Hugh was a success, there was no doubt about that.

James came out of the woods and ran along the seashore. The bay stretched for miles on either side. It was one of the most beautiful parts of the coast. Poets had written about it. Artists had painted it. But James hardly noticed it that morning.

15 „What am I? Just a schoolteacher in a sleepy seaside town!” he said to himself. But James knew that he was very good at his job and it gave him a lot of satisfaction. The children and their parents respected him. However, he also knew he would never earn a great deal of money at it, even though life was comfortable enough. His wife was also working part-time in a travel agency. Mandy, their daughter, was a bright, healthy child and had just started kindergarten.

20 Hugh woke up early that morning, too, feeling terrible. He had been up late the night before, entertaining clients. His mouth felt dry. His head felt as if it were splitting open. He staggered into the bathroom, looking for some aspirin. But then he remembered what his doctor had told him. He had a **suspected ulcer**, and taking aspirin wasn't good for his stomach. Groaning slightly, he stumbled into the kitchen, where he made himself a pot of extra strong coffee. He sat there, drinking it and thinking about the next few days. All sorts of **problems had piled up**.

25 He had agreed to supply a German firm with a large number of computer components. In order to make a profit on the deal, he had to keep his own production costs down to the minimum and **meet a strict deadline**. But the deadline was only a few days away, and **he had run into a number of difficulties in making the components**. The German firm was going to phone later that day and ask all sorts of difficult questions. Then there was **Helen, his fiancée. They had had** another **row** and she had told him that **she didn't want to see him or talk to him for several days**. She said that she 'needed time to think things through'. Hugh wished he could at least see her over the weekend, but he had to go over to Buffalo on Friday. He hated the place, and it meant staying in a hotel for several days, which he hated even more. But he was trying to get an important order from an American company there.

35 When James got back, his wife had got up. 'Had a good run?' she asked, smiling. He smiled back at her. He dashed upstairs to take a shower and looked into Mandy's bedroom on the way. She was still asleep with her arms around a big teddy bear. 'I suppose I've got a lot to be thankful for,' he said to himself. Then he thought of Hugh again.

40 'I wonder what he's doing now. Probably getting ready to go abroad on another business trip, the lucky devil!' he thought.

Key task 3: right**Text**

When James got up this morning, his wife, Joyce, was still asleep. So was his daughter. He crept downstairs trying to make as little noise as possible, and put on his old tracksuit and running shoes. Then he slipped out of the house. Within a few minutes he was jogging through the woods that led to the sea. The sun was just breaking through the early morning mist. It was going to be another fine day. But James hardly noticed.

„My God, I'll be thirty in a few days. What have I done with my life?“ he asked himself. As usual, this question made him think of his brother, Hugh. Hugh was a brilliant electronics engineer, and even though he was only a few years older than James, he already had his own company, which specialised in manufacturing delicate computer components. Hugh was earning a lot of money. Hugh had an elegant flat in London and a white Mercedes sports car to go with it. Hugh was engaged to the beautiful daughter of a rich banker. Hugh was a success, there was no doubt about that.

James came out of the woods and ran along the seashore. The bay stretched for miles on either side. It was one of the most beautiful parts of the coast. Poets had written about it. Artists had painted it. But James hardly noticed it that morning.

„What am I? Just a schoolteacher in a sleepy seaside town!“ he said to himself. But James knew that he was very good at his job and it gave him a lot of satisfaction. The children and their parents respected him. However, he also knew he would never earn a great deal of money at it, even though life was comfortable enough. His wife was also working part-time in a travel agency. Mandy, their daughter, was a bright, healthy child and had just started kindergarten.

Hugh woke up early that morning, too, feeling terrible. He had been up late the night before, entertaining clients. His mouth felt dry. His head felt as if it were splitting open. He staggered into the bathroom, looking for some aspirin. But then he remembered what his doctor had told him. He had a suspected ulcer, and taking aspirin wasn't good for his stomach. Groaning slightly, he stumbled into the kitchen, where he made himself a pot of extra strong coffee. He sat there, drinking it and thinking about the next few days. All sorts of problems had piled up.

He had agreed to supply a German firm with a large number of computer components. In order to make a profit on the deal, he had to keep his own production costs down to the minimum and meet a strict deadline. But the deadline was only a few days away, and he had run into a number of difficulties in making the components. The German firm was going to phone later that day and ask all sorts of difficult questions. Then there was Helen, his fiancée. They had had another row and she had told him that she didn't want to see him or talk to him for several days. She said that she 'needed time to think things through'. Hugh wished he could at least see her over the weekend, but he had to go over to Buffalo on Friday. He hated the place, and it meant staying in a hotel for several days, which he hated even more. But he was trying to get an important order from an American company there.

When James got back, his wife had got up. 'Had a good run?' she asked, smiling. He smiled back at her. He dashed upstairs to take a shower and looked into Mandy's bedroom on the way. She was still asleep with her arms around a big teddy bear. 'I suppose I've got a lot to be thankful for,' he said to himself. Then he thought of Hugh again.

'I wonder what he's doing now. Probably getting ready to go abroad on another business trip, the lucky devil!' he thought.

M 6 EL 4-5**Task 1**

Read through the article quickly and write down in one or two sentences what it is about.

A mother's love

Four years ago, the three sons of Carol Evens learnt that their mother was seriously ill and had been given just six months to live. Happily she got well again. Then, in July, she won £ 50,000.

5 Her sons thought they would be going on a shopping spree. Instead, Mrs Evans invested three quarters of the unexpected money and put the rest in the bank. She bought a new bike for Steven, seven, on his birthday, and gave the same amount of money to Richard, 15, and to Alan, 16, which they spent on clothes.

The money, she says, has been invested for her children's future:

"I have no idea how long I'm going to be here. I nearly died. It's the way I see life. I'm not going to hurry and spend this money on some crazy holidays."

10 She and her sons have often argued about the money: „They don't understand that they cannot have all the things they want. They want motorbikes and go-karts and God knows what. Kids could get through £ 50,000 in a few weeks, and then what's left?"

15 Richard, her middle son, comes in for his tea. „When Mum won," he complains, „I thought she'd share the money out more. She wouldn't even give us the money in one go in case we wasted it. I thought we should have got at least twice as much. You can't buy many of the really 'cool' clothes for that.

20 Then, when my friends found out we'd won, they thought I'd have lots of cash on me to treat them, but my pocket money is the same. Since we won the money, I get more trouble from the gangs around here – the ones that are into drugs and carry knives and things. They keep asking me if I have got any money. So, the money has made a bit of difference, but it won't change anything – perhaps it's just made my mum a bit happier."¹

Task 2

Read the text carefully now and try to answer the following questions.

1. What did Mrs Evens' sons expect when she had won the money?

2. What did she do with the money?

¹ From: Password Red 5, Klett Verlag, Stuttgart, 1. Auflage, 1999, S. 66

3. What reason(s) does she give for doing so?

4. To what extent have the lives of the three boys changed since they won the money?

5. Do the boys accept their mother's decision? Give reasons.

Materialien zur Förderung von Teilfertigkeiten

M 7a Text zum Trainieren von Wortschließungstechniken¹

Task: *Look at the underlined words. Match them to the branches of worksheet 7b and try to find out their German meaning.*

Kids with money in their pockets



Carol Maitland
Social Affairs Correspondent

According to a recent survey, British teenagers have on average £8.30 a week spending money. Most of it, up to £3.20 a week, goes on food – sweets, crisps, soft drinks, ice cream and school meals. Next come leisure goods such as CDs

and sports gear¹, averaging about £2.00 a week. The third most popular item is clothing.

Whilst boys and girls spend roughly the same amount of money, they tend to use it differently. Boys need most of it for food, leisure goods and leisure services. Although girls spend almost the same amount on food, they use nearly twice as much as boys for clothes. They also spend twice as much on personal goods such as toiletries², make-up and jewelry, averaging around 80 p per week compared with only 40 p for boys.

Most of the young people interviewed recognised the importance of managing their money properly. Indeed, they seem very skilled in making their incomes last as long as possible, hunting for bargains in second-hand shops and looking out for special offers. Another finding was that they were all very much aware of the influence of advertising. Steve, for instance, said, "I don't buy things just because they are fashionable. My money goes on day-to-day living, nothing extravagant."

How they spend it

	Boys	Girls
Food/soft drinks	£3.20	£3.10
Leisure goods	£2.10	£1.50
Clothing	£0.80	£1.50
Transport	£0.80	£1.00
Leisure services	£0.90	£0.60
Personal goods	£0.40	£0.80

Whereas parents were the main source of income there was sometimes resentment³ if they wanted to know how the money was spent. Yet some youngsters welcomed their parents' involvement. "If I go shopping I know my mum will want to know what I've bought," said Soraya, "and that's good because it stops me from buying things I'll regret later."

Whereas some teenagers manage on the pocket money they get from their parents, others prefer to earn their own. Hossain, for example, explained, "If you go into the real world and get yourself a job, that's when you're independent. If you don't work for your money it's not really yours." Again and again it became clear that

money means much more to young people than simply buying things. One girl pointed out, "Money makes you feel independent even if you are not. When you're out shopping by yourself and you've got some money in your pocket you feel independent."

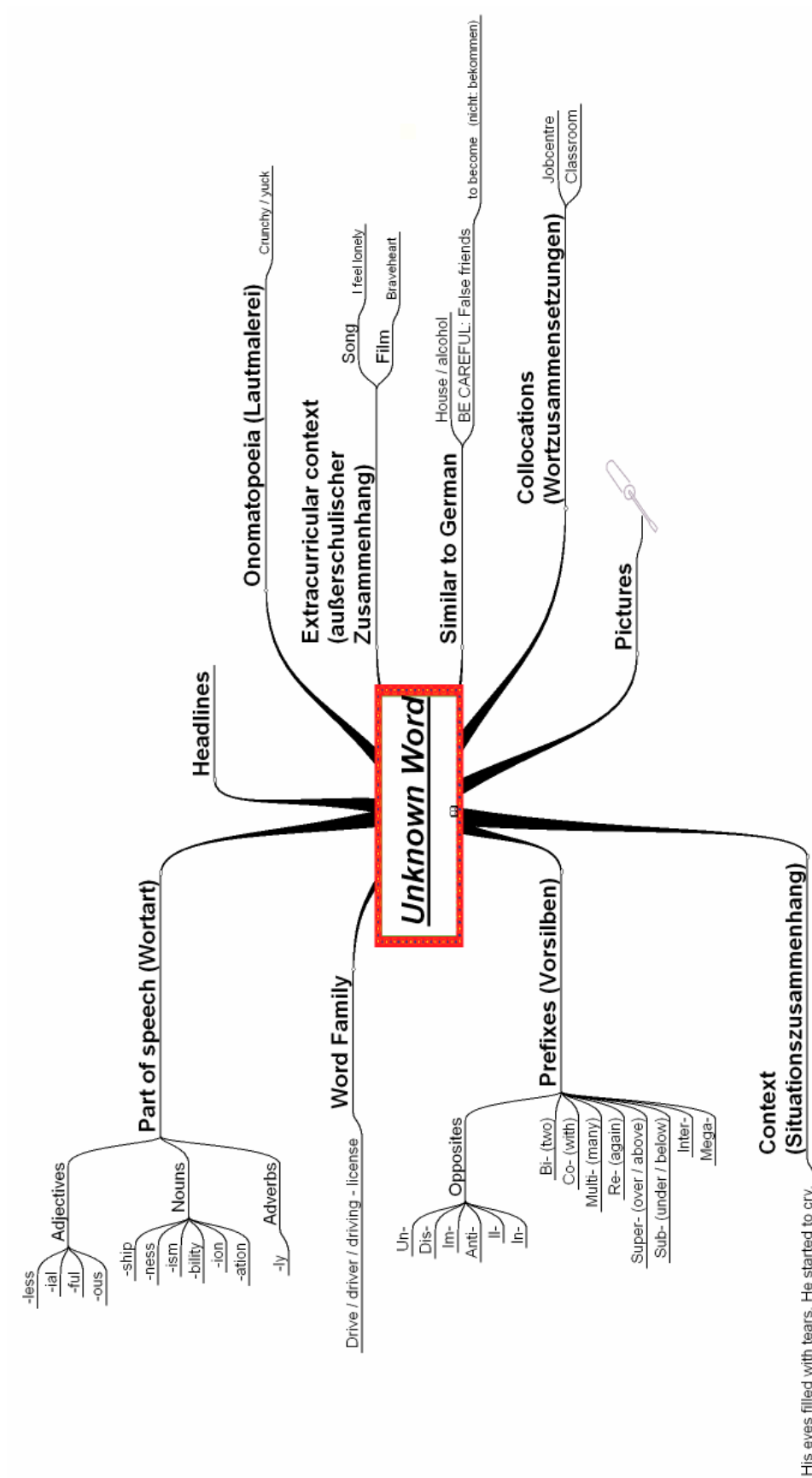
Many teenagers find it unfair to expect their parents to pay for everything and so they get part-time jobs. Others want to help their family. One such person is Katie, "I pay my share of the phone bill at home. I think when you get older you should pay for it yourself." There was, however, a general

consensus about parental responsibility. "If parents see a child isn't reliable," said Sandra, "he or she shouldn't have money of their own. They might go out and buy things like drugs."

Adapted from:
The Independent, 23.7.1997

¹ Detlef und Margaret Ziegeler: Reading and Writing Skills 9./ 10. Schuljahr. Klett Verlag, Stuttgart 2002

M 7b Wortschließungstechniken



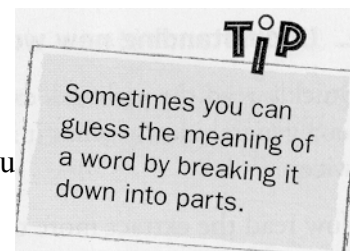
M 8

Prefixes

1. Breaking words down into prefixes and roots

Even if you had never heard of the word *telecommunications* before, you could probably understand it, couldn't you?

Try to explain why.



2. Same common prefixes

Words like *tele-school* and *unlimited* can be broken down into their *prefixes*, '*tele-*' and '*un-*': and

Prefix	Examples (Some of these are written with hyphens, others as one word)
<i>anti-</i> (against)	anti-American, ...
<i>bi-</i> (two)	biannual, ...
<i>co-</i> (with, together)	cooperation, ...
<i>de-</i> , <i>dis-</i> (reverse a process, turn sth. into the opposite)	decode, ... disagree, ...
<i>en-</i> (put into, make into)	enable, ...
<i>in-</i> (opposite)	inability, ...
<i>multi-</i> (many)	multimillionaire, ...
<i>re-</i> (again)	rearrange, ...
<i>sub-</i> (under, below)	subway, ...
<i>super-</i> (over, above)	superhuman, ...
<i>un-</i> (reverse a process/opposite)	untie, unable, ...

'*school*' and '*limited*'. If you learn what the following common prefixes mean you will be able to understand many new words. The meaning of each prefix is in brackets. Find some more examples from the text and think of some of your own, too.

3. Recognising suffixes

Words like *dangerous* and *reformation* are made up of the roots '*danger*' and to '*reform*', plus the *suffixes* '*-ous*' and '*-ation*'. Knowing a few suffixes will help you to work out the meaning of new words and identify the type of word (e.g. *-ation* = noun).

Aus: D. und M. Ziegesar: Reading and writing skills 7./8. Schuljahr, Klett 2001

M 9

Text in Spanisch – Anwendung von Worterschließungstechniken

- Lies den Text und versuche zu verstehen, wovon der Text handelt.
- Führe beim Lesen ein Leseprotokoll:

Folgende Wörter habe ich aus anderen Sprachen abgeleitet
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Manías

No sólo el alcohol, también el tabaco y las drogas pueden producir dependencia. Pero en algunos casos actividades cotidianas como comprar, ver vídeos, trabajar... terminan en manías. Joaquín ha vivido esta situación. „Mi pasión son las tragaperras. Paso varias horas al día jugando y gasto en el juego todo el dinero que tengo. Es terrible.” Para Joaquín existen grupos de autoayuda, que buscan soluciones a estos problemas.

Pero no sólo el juego, también muchas otras cosas pueden causar una dependencia. La mayoría de los psicólogos está de acuerdo : muchas personas no saben controlarse. Buscan una actividad para escapar de sus frustraciones en el trabajo, del estrés, de problemas personales o familiares... Juan, un abogado de 51 años, lleva dos meses yendo al psicólogo.” Mi tragedia son el vídeo y los videojuegos... Cada vez estoy más solo. Claro que a mi mujer y a mis hijos no les gusta pasar todo el día en casa. Los fines de semana ellos se van. Hacen excursiones, van de compras, visitan a los amigos... Y yo me quedo delante del televisor, jugando y viviendo una vida que ya no es mía. Poco a poco estoy perdiendo el contacto con el mundo real. »

Mucha gente no sabe que estas manías son una enfermedad. Para salir de la crisis hay que darse cuenta del problema, buscar una solución y decirse: fin del juego.

(Adapto de „Muy interesante », Buenos Aires)

Aus :Bez.Reg.Düsseldorf : Unterregionalisierte Fortbildung Englisch, A. Gallhoff/ R. Barzel

M 10**Awareness activities – Synonyms I****Choose the suitable word for the following sentences:****All – quite – whole**

- Tell me the ... truth.
- He knew... the time that something was wrong.
- The ... team was exhausted after the match.
- This book is ... good.
- ... the glasses were broken.

Drive – go – ride

- I normally ... my bike to work.
- Please be careful when you ... our new car.
- He has never ... to work by taxi.
- As the traffic is so heavy, I think it would be better to ... by bus.
- Can I ... you to the station?

End – stop

- World War I ... in November 1918.
- They ... playing cards when the telephone rang.
- The last match ... in a draw.
- The meeting ... in confusion half an hour ago.
- The teacher told the pupils to ... talking.

Fault – mistake

- He speaks English quite fluently, but still makes a lot of grammar
- He made a big ... when he thought he could trust her.
- You can learn from your
- She liked him very much in spite of his
- If she hadn't made so many spelling ... she would have passed the exam.
- The policeman told him that the accident was his

Finished – ready

- The ... product was expensive.
- Wash your hands, please. Dinner is almost
- He smiled when he looked at the ... painting.
- We are almost ... to leave.
- Everything is ... for the journey.

Force – power – strength

- France has more nuclear ... stations than any other European country.
- These rules are in ... for the next few months.
- He tried to open the door by
- The hungry man didn't have the to lift anything.
- He was the driving ... behind the project.

Game – match – play

- Hockey is a popular ... in Great Britain.
- I enjoy watching tennis... on TV.
- Bridge is a difficult card
- Steve Smith was sent off during the football final for unfair
- Anybody can do it. It's child's

Get up – stand up

- I always ... at 6 o'clock.
- The old lady fell down and could not ... without help.
- The audience ... when the national anthem was played.
- He ... so that he could see better.
- Hurry up! It is time to ... , otherwise you will be late for school.

Bear – carry – wear

- I can never find a porter to ... my luggage.
- What on earth shall I ... to my sister's wedding?
- He has to ... glasses when he is driving.
- Is the ice thick enough to ... your weight?
- I have to ... the responsibility for the new project.
- The little girl always wanted her mother to ... her.

Borrow – lend

- I ... this book from the library last week.
- Please ... me your pen. I have lost mine.
- May I ... your lawn mower? Mine is broken.
- Jane promised to ... me her bike at the weekend.
- I really do not want to ... him any more money.

Bottom – floor – ground

- They could not finish the game because the ... was so muddy.
- He slipped on the bathroom
- You are on dangerous ... when you criticize his work.
- There was a hole in the ... of the box.
- The wreck was lying at the ... of the sea.

Lösungen für Synonyms I

All – quite – whole

- Tell me the whole truth.
- He knew all the time that something was wrong.
- The whole team was exhausted after the match.
- This book is quite good.
- All the glasses were broken.

Drive – go – ride

- I normally ride my bike to school.
- Please be careful when you drive our new car.
- He has never gone to work by taxi.
- As the traffic is so heavy, I think it would be better to go by bus.
- Can I drive you to the station?

End – stop

- World War I ended in November 1918.
- They stopped playing cards when the telephone rang.
- The last match ended in a draw.
- The meeting ended in confusion half an hour ago.
- The teacher told the pupils to stop talking.

Fault – mistake

- He speaks English quite fluently, but still makes a lot of grammar mistakes.
- He made a big mistake when he thought he could trust her.
- You can learn from your mistakes.
- She liked him very much in spite of his faults.
- If she hadn't made so many spelling mistakes, she would have passed the exam.
- The policeman told him that the accident was his fault.

Finished – ready

- The finished product was expensive.
- Wash your hands, please. Dinner is almost ready.
- He smiled when he looked at the finished painting.
- We are almost ready to leave.
- Everything is ready for the journey.

Force – power– strength

- France has more nuclear power stations than any other European country.
- These rules are in power for the next few months.
- He tried to open the door by force.
- The hungry man didn't have the strength to lift anything.
- He was the driving force behind the project.

Game – match – play

- Hockey is a popular game in Great Britain.
- I enjoy watching tennis matches on TV.
- Bridge is a difficult card game.
- Steve Smith was sent off during the football final for unfair play.
- Anybody can do it. It's child play.

Get up – stand up

- I always get up at 6 o'clock.
- The old lady fell down and could not get up without help.
- The audience stood up when the national anthem was played.
- He stood up so he could see better.
- Hurry up! It is time to get up, otherwise you will be late for school.

Bear – carry – wear

- I can never find a porter to carry my luggage.
- What on earth shall I wear to my sister's wedding?
- He has to wear glasses when he is driving.
- Is the ice thick enough to carry your weight?
- I have to bear the responsibility for the new project.
- The little girl always wanted her mother to carry her.

Borrow – lend

- I borrowed this book from the library last week.
- Please lend me your pen. I have lost mine.
- May I borrow your lawn mower? Mine is broken.
- Jane promised to lend me her bike at the weekend.
- I really do not want to lend him any more money.

Bottom – floor – ground

- They could not finish the game because the ground was so muddy.
- He slipped on the bathroom floor.
- You are on dangerous ground when you criticize his work.
- There was a hole in the bottom of the box.
- The wreck was lying at the bottom of the sea.

M 11

Synonyms II

Try to use another word for the one in brackets or change the sentence but don't change the meaning!

- We saw three (aircraft) in the sky.

- Don't judge other people by their (appearance).

- The boys rose at the headmaster's (appearance). The boys rose when

- What is your (attitude) to rock music? What do you

- Who is the (author) of this book?

- Smoking has no (benefits) _____
- Our school is in good (condition).

- The firm has excellent working (conditions).

- The pupils had a (discussion) on holidays.

- It is Tom's (duty) to wipe the board.

- There is a high (duty) on wine from Spain.

- A bridge is the (link) between two countries.

- (The majority) were against the plan.

- Tom shows (skill) in repairing old watches.

- There is no (threat) of war.

- The Prime Minister didn't sign the (treaty).

- The captain did not (abandon) the sinking ship.

- Some people want to (abolish) smoking.

- The driver tried to (accelerate).

- We can't (account) for Tom's behaviour.

- Tom knows that he can't (achieve) all his aims.

- Mr Baker wants to (acquire) a house in the country.

- Tom (acts) in a school play.

- The story (amazes) me.

- Tom went to Mr Baker and (apologized).

M 12**Jobs and the working world****Pick Food**

We have vacancies for the following staff:

- Personnel manager
- Cashiers
- Supervisors
- Qualified book-keepers

We offer excellent promotional prospects.

For further details

Tel: (0272) 22 26 54

Trainee Computer programmer

Good opportunity for a start in computers. Ability in maths is essential. We offer a steady job, good earnings, canteen, etc.

Application forms from:

Personnel Department,
International Computers,
Honeywell Rd., Bournemouth

Watford Engineering

require a junior clerk for the accounts department and an electrician for the electrical engineering department.

Apply in writing to:

The Personnel Officer,
Watford Engineering,
Western RD., Watford

Photographer

A vacancy for a smart, lively young person

Good prospects.

Please write to:

Frost Photographer's,
39 High St., Basingstoke

Are you ambitious?

- aged 22 – 35?
- need a challenge?
- tired of your present occupation or living from unemployment benefit?

Some of our sales representatives earn more than the Prime Minister!

All you need is energy, enthusiasm, and your own car and telephone.

No salary. Commission only basis.

Contact: Direct Sales Ltd., Suite 22,
City Hotel, Liverpool
Tel: 051 – 124 23 30

Star Construction

Star Construction requires

- senior engineers
- site engineers
- plumbers
- carpenters

for a variety of contracts in the Bristol and Exeter area.
Salary by negotiation.

Apply to:

The Construction Manager,
Star Construction U.K. Ltd.,
615 Ringwood Rd., Bristol



Tasks

Task 1: Looking at the language

a. Find the word in the adverts for:

- people employed
- someone who keeps the accounts
- a travelling salesman
- a craftsman working with wood

b. What are the adjectives forms of these words?

- variety
- vacancy
- ability

c. What are the verb forms of these words?

- application
- representative
- sale

Task 2: Definitions

Read the definitions and decide what the words are.

- Somebody learning a trade or job
- A manual or industrial worker
- The man in charge of a group of workmen
- Someone lower in rank or position
- Men and women who are employed
- A form of work for which a good brain
- And special training is needed
- Someone higher in rank or position
- Trained or experienced

.....

.....

.....

.....

.....

.....

.....

.....

.....

M 13a**Scanning and matching exercises – Problem Letters**

Read the following problem letters carefully and underline keywords in each of them. Match the letters with the answers given on the following page.

1

My best friend has totally turned her back on me and is now going round with two other girls. She's changed too and has started wearing Wonderbras to school and rolling her skirt up so it's really short. She even wears nail varnish when it's banned at school and gets in trouble with our teachers. I've heard she's seeing three boys too.

I feel like I've lost my best friend and all I want is for us to be mates again but I don't want to go around in the gang she's in now.

What can I do?

3

I'm eleven and go up to high school after the summer holidays. I'm so worried about going there. There's just been a big fight at the school between two gangs and a lot of people got hurt – innocent people too.

We had a parents' night at school and my teacher told my mum that she was concerned about me going to that school too. She said they wouldn't teach me enough.

Eventually my Mum and Dad said I can go to a private school but that's caused another problem – I wouldn't be able to go to my childminder's any more. She's looked after me since I was six weeks old and I love her as much as my mum. I can't tell my mum this as she'll be hurt and think I'm ungrateful about the private school.

Please tell me what I can do. I couldn't stand it if I didn't see my childminder every day. She's my best mate.

5

I've got a really embarrassing problem because my veins show all over my body from my neck down and it looks horrible.

It's going to be awful in summer because when I wear swimming stuff or summery clothes everyone will laugh at me. Everyone says I'm nice-looking but my veins aren't. I've been told it's prominent veins but I need to know if there's any way to get rid of them. They make my life a misery.

7

I'm 11 and I was going out with a boy called Stephen. He told me he loved me but I caught him kissing my best friend. He really hurt me and now I've lost him and my mate.

Stephen and I used to like listening to „I'll Never Break Your Heart" by the Backstreet Boys and when my sister plays it now I just cry and cry. At school I have to sit beside him and my friend which is really difficult. I just seem to spend the whole time in tears. Please help me.

4

I've been going out with a boy called Chris for three months but we've not kissed yet. In Shout you always say you shouldn't be ashamed to make the first move but my mates say that's wrong and if I kiss him everyone will know I've made a mistake.

He's the most popular boy in the school so I don't want to lose him – what can I do? I can't talk to my mum because she just laughs.

2

I'm 14 and my life is a mess. My mum and dad split up four months ago because my dad went off with a younger woman and hasn't been seen since. My brother was so upset that he started to drink and take drugs and ended up in hospital after drunk driving. He only has a 50% chance of living.

My mum goes to the pub every night now and shouts at me all the time. I hear her crying in her bedroom but she won't talk to me about it.

It seems like it's all my dad's fault. I hate him sometimes but I miss him too.

I've only been to hospital five times to see my brother as I can't face seeing him. Sometimes I have nightmares about him dying and I can't take that anymore. I've recently split up with my boyfriend too. I don't know why though because I love him and miss him. I'm writing to you Cathy as my mum won't listen any more.

6

I started my periods two years ago but since then I've had a mild eating disorder and they stopped completely. I'm now eating properly and my weight is nearly back to normal but my periods haven't started yet. I'm so worried they'll never come back again. Please tell me what should be happening to me and if there's anything I can do. I'm 15.

M 13b**Scanning and matching exercises- Problem letters – Answers**

Here are the answers to match the letters.

A

Sudden weight loss due to an eating disorder can stop your menstrual cycle in its tracks, but periods usually return once your body weight is back to normal. If you are patient, your periods should soon reappear, although sometimes your doctor may intervene to kick-start the cycle if necessary.

If you have had no counselling or medical support during your eating disorder, please remedy that situation – this is not something you can just ignore. Call the Eating Disorder Association Youth Helpline on 01603 765050 and talk to them – they understand and can let you know exactly what to expect as you work to regain a healthy body weight, as well as helping you to sort out any emotional problem which may have triggered the disorder in the first place.

If your weight steadies out and still your periods show no sign of returning, go along to your doctor and explain the situation. Getting over an eating disorder takes time, so enlist some expert help and advice – you don't have to cope alone.

B

Being a teenager isn't easy! People grow up, develop new interests and ideas, and friendships that once seemed solid can change, even sometimes fade.

Your best mate may not have meant to hurt you, but she's moved on, and her new friends are part of that. It hurts if someone you care about drops you, especially when the friendship still means a lot to you. This girl is rebelling in a big way. Some kind of problem at home ...behind her need to attract attention, but even if her actions are a cry for help, it is a phase you must let her go through. The most you can do is be there for her if and when the tough-girl act crumbles.

Right now talk this through with your mum then make an effort to put it behind you and get on with your life. Making new mates takes time, but if you're friendly, chatty and fun, you'll get there. It makes sense to have a range of friends to suit your different moods and interests. Instead of relying on just one best mate – a very exclusive friendship can all too easily go wrong.

C

Your childminder has been part of your life for a long, long time looking after you. Of course you love and care for her – that's only natural.

Starting a new school is always a challenge, and it's important you face the new term with as much enthusiasm and confidence as you can – which means getting this worry out of the way right now. Talk about your fears and feelings and work out ways to keep hold of the closeness. Let both your mum and your childminder know how you're feeling – they'll understand.

Perhaps you no longer need a childminder, but that doesn't mean the relationship is over. With just a little effort the two of you can stay close – writing letters, phoning, meeting up whenever possible.

Relationships often change as we get older, but change can be positive – and, if you want it to, this friendship can stay as strong as ever.

D

This is a feature you share with many pale-skinned girls, but it's only a problem if you allow it to be. Although you're obviously very aware of the veins, few other people will even notice them.

There's no way of making these veins disappear – they're just part of you, and that's something you'll have to accept. A gentle, even tan may make them less obvious, but, like many pale-skinned girls, you may find tanning difficult – if so, forget it, as red, burnt skin is far more noticeable and unattractive than a few veins.

If you learn to live with and maybe even like your body the way it is, others will accept it, but if you make a big deal out of it, they'll spot your uncertainty and use it to tease you. Wear your summery clothes with confidence, or, if you must, cover up with lacy tops and longer skirts, but enjoy the summer – it's far too short to waste on doubts and uncertainty.

E

Life can be cruel – sometimes, when things go wrong, they go very wrong. You're fighting just to hold your ground and regain some kind of security, but no matter how bad things seem, you are not alone. Sharing your fears and experiences with a trusted adult can help, so, if you can, confide in a sympathetic teacher. Your school need to know what's happening at home, and they can help you to get through by arranging both practical and emotional support.

Ask your family doctor about your brother's condition – facing the facts is scary, I know, but it's the only way forward. Your doctor may also be able to help your mum control her drinking and confront her grief, and for more help, call Alateen's helpline on 0171 403 0888. Alateen help the children of families troubled by alcohol addiction and can give you the support you need to keep going, while Childline, on 0800 11 11, are another source of advice and understanding.

Recent events have wrecked your trust in others and made you shy away from those who mean a lot to you. Shutting out those close to you won't take away the pain – your ex-boyfriend and friends care about you, and they can help you through this nightmare. There are no easy answers here, but with adult help and the support of your friends, you can get through the heartache and build a brighter future.

F

When you break up with someone in this way, you're bound to be hurt. Not only has your trust in your boyfriend and your mate taken a real knock, your pride has, too – but, in time these wounds will heal.

Love can be very intense, but it's often pretty short-lived, too – at 11, there's just no way you're ready for a steady relationship.

Feelings change all the time, and it's all too easy to be tempted if someone else shows an interest in you. Your boyfriend and mate have been pretty insensitive by being unfaithful the minute your back was turned, and that's sad but I doubt if they meant this to happen. Their actions were probably weak and thoughtless rather than malicious.

Hold your head high and try not to show the hurt. Don't wallow in the hurt by listening to 'your' song, rereading old times or dreaming of what might have been. You had fun together, but it's over now – it's time to put the past behind you and move on. Slowly you'll get over the hurt and fall for someone new – but learn from this experience and keep things light and casual.

G

If you feel that Chris would like to get more romantic, make sure the opportunity is there by planning a few quiet dates – walks in the park, evenings at the cinema or listening to tapes at home. Help things along by holding hands, smiling and keeping eye-contact. If you're relaxed, alone and attracted to each other, the kisses will happen – and they'll feel natural, too, whoever makes the first move.

If you're unsure of all this and perhaps a little wary of scaring Chris off, your instincts may be telling you to slow down. You enjoy each other's company, and that's great – who says things have to go further? Your friends' interest in all this isn't going to help you to relax, so tell them you're happy and ask them to back off a little. Take away the pressure and the kisses might just take care of themselves

M 14**News and Headlines***Match the headlines and the news***Headlines**

Queen unveils ‘Sunshine’ Statue of Eric Morecambe	1
Football: Boro wait for Ziege and Leonardo Move (Press Association)	2
Street set given new look	3
Stars back child cruelty campaign	4
Top karaoke singers set for ‘instant karma’	5
Cricket: England v New Zealand – Match update – 17:38 (CricInfo)	6
Beatles guitar could fetch 200,000 Pounds	7
Golf: Golf-Westwood equals record to end title drought (reuters) Sunday July	8
Phil Collins to wed swiss girlfriend	9
Formula one: Motor racing – Irvine presses title claims with Austrian win (Reuters) Sunday July 25, 4:01 PM	10
Ronan and Baby Spice star in charity concert	11
Tennis: Tennis – Norman Recovers to win Mercedes cup	12

(Bezirksregierung Düsseldorf: Unterregionalisierte Fortbildung Englisch, Anne Gallhoff / Ruth Barzel, 2005: Let’s talk about skills: reading strategies)

Texts

23, 2:17 PM

The set of ITV soap Coronation Street is to be extended.

(Press Association) Saturday July 24, 10:23 AM

The Queen has unveiled a statue of comedy legend Eric Morecambe in his home town which depicts the much loved star in his classic "Bring me sunshine" pose.

Friday July 23, 6:44

A clutch of top showbiz names have given their backing to a campaign to stop cruelty to children

Sunday July 25, 12:04 PM

A guitar played by George Harrison at the Beatles' last public performance is expected to sell for more than £ 200,000.

(Press Association) Saturday July 24, 9:25 PM

Boyzone heart-throb Ronan Keating and Baby Spice Emma Bunton were the star attractions at a charity concert in London's Hyde Park.

(Reuters) Sunday July 25, 4:02 PM

Stuttgart, Germany, July 25 – Swede Magnus Norman fought back two sets down to edge out local favourite Tommy Haas in five sets in the Mercedes Cup final on Sunday.

Sunday July 25, 5:38

Final Report (by John Ward)

Spielberg, Austria, July 25 – Briton Eddie Irvine moved into serious contention for the Formula One world championship on Sunday with a dramatic victory for Ferrari in the Austrian Grand Prix .

July 25, 4:02 PM

HILVERSUM, Netherlands, July 25 – Britain's Lee Westwood landed his first European Tour title for nearly 10 months when he took the Dutch Open by one shot after a course record-equalling 63 on Sunday.

(Press Association) Saturday, July 24, 7:43 PM

One hundred of Britain's most tuneful karaoke singers will re-record Karma Chameleon with Boy George.

Sunday, July 25, 5:23 PM

Middlesbrough have confirmed that they are on the trail of AC Milan duo Christian Ziege and Leonardo.

Friday July 23, 2:17 PM

Phil Collins is to marry his Swiss girlfriend Orianne Cevey at a luxury Hotel in Lausanne.

(aus: Gallhoff, A./Barzel, R.: Let's talk about skills: Reading Strategies; Unterregionalisierte Fortbildung Englisch, Bezirksregierung Düsseldorf, 2005)

Key

23, 2:17 PM

The set of ITV soap Coronation Street is to be extended.

(Press Association) Saturday July 24, 10:23 AM

H

The Queen has unveiled a statue of comedy legend Eric Morecambe in his home town which depicts the much loved star in his classic "Bring me sunshine" pose.

Friday July 23, 6:44

B

A clutch of top showbiz names have given their backing to a campaign to stop cruelty to children

Sunday July 25, 12:04 PM

C

guitar played by George Harrison at the Beatles' last public performance is expected to sell for more than 200,000 pounds.

(Press Association) Saturday July 24, 9:25 PM

D

Boyzone heart-throb Ronan Keating and Baby Spice Emma Bunton were the star attractions at a charity concert in London's Hyde Park.

(Reuters) Sunday July 25, 4:02 PM

E

STUTTGART, Germany, July 25 – Swede Magnus Norman fought back two sets down to edge out local favourite Tommy Haas in five sets in the Mercedes Cup final on Sunday.

Sunday July 25, 5:38 PM

F

Final Report (by John Ward)

Spielberg, Austria, July 25 – Briton Eddie Irvine moved into serious

G

contention for the Formula One world championship on Sunday with a dramatic victory for Ferrari in the Austrian Grand Prix .

July 25, 4:02 PM

I

HILVERSUM, Netherlands, July 25 – Britain's Lee Westwood landed his first European Tour title for nearly 10 months when he took the Dutch Open by one shot after a course record-equalling 63 on Sunday.

(Press Association) Saturday, July 24, 7:43 PM

J

One hundred of Britain's most tuneful karaoke singers will re-record Karma Chameleon with Boy George.

Sunday, July 25, 5:23 PM

K

Middlesbrough have confirmed that they are on the trail of AC Milan duo Christian Ziege and Leonardo.

Friday July 23, 2:17 PM

L

Phil Collins is to marry his Swiss girlfriend Orianne Cevey at a luxury Hotel in Lausanne.

(aus: Gallhoff,A./Barzel, R.: Let's talk about skills: Reading Strategies; Unterregionalisierte Fortbildung Englisch, Bezirksregierung Düsseldorf, 2005)