

| Station/page | ! / * | | materials |
|--------------|-------|--|---------------------------|
| 7 | ! | | pen, ruler |
| 7 | ! | | pen, exercise book, ruler |
| 9 | ! | | pen, exercise book |
| 9 | ! | | pen |
| 11 | ! | | pen, exercise book |
| 11 | ! | | pen |
| 13 | ! | | pen |
| 13 | ! | | pen, exercise book |
| 15 | * | | pen, exercise book |
| 17 | * | | pen, paper |
| 19 | ! | | pen, exercise book |
| 19 | ! | | pen |
| 21 | ! | | pen |
| 21 | ! | | pen, paper |
| 23 | ! | | pen |
| 23 | ! | | pen |
| 25 | ! | | pen, coloured pens, paper |
| 27 | * | | pen |
| 29 | * | | pen, paper |

Einsatz der Materialien

Sehr geehrte Kollegen und Kolleginnen,

dieses Werk zum Stationenlernen im Englischunterricht soll Ihnen ein wenig Ihre alltägliche Arbeit erleichtern. Dabei war es uns besonders wichtig, Stationen zu kreieren, die möglichst schüler- und handlungsorientiert sind und mehrere Lerneingangs-kanäle ansprechen. Denn nur so kann das Wissen langfristig gespeichert und auch wieder abgerufen werden. Die Reihenfolge der Stationen ist frei wählbar, so können die Schüler in ihrem individuellen Arbeits- und Lerntempo vorgehen. Die Materialien eignen sich durch die möglichen Hilfestellungen durch die Tippkarten auch hervorragend für die Selbstlernzeit.

Das Heft ist in zwei Bereiche aufgeteilt:

Zeit 1: **Simple Past**

Zeit 2: **Past Progressive**

Stationen:

Die Stationskarten enthalten bewusst keine Nummerierung, um einen flexiblen Einsatz zu gewährleisten. So kann jeder selbst entscheiden, welche Stationen er bearbeiten möchte. Dies können beispielsweise lediglich Stationen aus einem Bereich sein, ebenso gut können jedoch Stationskarten aus allen Bereichen vermischt werden. Es ist ebenso möglich, die anderen Zeiten der Reihe „Kohl's Stationenlernen Englische Zeiten“ gleichzeitig einzusetzen und gegebenenfalls zu ergänzen. Nach Belieben können Sie die Stationen auch nummerieren, um den Schülern die Zuordnung zu erleichtern.

Grund- und Expertenaufgaben:

Innerhalb der Bereiche gibt es Grundaufgaben, die mit einem Ausrufezeichen markiert sind und Expertenaufgaben, die mit einem Stern gekennzeichnet sind. Die Grundaufgaben sollten von allen Schülern bearbeitet werden. Hier kann zudem auf Tipp-Karten zurückgegriffen werden. Die Tipp-Karten liegen für einen Großteil der Grundaufgaben-Stationen vor.

Die Expertenaufgaben enthalten vertiefende oder weiterführende Inhalte. Je nach Leistungsstand können Sie jedoch problemlos Stationen anders kennzeichnen.

Tipp-Karten:

Im hinteren Bereich des Hefts finden Sie Tipp-Karten, die zur Unterstützung dienen sollen. Für viele Grundaufgaben liegen Tipp-Karten vor. Es empfiehlt sich die Tipp-Karten z.B. in Briefumschläge verpackt neben die ausgelegten Stationen zu legen oder sie sogar an einem separaten Ort zu platzieren. So überlegen die meisten Schüler, ob sie einen Tipp benötigen oder nicht und werden nicht so stark dazu verleitet, aus Bequemlichkeit einen Blick darauf zu werfen.

Lösungen:

Wer die Aufgaben der Schüler korrigiert, hängt zum einen von der Lerngruppe und zum anderen von den Vorlieben des unterrichtenden Lehrers ab. So kann dieser die Verbesserung der Schüleraufgaben selbst übernehmen, oder diese Aufgabe in die Verantwortung der Schüler übergeben. In diesem Fall haben Sie die Möglichkeit, die Karten einfach auszuschneiden und zu laminieren. Die passende Lösung befindet sich dann direkt auf der Rückseite der Aufgabe. Das fördert die einfache Selbstkontrolle. Alternativ können Sie die Seiten jedoch auch kopieren und die Lösungen, für die Schüler erkenntlich markiert, an einem anderen Ort positionieren.

Nach dieser kurzen Einführung wünschen Ihnen viel Spaß beim Einsatz der Materialien
Ihr Kohl-Verlag und

Barbara Hamblock

Tipp-Karten:



Einzelarbeit



Partnerarbeit



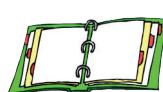
Grundaufgabe



Expertenaufgabe



pen



exercise book



ruler



paper



coloured pens



scissors

Name: _____

Datum: _____

Stationen-Laufzettel



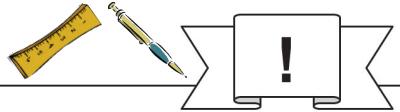
Grundaufgaben

Expertenaufgaben



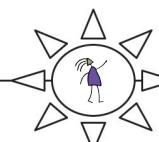


Station



Find and underline all the verbs in the text. Then put them in the past simple.

Julius Caesar arrived in Britain to conquer the country in 55 BC. He tried again in 54 BC. Storms destroyed his ships both times and he went home again. After 90 years, in 43 AD, the Emperor Claudius decided to invade again. The Roman soldiers almost refused to go because they believed the ancient Britons were very fierce. The Romans even brought elephants to frighten them and so they conquered most of the country, but they did many good things while they ruled the country. They constructed excellent roads and built walled towns and baths. But the Britons used soap long before then.



Station



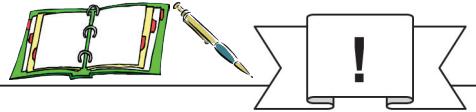
Write out the questions in full in the simple past and then choose which answer fits which question.

| | | |
|---|---|--|
| 1 | What language did the Romans speak? | They spoke Latin. |
| 2 | Did the Romans conquer America? | No, they didn't. They conquered Gaul. |
| 3 | What did the Romans use as toothpaste? | They used powdered mouse brains. |
| 4 | Where was Hadrian's Wall? | It was in the north of England. |
| 5 | Who gave his name to the seventh month of the year? | Julius Caesar gave his name to the month July. |
| 6 | How much is XXXVI in our numbers? | It is 36. |
| 7 | Why did the Romans build aqueducts? | They built them to transport water. |
| 8 | When did Vesuvius erupt and destroy Pompeii? | It erupted in 79 AD. |





Station



See if you can place the following town names
on the map of England?

Bath = Aquae Sulis

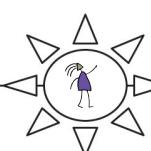
Carlisle = Luguvalium

Chester = Deva

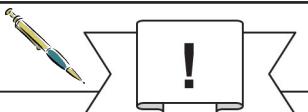
Dover = Dubris

London = Londinium

York = Eboracum



Station



Fill in the simple past form of the verbs in brackets.

The Romans all spoke Latin.

Hadrian's Wall kept the Picts out of Roman Britain.

The Romans constructed Ermine Street to connect London and York.

Eboracum was the Roman name for York

The Romans left Britain in the fifth century AD.

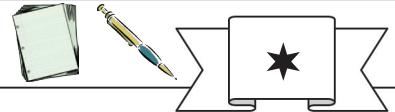
London, Chester and York were important Roman cities in Britain.

The Romans made wine in the south of England.

The city of Bath was famous for its hot springs and Roman baths.



Station



Read the following text about the Romans.

Then write ten questions about the text in the simple past and give them to another pupil to answer.

Rome

Rome started as a small town in southern Italy. There is a legend that two brothers, Romulus and Remus, founded the city. Rome became bigger by conquering other areas of Italy. After the Romans beat Hannibal, Rome expanded in North Africa as well.

The Roman army was very large. It consisted of 30 legions and there were 4000 to 6000 soldiers in every legion. If you wanted to join the Roman army, you had to be a Roman citizen without a wife. You had to be at least 20 years old and had to stay in the army for at least 25 years. When you retired you got some money or some land. Most Roman soldiers came from other countries, not from Italy.

What did Roman soldiers wear? They wore a metal helmet and armour made of strips of iron and leather. They carried a shield, a short sword and a long spear. One famous Roman general was Julius Caesar, who conquered the whole of Gaul. A group of senators killed him because they thought he wanted to become a dictator. For entertainment there were gladiator fights and chariot races, which took place in huge arenas. There were five different kinds of gladiators, for example the Bestiarii, who fought wild animals. Gladiators fought to the death to entertain the public.

Successful gladiators often became real stars.

Chariot races were less dangerous than gladiator contests. The races lasted seven laps and as many as twelve chariots took part.

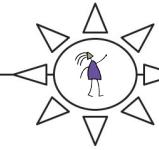
The Romans had many gods, for whom they built temples. There was always a statue of a god in the temple. People came to the temples to make sacrifices and brought food, flowers or money and priests were there to take care of things.

Jupiter was king of the gods. Can you guess who was the god of ...?

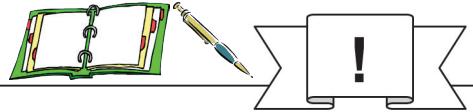
God of the Sea
God of Death
God of the Sun
Goddess of the Moon
God of War
Goddess of Love
God of Love
Messenger of the Gods

Apollo
Cupid
Diana
Mars
Mercury
Neptune
Pluto
Venus

Now write ten questions in the simple past about the text to ask your neighbour.

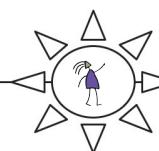


Station



Match the sentence halves.

1. Columbus discovered America while he was looking for a way to East India by sailing west.
2. While John F Kennedy was driving through the streets of Dallas, an assassin killed him.
3. When Captain John Smith was searching for food, he was captured by Pocahontas' father.
4. Because the English were asking for a high tax on tea, the people in Boston threw the tea chests into the harbour.
5. While the northern states of America were already giving rights to black people, the southern states would not do so.
6. When Lincoln was watching a play in the theatre, he was shot.
7. When Martin Luther King was giving his 'I have a dream' speech, thousands of people listened.
8. While the English were colonizing the east coast of America, the Spanish did the same in the west.
9. The Japanese bombed Pearl Harbour while Franklin D Roosevelt was waiting for information.
10. Detroit was only a small place when Henry Ford was making his first cars.



Station



Write the -ing form of these verbs. Then check the answers by finding the words in the puzzle.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | J | H | H | Z | O | M | O | E | U | W | O | H | K | K |
| V | I | V | D | N | F | C | R | V | J | X | S | U | Z | G |
| T | C | O | M | I | N | G | N | O | Y | D | K | R | G | J |
| T | A | K | I | N | G | M | H | I | T | T | I | N | G | X |
| Y | S | R | Q | N | T | G | K | L | E | S | I | I | O | N |
| I | J | B | J | P | N | G | B | G | C | T | N | J | O | D |
| R | U | N | N | I | N | G | N | Q | T | O | G | F | X | B |
| N | T | K | Y | I | Q | I | N | I | I | P | V | B | P | U |
| B | A | L | A | Y | I | N | G | H | W | P | X | G | Q | Y |
| J | A | Y | C | D | P | O | E | G | G | I | Z | O | K | I |
| R | L | I | U | L | T | P | N | Y | C | N | B | O | L | N |
| Q | J | N | N | U | N | K | F | W | C | G | X | N | F | G |
| Q | S | G | L | O | F | L | Y | I | N | G | A | R | I | D |
| T | T | E | P | O | O | R | U | B | B | I | N | G | T | F |
| S | X | I | U | G | U | S | Z | G | F | G | U | O | U | M |

| | | |
|-------|---|----------|
| buy | – | buying |
| come | – | coming |
| fly | – | flying |
| hit | – | hitting |
| lay | – | laying |
| lie | – | lying |
| rub | – | rubbing |
| run | – | running |
| ski | – | skiing |
| stop | – | stopping |
| study | – | studying |
| take | – | taking |





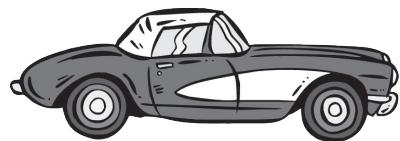
Station



**Put the verbs in the text in the simple past
or the past progressive.**

Mr Harris' Mystery Tour

Mr Harris _____ (stay) at his sister Jane's new house for the holidays. One morning he _____ (decide) to look at the town centre. He _____ (get) in his car and _____ (drive) out of the garage. When he _____ (reach) the corner of the street he _____ (see) Mrs Thistlethwaite. She _____ (sit) in her garden and _____ (wave) to him. Her daughter _____ (walk) down the street. He _____ (turn) out onto the main road, but the traffic lights _____ (not work). A policeman _____ (stand) in the middle of the road controlling the traffic. Mr Harris _____ (reach) a crossroads, but by now it _____ (rain) and he could not see well. He _____ (take) the wrong road and _____ (get) lost. A very wet man _____ (pick) up litter, so Mr Harris _____ (stop) and _____ (ask) him the way to the town centre. While they _____ (talk), Mr Harris' sister _____ (drive) past in her car. Mr Harris _____ (sound) his horn and Jane _____ (stop) her car. She _____ (say) Mr Harris could follow her. But it _____ (get) darker and darker because of the storm and Mr Harris _____ (get) lost again. The wind _____ (blow) and it _____ (be) very difficult to drive. People _____ (run) for shelter and one lady _____ (carry) her dog. Mr Harris _____ (drive) for miles and miles and finally _____ (turn) into a side street. To his surprise, he _____ (see) Mrs Thistlethwaite. She _____ (stand) in the garden with a big umbrella and her daughter _____ (walk) home from school. Jane _____ (wait) at the door. Mr Harris _____ (drive) back into the garage. When Mrs Thistlethwaite _____ (look) across the road, Mr Harris and his sister _____ (stand) in the rain and they _____ (laugh).



What do you think of Mr Harris? Tell your neighbour.